AGE DIFFERENCES IN TEACHING AND LEARNING ENGLISH VOCABULARY (A COMPARATIVE STUDY BETWEEN ADULT AND YOUNG LEARNERS) A CASE STUDY AT SDN CANDI 3 BANDUNGAN AND IAIN SALATIGA

A Graduating Paper

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department of Education Faculty Institute Islamic of Studies (IAIN) Salatiga

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2017
DECLARATION

“In the name of Allah the Most Gracious and the Most Merciful”

Hereby the writer fully declares that this graduating paper is written by the writer herself, and it is not containing materials written or has been published by other people and other peoples’ ideas except the information from references.

The writer is capable to account for this graduating paper, if in the future, it can be proved of containing others’ ideas, or in fact, the writer imitates the others’ graduating paper.

In addition, this declaration is written by the writer and she hopes that this declaration can be understood.

Salatiga, September 18th, 2017

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ATTENTIVE COUNSELOR’S NOTE

Case: Izza Mafruchah’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Izza Mafruchah’s graduating paper entitled “AGE DIFFERENCES IN TEACHING AND LEARNING ENGLISH VOCABULARY (A COMPARATIVE STUDY BETWEEN ADULT AND YOUNG LEARNERS) A CASE STUDY AT SDN CANDI 3 BANDUNGAN AND IAIN SALATIGA”. I have decided and would like to propose that this paper can be accepted by the Teacher and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

Hanung Triyoko, S.S., M.Hum, M.Ed

NIP. 19730815 199903 1 003
A GRADUATING PAPER

AGE DIFFERENCES IN TEACHING AND LEARNING ENGLISH VOCABULARY (A COMPARATIVE STUDY BETWEEN ADULT AND YOUNG LEARNERS) A CASE STUDY AT SDN CANDI 3 BANDUNGAN AND IAIN SALATIGA

WRITTEN BY:

IZZA MAFRUCHAH

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Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on September 26th 2017, and hereby considered to complete the requirements for the degree of Sarjana Pendidikan (S.Pd) in English and Education.

Board of Examiners

Head Noor Maliah, Ph.D
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Dean of Teacher Training and Education Faculty

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Motto

“If you look at what you have in life, you’ll always have more. If you look at what you don’t have in life you will never have enough “

(Oprah Winfrey)
DEDICATION

The researcher dedicates this graduating paper for all people inside of my heart:

1. My Parents, Zunasir and Supriyati, I love you so much. You are my spirit and happiness thank for all your pray and support.

2. All of my teachers and lectures thank for your guidance.

3. All of participants in my research, thank you so much guys.
ACKNOWLEDGEMENTS

Assalamualaikum Wr. Wb.

In the name of Allah, the Most Gracious and Merciful

Thank you to Allah because the researcher can complete this graduating paper as one of requirement to finish the study in English Education Department of States for Institute Islamic Studies Salatiga.

This graduating paper would not have been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thanks to:

1. Dr. Rahmat Hariyadi, M. Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, S. Pd., M. Pd. as the Dean of Teacher Training and Education faculty of State Institute Islamic Studies (IAIN) Salatiga.
3. Noor Malihah, Ph. D. as the Head of English Education Department of State Institute Islamic Studies (IAIN) Salatiga.
4. Hanung Triyoko, SS., M.Hum, M.Ed., as counselor who has brings up, espoused, and given the researcher advices, suggestions and recomendations for this graduating paper from beginning until the end. Thank you for your patience and care.
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7. My friends’ Herlina, Mba Ayi, Intan, Repon, Pipit, Mba Shinta Risdi’ we are friend till eternally.

8. All friends in English Education Department. Thank for your friendship and kindness.

9. Everybody who has contributed to finish my final paper.

Eventually, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The researcher is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

\textit{Wassalamualiakum Wr. Wb.}

Salatiga, September, 18\textsuperscript{th} 2017

The Writer,

\textit{Izza Mafruchah}

113-12-072
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVER</td>
<td>i</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td>ATTENTIVE CONSELORE'S NOTE</td>
<td>iii</td>
</tr>
<tr>
<td>STATEMENT OF CERTIFICATION</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTO</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>x</td>
</tr>
<tr>
<td>CHAPTER I INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Questions Research</td>
<td>2</td>
</tr>
<tr>
<td>C. Objectives of Study</td>
<td>3</td>
</tr>
<tr>
<td>D. The Benefit of the Study</td>
<td>3</td>
</tr>
<tr>
<td>E. Limitation of the Study</td>
<td>4</td>
</tr>
<tr>
<td>F. Clarification of the Key Term</td>
<td>4</td>
</tr>
<tr>
<td>G. Paper Outline</td>
<td>5</td>
</tr>
<tr>
<td>CHAPTER II LITERATURE REVIEW</td>
<td>6</td>
</tr>
<tr>
<td>A. Previous Research Review</td>
<td>6</td>
</tr>
<tr>
<td>B. Theoretical Framework</td>
<td>6</td>
</tr>
<tr>
<td>1. Concept of vocabulary</td>
<td>6</td>
</tr>
<tr>
<td>2. Vocabulary as Content Words</td>
<td>9</td>
</tr>
<tr>
<td>3. The Importance of Vocabulary</td>
<td>11</td>
</tr>
<tr>
<td>4. Factors of Affecting Vocabulary Mastery</td>
<td>12</td>
</tr>
<tr>
<td>5. Adult Learners</td>
<td></td>
</tr>
</tbody>
</table>


6. Young Learners................................................................. . 19
7. The Teaching of Vocabulary for Adult Learner......................... . 20
8. The Teaching of Vocabulary for Young Learner.......................... 22
9. Media in Teaching Vocabulary.................................................. 26

CHAPTER III RESEARCH METHODOLOGY ................................. 29
A. The Research Approach ......................................................... 29
B. Data Sources ........................................................................... 30
C. Method of Data Collection......................................................... 30
D. Respondents ........................................................................... 33
E. Data Analysis ........................................................................... 33

CHAPTER IV FINDINGS AND DISCUSSIONS.................................. 34
A. Data Display ........................................................................... 34
B. Discussion ............................................................................... 65
C. Finding...................................................................................... 67

CHAPTER V CLOSURE ................................................................. 71
A. Conclusions ............................................................................ 71
B. Suggestions ............................................................................. 74

BIBLIOGRAPHY

APPENDICES
ABSTRACT


**Keywords:** Vocabulary, Adult Learner, Young Learner

The objectives of this research were: to know the way of teaching vocabulary on adult and young learners, to know the way adult and young learners learn vocabulary, and to know the differences of teaching and learning vocabulary between adult and young learners at SDN Candi 3 Bandungan and IAIN Salatiga. This study adopted a qualitative research. Instruments of the study was interview. The study was conducted at IAIN Salatiga, involving 7 students as adult learner participants were interviewed and SDN Candi 3 Bandungan involving 7 students as young learner participants who interviewed. Result the study showed that: first, there were three methods used by the lecturers at IAIN Salatiga: 1) Teacher-Centered, 2) Communicative Language Teaching, 3) Task-based language learning. While at SDN Candi 3 Bandungan, the teacher used realia to teach the students. Second, adult learners found the best way to learn vocabulary such as watching the movie, listening to the music, reading books and so on. While young learner, they were studied vocabulary only when they were at the English class. Third, adults more motivated, as the learning tasks become harder, some children lose interest, become more anxious, or influenced by peer.
CHAPTER I
INTRODUCTION

A. Background of The Study

Language is one of the most important things in communication and it is used as a toll of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

Different from Indonesia, another country like Malaysia, Singapore, and India use English as their second language. Of course they have many vocabulary to communicate daily.

Slowly, the use of language in the world becomes complicated because people from different country can not communicate each other. For example people from Indonesian can not interact with Arabian because they use different language. Based on this problem, human need one language which applies worldwide. In this case English. English has become an international language. Talebinezhad & Akbari (2007) said that English as an International Language referred to the use of English by people of different nations in order to communicate with one another.

Since English has become international language, we have to master the four basic language skills. They are listening, speaking, reading, and
writing. Beside such basic skill, the student has to master some vocabularies as well as possible.

As Norbert said, vocabulary is one of the most important skills in a language. Someone that have limited vocabularies is also has limited in listening, speaking, reading and writing. It is impossible while learning language without mastering vocabularies. Because of the limited vocabularies, the learners cannot communicate to other clearly. And the idea can’t accepted clearly. The acquisition of a large number of vocabularies can help the students listen, speak, read and write. A good vocabulary and ability to use words correctly and effectively can help the students make school work easier and more rewarding.

Now, many students from superior school can master vocabularies well than adults. Even also students from ordinary school that have big interesting on English, they can mastery of vocabulary well. From the description above, the writer is interested in conducting research about age differences in learning English vocabulary at SDN Candi 3 Bandungan and IAIN Salatiga. So the writer carries out a research entitled “AGE DIFFERENCES IN TEACHING AND LEARNING ENGLISH VOCABULARY (A COMPARATIVE STUDY BETWEEN ADULT AND YOUNG LEARNERS) A CASE STUDY AT SDN CANDI 3 BANDUNGAN AND IAIN SALATIGA”

B. Problem Statement
C. Objective of the Study

From the background of study and statement of problems above, the objectives of the study are:

1. To know the way of teaching vocabulary on adult and young learners at SDN Candi 3 Bandungan and IAIN Salatiga.
2. To know the way adult and young learners learn vocabulary at SDN Candi 3 Bandungan and IAIN Salatiga.
3. To know the differences of teaching and learning vocabulary between adult and young learners at SDN Candi 3 Bandungan and IAIN Salatiga.

D. The benefit of the Study
1. Theoretical benefit

Theoretically, the writer hopes this study can contribute to the reader to know the differences way in learning English especially vocabulary.

2. Practical benefit

Practically, the writer hopes this study can improve the learners or readers knowledge in understanding about age differences in learning English especially vocabulary and how to teach according to age.

E. Limitation of the Study

In this paper, there will be some points to be explained. The writer wants to give specific explanation about types of vocabulary, the reason why there are differences in learning English vocabulary between adults and young learner. The writer will conduct a research in SDN Candi 3 Bandungan, particularly fifth grade and IAIN Salatiga, particularly students of six semester that becomes the subject of this research.

F. Clarification of Key Terms

In this thesis entitled “AGE DIFFERENCES IN LEARNING ENGLISH VOCABULARY (A COMPARATIVE STUDY BETWEEN ADULT AND YOUNG LEARNERS) A Case Study at SDN Candi 3
Bandungan and IAIN Salatiga, the writer would clarify the definition of terms as:

1. Vocabulary

   According to Richard, vocabulary is one of the most obvious components of language and one of first things applied linguistic turned their attention to (2000).

2. Adult and Young Learner

   According to Purwaningsih (2011), “Young Learners are learners in Elementary School aging 9-10 years old who are learning English as foreign language”, while adult learner is someone who is pursuing an undergraduate or graduate degree, but who does not meet the definition of a “traditional” college student.

G. Paper Outline

This research will consist of five chapters. Each chapter has different elements which as follows: Chapter I is introduction. The writer explains in general about the direction of the research. The subchapters which are parts of introduction such as, background of study, statement of the problem study, objective of study, benefit of the study, limitation of the study, definition of key terms, research methodology and outline of research paper. Chapter II is theoretical framework, which content the theories that related and support the research. Chapter III will discuss research methodology of qualitative research that consist of research report and research methodology. Chapter
IV is data analysis that consist of the application and analysis of the study. Chapter V is closure, which contained of conclusion of the research’s finding and suggestion. Then will be followed by bibliography and appendix in the last page.
CHAPTER II

LITERATURE REVIEW

H. Previous Research Review

To support this study, the writer did previous research review with the previous research. There are three previous researches as follow: Linajati (2003) in her graduating paper based on student’s English achievement profile above the writer concludes that student’s English achievement of the fifth year of MI or Islamic Elementary School is low.

Fitriyah (2008) in her graduating paper she asserts that card sort is appropriate with the situation and condition of students in SDN Jetis 01 in learning English, especially vocabulary.

The next researcher is Permata (2009), she did research that focused on the difference between male and female students in language learning strategies are taken entitle.

In this research, the writer has a different perspective with the previous studies, this graduating paper focuses on the age differences in learning English vocabulary between adult and young learner.

I. Theoretical Framework

1. Concept of Vocabulary

Vocabulary is a set of words known to a person or entity, or are part
of particular language. Vocabulary in English is called vocabulary. Personal vocabulary is defined as the set of all word that are understood by the person or all the words which are likely to be used by the person to construct new sentences. Vocabulary is all the words that can be understood in a language that we can use to communicate verbally. Reading and memorizing vocabulary is the key to learn English quickly and effectively. A control to much vocabulary can help a person making a sentence and then a series of paragraphs.

The addition of one’s vocabulary is generally considered to be an important part, both in the process of learning a language or developing one’s ability in a language that has been mastered. School students are taught new words as part of a particular subject and there are many adults who consider the formation of the vocabulary as an exciting and educational activities.

Having a great vocabulary building is not easy for the first young learner. The English teacher has to help them in building their new vocabulary.

According to Kamil and Hiebert (2005:03), vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggest. First, words come in two forms: oral and print. Oral vocabulary include those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also
comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we recognize when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don’t know their full definition and connotations – or ever use them ourselves as we speak and write.

Definition of vocabulary according to Oxford dictionaries:
1. The body of words used in a particular language: a comparison of the vocabularies of different languages the Sanskrit vocabulary
2. The words used in a particular subject or sphere of activity or on a particular occasion: the vocabulary of law [mass noun] : the term became part of business vocabulary
3. The body of words known to an individual person: he had a wide vocabulary
4. A list of difficult or unfamiliar words with an explanation of their meanings, accompanying a piece of specialist or foreign-language text
5. A range of artistic or stylistic forms, techniques, or movements: dance companies have their own vocabularies of movement

From various definitions of vocabulary terms above it can be concluded that the vocabulary is a set of words that are commonly used and understood by a particular person or a group, all the words of all languages, list of words that often and usually arranged alphabetically and
defined or translated, words used in particular subject or field of activity and events.

The above definition describes the vocabulary is known by everyone, the vocabulary used in the activities of the person in all areas of activity and work, like any other trade or profession. Vocabulary is the word that we use real situations that are usually found in a variety of activities to our lives, especially the procurement of foreign language vocabulary, which can help us to communicate with other people of different language support, be it at school, university, work, and in our daily lives.

2. **Vocabulary as Content Words**

   Learning vocabulary deals with the lexicon or dictionary that can show the content words. Content word is a word with a lexical meaning, and it can be found in a dictionary.

   Lexical meaning is the meaning of the word loosely, without any relation to other words in a structure (clause phrase or sentence).

   Example:

   House : a building for human habitation
   Eat : chew and swallow anything
   Food : anything that may be eaten

   Content word has four parts: “nouns, adjectives, verbs, and adverbs”.

All part of the content above are describe below:
1. **Noun**

A noun is the name of person, place, thing or idea. Whatever exist can be named and that name called a noun. Nouns are things, animated or unanimated, real or imaginary, moving or not moving. For example: *table, chair, cat, fruit, tree, car, etc.*

2. **Adjective**

Adjective are words that describe or modify another person or thing in the sentence and word that qualify nouns. They describe what kinds are or which they are. Adjectives are usually placed next to the word it modifies. The articles *a, an* and *the* are adjectives. For example: *The beautiful singer,* and *a rotten car.*

3. **Verb**

Verb is word the indicate (physical, mental or emotional) in doing something. The verbs are most complex type of word in the English language.

a. **Action Verbs**

Action verbs are the easiest to spot in a sentence. The example of action verbs are: *Take, bring, carry, go, drink, eat, sleep,* etc.

b. **Copulative or linking verbs**

Copulative or linking verbs connect one part of the sentence with another. Some copulative verbs are *be, feel, appear, taste, remain,* etc.
c. Phrasal verbs

In modern English, it is very usual to place prepositions or adverbs after certain to obtain a variety of meanings. The example of phrasal word is:

- **Look after**: take care of
- **Look for**: searching for
- **Look out**: be careful

4. Adverb

Adverb is a word that is used to give an explanation on the other words that are not words to explain the circumstances or nature. Words that describe the whole sentence. Words that include the adverb, because it explains the entire sentence, its location can be moved to move. For example, the word *maybe* in the following sentence:

a. *Maybe* it would rain this morning
b. It would rain this morning *maybe*
c. The rain will *maybe* fall this morning

3. The Importance of Vocabulary

English is one of the languages in the world. In Indonesia, from time to time English acquires accelerating importance in all aspects of the lives of Indonesian people particularly in the field of science and technology. Due to its paramount significance, English is one of the compulsory lessons taught from the elementary school, junior high
school to university level. That is to say that English is a very important language to learn, it is to get knowledge, technology and culture.

Teaching vocabulary is not just conveying the meaning to the students and asking them to learn the words by heart. If teachers believes that the words are worth explaining and learning, then it is important that they should do this efficiently. Teachers should use different techniques and activities in teaching English vocabulary to motivate the learners, enrich their vocabulary and enable them to speak English properly.

Wallace (1988:34) considers that in teaching and learning English as a foreign language, it is very important to know about vocabulary, because the command of vocabulary is offered together with other courses, like listening, speaking, structure, writing, and reading, it means that make students to know much vocabulary we can use picture as media to make understanding of students run well and fast.

Because through picture the student not only words and meaning, but also the students know about the thing that showed by teacher in the picture.

4. Factors Affecting Vocabulary Mastery

There are internal and external factors, while internal factors include age, aptitude, motivation and attitude, personality and psychology: intelligence, visual perception and ability (Lightbown and Spada:1993).
While external factors include facilities, environment and the way of teaching vocabulary.

As vocabulary affect much to the other language skills. The mount of someone’s vocabulary reflects his level of intelectuality. That is why, a proper method should be implemented in the classroom. Students need special strategy in teaching and learning vocabulary to conclude words from context and find meaning from words they meet. (Nitisari, 2011).

University students learn vocabulary qualitatively. While, Elementary school students learn is quantitatively.

5. Adult Learners

Characteristic of Adult Learners

According to Kuhne that gives ten assumptions about characteristics of adult learner as follow:

1. Adults generally desire to more control over their learning than youth

   Adults tend to be self – directed in their lifes, although responsibility with jobs, families, and other organizations can remove a degree of their freedom to act. Adult hood brings an increasing sense of the need to take responsibility for our lives and adults strongly present it when others take away their right to choose.

   This fact is clearly seen in educational efforts among adults. When not given some control over their learning, most adults will resist learning and some will even attempt to sabotage education efforts. They do not like being relegated to a “passive” position.
Implications:

a. Always seek include the adults in the planning of educational efforts.

b. Allow for self assessment and evaluation.

c. Understand adult learner desire appear relationship with interaction, rather than a hierarchial one.

d. Recognize that adults also expected greater availability of instructor.

2. Adult draw upon their experiences as a resource in their learning efforts more than youth

The adult’s experience is a key resource in any learning efforts. Adults have a greater reservoir of life experiences simply because they have lived longer and seen and done more. This is a critical distinction between adults and traditional learners. Consciously or unconsciously, adults tend to link any new learner to their prior learning, a body of knowledge that is rooted in their life experiences. They evaluate the validity of new ideas and concepts in light of how the idea or concept “fits” their experience.

Implication:

a. Take the time to get know more about the experiences of our learners and seek to help them to link new ideas to such prior learning
b. Encourage discussion on how new ideas fit the experience of learners.

3. Adult tends to be more motivated in learning situation than youth

Higher motivation is linked to the fact that most adult learning is voluntary. Adults are making personal choices to attend schooling, even when such schooling is tied to professional development or job skills. Whenever an individual is able to choose to learn, they are much more motivated to learn.

Implication:

a. Spend less effort trying to motivated adult learners and concentrate our time on facilitating the learning they are already motivated to pursue.

4. Adults are more pragmatic in learning than youth

Adults are particularly motivated to learn information that seems immediately applicable to their situation and needs. They tend to be frustrated with “theory” that needs to be stored away for future use or learning for the sake of learning. Certainly they are exceptions to this principle, but the percentage of exception is quite low.

Implication:

a. Tie the content of programs to the application needs of the learners.
b. Always use needs assessment strategies.

c. Weigh the content of education toward the utilitarian, not the theoretical.

5. In contrast to youth, the learner role is secondary for adult

For most adults, the “students” role is a minor and secondary role. This is in sharp contrast to traditional age learners for whom the learner role is both their primary social role and the main basis for their self identity. Adult fulfil multiple roles and this multiple roles inevitably create conflicting and competing demands on the adult learner. Multiple roles will cause most adult to have far less time and energy to read, study, or learn.

*Implication:*

a. More flexibility in adult education programs than in traditional education.

b. Give assignments far ahead of time.

c. Accept that jobs and families can create obstacles for the learner, and be willing to extend deadlines for assignment.

d. Accept that the learners will not see their educational efforts as necessarily the highest priority in their lives.

e. Accept that learner will be preoccupied at times with other roles and responsibilities.

6. Adults must fit their learning into life’s “margins”
Adult roles take energy and time to fulfill. Everyone faces the reality that there are limits on their energy and time. An important principle to understand is that learning takes time and energy. If an adult going to undertake a learning activity, she/he must realistically evaluate his/her life and see there is actually room for the added demands of the learning. Adult learners must learn to carve out some margin in their lives to allow learning to occur, a process of priority setting. If the existing demands on an adult require all the energy they possess, then the learning will be compromised.

Implication:

a. Adult educators must prioritize student advising to provide guidance to help learners to be realistic about the demands of learning and provide time management and study suggestions.

7. Many adults lack confidence in their learning

Many adults have had somewhat negative learning experiences in their traditional schooling. For a variety of reasons, they feel inadequate when comes to learning through formal educational programs. Still other adults, who may have done well in their earlier schooling, still lack confidence for further schooling efforts due to what they perceive as rusty study skills, test anxiety, or other such learning barriers.
Implications:

a. Employ learning strategies that build higher confidence in adult learners.

b. Take the time to teach better study skills and ways of improving reading comprehension.

c. Use collaborative learning approaches in the classroom can do much to alleviate anxiety. (i.e., turn the classroom from a competitive environment to a collaborative one)

8. Adults are more resistant to change than youth

Learning often involves changes in our attitudes or actions. Adults tend to be somewhat resistant to such changes because life itself teaches us that change is not always for the better and that many of the outcomes of change are unpredictable. Youth tend to be more idealistic and are often open to change just for the sake of change.

Implications:

a. Adult learners need more explanation of the “why” of changes, not just the “how”

b. Link new concepts to older, understood, and accepted concepts for adult learners.

c. Seek for incremental changes through our education efforts rather than global changes, allowing the “proof” gained
from such incremental change to encourage the adult learner to explore yet more change.

9. Adults are more diverse than youth

Adults vary from each other as learners in terms of age and experiences much more than traditional age learners. Such differences can be used as a powerful resource for adult learning. Through collaboration in small groups, adults can benefit from their variety of experiences. Dialogue with other adults enables adult learners to perceive more nuances of application, and possible problems with new concepts, the could ever be gained from private reflection.

Implications:

a. Allow more time for interaction between adults to allow learners to network together to sharing of perspectives and experiences.

b. Make effort to present material in a variety of ways to accommodate different learning styles.

10. Adults must compensate for aging in learning

Aging brings with it a number of physical complications that can impact on adult learning efforts. The percentage of such implications increase with age. As we will see later, such complications, are not really due to intelligence. Although the speed of learning tends to decrease with age, the depth of
learning tends to increase. In other words, adults tend to learn less rapidly with age, but what they learn is learned at a deeper and more integrative level. As adults age, vision and hearing can also create barriers in educational programs. As adult educators, we must pay much more attention to sound and lighting when dealing with adult learners.

*Implication:*

a. Pay more attention to the physical learning environment to compensate for aging issues.

6. **Young Learners**

Characteristic of Young Learner

Young learners have their own characteristics that differentiate them from adult learners. These characteristics should be known and understood by the teacher to give contribution to improve the quality of teaching and learning process. In relation to this, Scott and Ytreberg (1990:1-5) mention that children or young learners learn by doing:

1. Young learners can talk about what they are doing.
2. Young learners can argue for something.
3. Young learner are very logical.
4. Young learners love to play.
5. Young learners have very short attention and concentration span.
6. Young learners often happy, working, and playing alone.

7. Young learners are able to work with adult.

8. Young learners’ own understanding comes through hand, eyes, and ears.

9. Young learners sometimes have difficulty in knowing what that fact and what in fiction. The diving line between the real world and the imaginary world is not clear.

10. Young learners ask question all the time.

11. Young learners rely on the spoken word as well as the physical world to convey and understanding the meaning.

12. Young learners are able to make some decision about their own learning.

13. Young learners have a developed sense of fairness about what happens in the classroom.

14. Young learners are able to work together and learn from other.

Moreover, to support the statement above, the following are the characteristics mentioned by Dulay (1982:78), adult learner’s progress more quickly in early stage because they obtain more comprehensible input, while young learner do better in the long run because of their affective filters.

1. Children are very egocentric. They tend to revolve around themselves, children are preoccupied with their own like
and dislike, their own family also friends, and their own world.

2. Children get bored easily. Children have no choice to attend school; they do that because they have to unlike adult learners that already have particular motivation to learn a foreign language, such as integrative motivation or instrumental motivation.

3. Children are at an early stage of their education. children have less inhibition about learning a foreign language and less resistance to the idea.

4. Children forget quickly. That’s why repetition during teaching and learning process needs to be done by the teacher. It is crucial for the teacher to have appropriate technique in presenting the materials, so the children can grasp it easily.

5. Children are better mimics. In their age the elastic organs help them produce the sounds of their language that have not become fixed through habit.

7. The Teaching of Vocabulary for Adult Learner

According to Bockova (2007:27), there are two ways of teaching adults as follow:

1. Private Teaching Sector
The style of private lesson is much more suitable for students who have specific demands, expectations, learning difficulties or problems of any kind (time organization, health problems, anxiety...) or who simply prefer to have a teacher all for themselves. Usually the lessons are prepared for one student only but upon an agreement or demand more students can attended a lesson. Usually it is up to three students in private sphere and up to seven to ten students in lesson organized by a company for their employees, managers or other specific groups of people. The ‘company sector of private teaching’ (bigger groups) can sometimes be similar to the classical compulsory education because it is not always the students’ self-determined decision to attend the lessons but an order from the headquarters. Not all students are interested in taking lessons and stagnate. A risk of creating a mixed ability group is too high and usually comes to reality. Therefore it will not be dealt with in this work as with a main part of a private teaching sector.

2. One-To-One Lessons

The biggest advantage of one-to-one lesson is the fact the lessons can be adjusted to specific needs of a student and as much time as needed can be spent on every single item. If a student has trouble with understanding some grammar structure, it is possible to spend more time on its practise than in usual classes where the needs of a single student cannot be prioritised to other students’ needs. All students
must be taken into consideration and a single student cannot restrain
the others. In one-to-one lessons a student also has their long-term goal
(to be able to understand non-subtitled English speaking films) divided
into many short-term goals (acquiring a certain piece of grammar,
finishing a unit) that should be fulfilled in an appropriate period of
time. The goals are usually suggested by a student and modified by a
teacher’s judgement of their attainability. It is necessary to determine
priorities in the aims of what should be learned (fulfilled) at what
stage. But what is great is the possibility to adjust these single aims to
the actual student’s situation and needs.

8. The Teaching of Vocabulary for Young Learner

Based on the opinion of Spare to Suyanto (2007:47), in general,
children learn faster of vocabulary when supported with props or aids,
such as picture or real objects. Probably one of the reasons is that when
when use the props right word has meaning when it is given with the
picture.

1. The Word Group

The purpose of this technique so that the students learn to interpret the
words of a group of words or a few sentences of various terms in
accordance with the said function. Equipment used only stationary.
This technique can be done individually or in groups
2. The Base Words

The base word is a word which is situated in the middle of a sentence, or a word that became the senter of the core part of the said section. For example, the teacher handed the base of the root word then students mention a word stem, leaf, fruit, and so on.

The purpose of this learning technique for students to determine the meaning of words that have close to the word. Tool used to taste the word cards. This activity can be done individually or a group.

3. Word Cards

The technique is a word card learning techniques compound words through the card. The card measures 2 cm wide and 15 cm long in which is written a single word. Learning technique can be done individually or in groups. Learning technique intended word cards so that students can easily, happy, and passionate in understanding compound word through its path alone.

4. Appoint Alphabetical

The purpose of learning the alphabet is designated for students to produce word rapidly and a lot in a short time. When the teacher handed me the letter s, students can cite success, brushes, illness, hard, healthy, and so long as the word begins with the letter s. Tools needed are as many letter cards. This technique can be done individually or in groups.

5. The Word False True
The purpose of learning techniques one true word is that the students can choose the correct word from wrong quickly. If the teacher handed the correct word to the students, they wrote letter in their notebook. Students can name the correct word with letter B and the one with the letter S. For example the teacher showed the class the pharmacy students immediately mention the letter S in the word pad sign is ‘wrong’. Tools needed are sheets inscribed with the correct word and the wrong word writing.

6. Words of Figure

The technique aims at learning the word from the image so that students can make a quick word based image seen. For example, the teacher showed picture of the flood that hit the village. From these image the students produce said water, disaster, fish, dirt, smells, and so within the stipulated time. Tools needed are pictures that very according to the theme of learning, the same size as a large calendar.

7. Letter Word

The purpose of learning technique appeal is said that students can define synonyms or antonyms. Students were given 4 of synonyms or 2 words antonyms then students interpret each word so finding similarities or differences through benchmarking. The tools used are envelopes and cards taped words Manila paper to be used in subsequent learning.

8. The Word Pairs
9. Key Word

The purpose of learning techniques is the key word for students to define the word to represent the content of the reading or writing contents. When given a single sheet of paper, students are able to interpret the text with a minimum of 5 words. For example, after students were given writing Surabaya, direct students to write the word congestion, slums, flooding, pollution, and busy. Paper copies of the necessary tools in accordance with the theme of learning. This activity can be done individually or in groups.

10. Exchange Word

Learning techniques bourse said aims to enable students to explain the meaning and understand the structure rapidly based on the ability of the students themselves. Tools needed a large jar with a translucent piece of content as many words (said to number in hundreds). It would be better, the word is affixed on the manila paper is slightly thicker, so durable. The word can be gained from making their own or cut out words from newspapers, magazines, or mail.
Teaching vocabulary to the young learners is much different from adults. Cameron 2001, puts young learner’s cognitive in the stage of pre-operational concrete where learners should learn by concrete samples not the abstract one.

In terms of learning vocabulary, young learners need to be given a wide variety of activities which relate to the different senses. Activities in a young learner classroom should be short. With adults it is possible to spend more time on learning tasks so it is possible to engage more deeply with the learning materials.

Then the biggest difference between teaching adults and young learners is what the students bring to the classroom. Young learners bring enthusiasm, curiosity, and energy, while adults have already had a lifetime of experiences and have their own ideas and opinions.

9. Media in Teaching Vocabulary

In teaching vocabulary to children required a wide range of media that the lesson to be fun and exciting, and the procurement vocabulary becomes easier, in addition to media images that have been mentioned above, there are also other learning media, such as, media song, games and story.

1. Song
According to Suyanto (2007:113) the song is a series of words are sung with a certain rhythm and tone. By singing the song, the teacher invites students to engage in activities that have to do with everyday life.

According to Ekonomi (2007) there are various ways that can be used to take advantage of short songs and chants to teach:

a. Sing: children singing the melody easily captured and contained language that can be used.

b. With the motion: the kids perform movements while singing. This is the most effective utilization song especially for children.

c. Songs are short: almost any sentence or phrase can be. If possible, short song also be combined with the movement.

d. Background: the song played in the background while the kids are doing a game. This is an effective way for children to remember the patterns without focusing too much on the pattern and indirectly students can obtain short phrases in the song heard.

e. Outside the classroom lesson: parents are encourage to play English language song through a tape recorder or CD player in the car and at home.

2. Game
Referring to the characteristic of pre-school age children, learning is more effective when packaged in the form of fun game. Even learning English would not be difficult and frustrating because they see learning English as a fun activity (Slattery and Willis, 2001:3). Nevertheless, it was fun in the classroom is not enough. The focus of learning should still be maintained, one way to make a lesson plan. Games are techniques that can offer lesson as well as have fun. According to some experts experience, communicative language game has six characteristic. Suyanto (2007:119) namely:

a. Game must interactive
b. Must understand the rules of the game
c. The game has a clear goal
d. Context of activities that clearly
e. Player must be actively involved
f. Player gets special rules in play

3. Storytelling

The story is a description of an event or of a person that delivery can be by way of a text read stories to children and telling stories or stories without reading text (story telling).

Read a story to children can provide many benefits. Storyline illustrate to children how the word relates to other words in the fabric of a similar theme. The words or phrase as a red thread
story is presented repeatedly with the same pattern of making it
easier for students to identify and remember.

Teach vocabulary can be done in various ways and media to to
increase student’s interest in learning English. But always
remember that teaching of words should be packed in
appropriate context. Do not be tempted to just give you a list
and ask the children memorize the list because it is relatively
visible results. However, usually these words will not last long
in the memory of the child. Therefore, teaching a new word
was not just one time and then finished it should be repeat in
the right context and the use of instructional media is great way
to mastery of a foreign language for children.

CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the writer would like to describe the research method that includes research approach, data source, method of collecting data, and data analysis.

A. The Research Approach

This research is a qualitative research and also called descriptive research. The writer choose this method because it is compatible with this research where the data in form of words.

Bogdan and Biklen (1992:30) state that qualitative research is descriptive. The data collected are in the form of words. Bogdan and Biklen said “the data collected in qualitative research has been termed “soft”, that is, rich in description of people, places, and conversations, and not easily handled by statistical procedures.” Researchers do not approach their research with specific questions to answer or hypotheses to test. They are concerned with understanding behavior from the subject’s own frame of reference. Qualitative researcher believe that “multiple ways of interpreting experiences are available to each of us through interacting with others, and it is the meaning of our experiences that constitutes reality. Reality, consequently is socially constructed.

Speaking about the subject, the writer considered the sampling unit she decided to pick the sample. The unit she used was social unit, such as family, club, or school. Kothari (56:2004) states that a decision has to be taken
concerning a sampling unit before selecting the sample. Sampling unit may be a geographical one such as state, district, village, etc., or a constructional unit such as house, flat, etc., or it may be a social unit such as family, club, school, etc., or it may be an individual.

B. Data Sources

This research used primary data or ‘original data’. Original data here mean the researcher collect the data themselves (Zacharias, 2012: 11). It is from the result of the research. The data of this research were taken from the result of students’ interview at IAIN Salatiga and SDN Candi 3 Bandungan.

C. Methods of Data Collection

The core of data collection in qualitative research are In-depth interviewing of individuals and small groups, systematic observation of behavior, and analysis of documentary data (Darlington and Scott, 2002:2).

In this research, the writer used interview technique to take data

Interview is basically conducted as conversational exchanges; acquire verbal answer for questions that is asked verbally in a meeting. These can be personal, such as face to face, or by telephone. As John argued that:

“Interview is an oral questionnaire. Instead of writing the respons, the suvject or interviewee gives the needed information verbally in face-to-face relationship”
The advantages of interview are: to get more information, especially related with someone’s privacy, to get the information what we want sooner, to make sure that all the data is from the real source (validity and reability), and the respondent is more flexible in giving information.

According to Sugiyono, interview is divided into structured and unstructured interview. Structured interview is the interview that the question and alternative answer to the subjects are predetermined and followed with all respondents. Meanwhile, unstructured interview is giving question freely. It means that the researcher does not use systematic interview design in getting the data from the source of information, she/he only use a general description of question.

In this research, the researcher uses structured interview in collecting the data uses smart phone to record. This interview focuses on the teaching and learn vocabulary at SDN Candi 3 Bandungan and IAIN Salatiga.

Those question for adult learner are as follows:

a. Do you like English? Why?
b. How many times do you study English in a week?
c. What are your difficulties in studying English?
d. Why do you think learning vocabulary is important?
e. Can you distinguish among verb, noun, and adjective? Explain and give examples!
f. Which one do you prefer between learning vocabulary with your teacher or learning vocabulary by your ownself? Why?
g. How is the teaching of vocabulary in your class? What method is used?

h. In what ways do you learn vocabulary outside classroom?

i. Do you implement what you have learnt in your daily activity?

j. What do you do to increase your vocabulary?

Those question for young learner are as follows:

a. Do you like English? Give a reason!

b. Where did you learn vocabularies for the first time?

c. Do you use realia to learn vocabularies?

d. Does the teacher using realia in teaching vocabularies?

e. What are your difficulties in learning vocabularies?

f. Which one do you prefer between learning vocabularies with your teacher or learning vocabularies by your ownself?

g. Do you implemented what you have learnt in your daily activity?

h. What do you do to increase your vocabulary? Maybe open dictionary or ask other people?

i. The writer asks the student to make a sentence from some words below

   1. Help
   2. Night
   3. Mother
   4. Door
   5. Study

j. The writer asks to students to write the word what researcher says

   1. Watch
D. Respondents

In this research, the writer collected data from respondents for what the writer could get randomly during the research. This would be the research limitation which becomes potential area for future research to collect more data from more respondents.

E. Data Analysis

The writer analyzed the data based on Miles and Huberman’s flow models, the steps were:

a. Data Collection

Collecting data was started from searching needed data in multiple forms. As the explanation before, the writer uses note taking and recording method.

b. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up note taking or transcription (Miles and Huberman, 1994:10). In data
reduction, the writer should make brief summary from data which is gotten from source.

(c) Data Display

The researcher analyzed the data and compared it

d. Conclusion

The researcher made research summary from result of the research.

CHAPTER IV

DATA ANALYSIS

The focus of this chapter is presentation of the research findings. This chapter is divided into two main parts; there are data display and discussion about research findings.

(A) Data Display

In this research, the data comes from interview. There are 14 students who become the respondents of interview. It consist of 7 students of adult learner and 7 students of young learner. The writer choose the respondents randomly. The writer aimed to know the differences in learning English vocabulary between adult and young learners. These are the result of interview between the writer and the respondents.

1. Adult Learner

a. Miftahur Roziqin as first respondent
<table>
<thead>
<tr>
<th>Interviewer</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first respondent</td>
<td>R1</td>
</tr>
<tr>
<td>I : Do you like English? Why?</td>
<td>R1 : Yes, I do. In my opinion, English is universal language. We use English everywhere</td>
</tr>
<tr>
<td>R1 : How many times do you study English in a week?</td>
<td>I : Uncertain, I just study when I want and have a test</td>
</tr>
<tr>
<td>R1 : What are your difficulties in studying English?</td>
<td>I : My difficulties are speaking and grammar because I don’t know how to pronounce it and it’s make me unconfident</td>
</tr>
<tr>
<td>R1 : Why do you think learning vocabulary is important?</td>
<td>I : Because when we learn vocabulary we know the function and how to use it.</td>
</tr>
<tr>
<td>I : Can you distinguish among verb, noun, and adjective? Explain and give examples!</td>
<td>R1 : Verb mean kata kerja example kick, throw etc. Noun mean kata benda example table, chair and so on. Adjective mean kata sifat example beautiful, tall and so on.</td>
</tr>
<tr>
<td>R1 : Which one do you prefer between learning vocabularies with your teacher or learning vocabularies by your ownself? Why?</td>
<td>I : I prefer learning vocabulary by myself because I can search the reference everywhere</td>
</tr>
<tr>
<td>I</td>
<td>How is the teaching of vocabulary in your class? What method is used?</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>I</td>
<td>The class method is teacher center. So, the students are passive in the learning</td>
</tr>
<tr>
<td>I</td>
<td>In what ways you do learn vocabulary outside classroom?</td>
</tr>
<tr>
<td>R1</td>
<td>I learn from watching movie, youtube, and listening music</td>
</tr>
<tr>
<td>I</td>
<td>Do you implement what you have learnt in your daily activity?</td>
</tr>
<tr>
<td>R1</td>
<td>Sometimes</td>
</tr>
<tr>
<td>I</td>
<td>What do you do to increase your vocabulary?</td>
</tr>
<tr>
<td>R1</td>
<td>I increase my vocabulary with watching movie, youtube, gaming and listening music.</td>
</tr>
<tr>
<td></td>
<td>Do you implement what you have learnt in your daily activity?</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>What do you do to increase your vocabulary?</td>
</tr>
<tr>
<td></td>
<td>I increase my vocabulary with watching movie, youtube, gaming and listening music</td>
</tr>
</tbody>
</table>

b. Dwi Purwasi as second respondent

Interviewer : I

Second respondent : R2
<table>
<thead>
<tr>
<th>I</th>
<th>Do you like English? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>R2</td>
<td>Yes, I do because English is challenging</td>
</tr>
<tr>
<td>I</td>
<td>How many times do you study English in a week?</td>
</tr>
<tr>
<td>R2</td>
<td>Almost everyday</td>
</tr>
<tr>
<td>I</td>
<td>What are your difficulties in studying English?</td>
</tr>
<tr>
<td>R2</td>
<td>My difficulties are when I found a new word and pronunciation</td>
</tr>
<tr>
<td>I</td>
<td>Why do you think learning vocabulary is important?</td>
</tr>
<tr>
<td>R2</td>
<td>In my opinion, English is important because English is International language</td>
</tr>
<tr>
<td>I</td>
<td>Can you distinguish among verb, noun, and adjective? Explain and give examples!</td>
</tr>
<tr>
<td>R2</td>
<td>Verb is a word that drawing an action, like eat, sit and read. Noun is a word that explain of visible thing, like book, table and chair. Adjective is a word that explain of condition, like nice, beautiful and handsome</td>
</tr>
<tr>
<td>I</td>
<td>Which one do you prefer between learning vocabularies with your teacher or learning vocabularies by your ownself?</td>
</tr>
<tr>
<td>R2</td>
<td>I like both. But sometimes it depends on mood</td>
</tr>
<tr>
<td>I</td>
<td>How is the teaching of vocabulary in your class? What method is used?</td>
</tr>
<tr>
<td>R2</td>
<td>The teacher gives a matherial to the students, then students asked to find the meaning. The method is grouping</td>
</tr>
<tr>
<td>I</td>
<td>In what ways do you learn vocabulary outside classroom?</td>
</tr>
<tr>
<td>R2</td>
<td>: I like to write the new words in note, I adhere it in my room and then I memorize it</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>I</td>
<td>: Do you implement what you have learnt in your daily activity?</td>
</tr>
<tr>
<td>R2</td>
<td>: Sometimes I use vocabulary to conversation with my friends. Sometimes I talk with myself and chatting on social media</td>
</tr>
<tr>
<td>I</td>
<td>: What do you do to increase your vocabulary?</td>
</tr>
<tr>
<td>R2</td>
<td>: I increase my vocabulary with watching movie that using of English subtitle</td>
</tr>
</tbody>
</table>

c. Luthfiyatus Saidah as third respondent

<table>
<thead>
<tr>
<th>Interviewer</th>
<th>: I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third respondent</td>
<td>: R3</td>
</tr>
<tr>
<td>I</td>
<td>: Do you like English? Why?</td>
</tr>
<tr>
<td>R3</td>
<td>: Yes, I do. It’s the foreign language that I love because English is International language and it’s make me interest to learn it.</td>
</tr>
<tr>
<td>I</td>
<td>: How many times do you study English in a week?</td>
</tr>
<tr>
<td>R3</td>
<td>: I don’t know, maybe never learn English except I have an assignment, but everyday I listen English song, so it’s make me have a new word everyday</td>
</tr>
<tr>
<td>I</td>
<td>: What are your difficulties in studying English?</td>
</tr>
<tr>
<td>R3</td>
<td>: My difficulties are grammar and vocabulary</td>
</tr>
<tr>
<td>I</td>
<td>: Why do you think learning vocabulary is important?</td>
</tr>
<tr>
<td>R3</td>
<td>Because when we learn vocabulary our English skill is improve</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>I</td>
<td>Can you distinguish among verb, noun, and adjective? Explain and give examples!</td>
</tr>
<tr>
<td>R3</td>
<td>Yes, I can. Verb mean kata kerja example teach, eat and read. Noun mean kata benda example beauty. While adjective mean kata sifat example beautiful</td>
</tr>
<tr>
<td>I</td>
<td>Which one do you prefer between learning vocabularies with your teacher or learning vocabularies by your ownself?</td>
</tr>
<tr>
<td>R3</td>
<td>I like both either together with teacher or by myself</td>
</tr>
<tr>
<td>I</td>
<td>How is the teaching of vocabulary in your class? What method is used?</td>
</tr>
<tr>
<td>R3</td>
<td>My lecture uses a handbook. She gives some vocabularies to the students. Every week, every meeting, we translate and memorize it. The method is speech.</td>
</tr>
<tr>
<td>I</td>
<td>In what ways do you learn vocabulary outside classroom?</td>
</tr>
<tr>
<td>R3</td>
<td>I learn vocabulary by listening music, watching movie, watching of lyrics video and reading some English quotes</td>
</tr>
<tr>
<td>I</td>
<td>Do you implement what you have learnt in your daily activity?</td>
</tr>
<tr>
<td>R3</td>
<td>Sometimes. I mix between English and Bahasa in conversation</td>
</tr>
<tr>
<td>I</td>
<td>What do you do to increase your vocabulary?</td>
</tr>
<tr>
<td>R3</td>
<td>I increase my vocabulary by watching movie and listening music because I love their movie and music that great</td>
</tr>
</tbody>
</table>
d. Alfin Rizqi Aulia as fourth respondent

**Interviewer** : I

**Fourth respondent** : R4

<table>
<thead>
<tr>
<th>I</th>
<th>Do you like English? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>R4</td>
<td>Yes I do because I think that English is unique</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>How many times do you study English in a week?</th>
</tr>
</thead>
<tbody>
<tr>
<td>R4</td>
<td>Uncertain. Sometimes, just when there is a homework</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>What are your difficulties in studying English?</th>
</tr>
</thead>
<tbody>
<tr>
<td>R4</td>
<td>My difficulty is about vocabulary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>Why do you think learning vocabulary is important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>R4</td>
<td>Because the basic of learning English is vocabulary. When we want to arrange sentences, we have to know the vocab first</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>Can you distinguish among verb, noun, and adjective? Explain and give examples!</th>
</tr>
</thead>
<tbody>
<tr>
<td>R4</td>
<td>Verb means kata kerja example run. Noun means kata benda example shoes. While adjective means kata sifat example beautiful</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>Which one do you prefer between learning vocabularies with your teacher or learning vocabularies by your ownself?</th>
</tr>
</thead>
<tbody>
<tr>
<td>R4</td>
<td>I like learning vocabulary both of them. We have to learn with teacher to guide us, then we can learn ourselves after we get directive from him/her</td>
</tr>
<tr>
<td>I</td>
<td>How is the teaching of vocabulary in your class? What method is used?</td>
</tr>
<tr>
<td>R4</td>
<td>The teacher gives a list of vocabulary then she asks us to read and look for the meaning one by one. After that, the teacher points a student to explain without reading the text</td>
</tr>
<tr>
<td>I</td>
<td>In what ways do you learn vocabulary outside classroom?</td>
</tr>
<tr>
<td>R4</td>
<td>I learn vocabulary with song lyrics. Learn to pronounce it and look for the meaning</td>
</tr>
<tr>
<td>I</td>
<td>Do you implement what you have learnt in your daily activity?</td>
</tr>
<tr>
<td>R4</td>
<td>Sometimes I practice conversation with my friends</td>
</tr>
<tr>
<td>I</td>
<td>What do you do to increase your vocabulary?</td>
</tr>
<tr>
<td>R4</td>
<td>When I get new vocabulary, I write and look for the meaning</td>
</tr>
</tbody>
</table>

e. Nur Kayati as fifth respondent

Interviewer : I

Fifth respondent : R5

<p>| I | Do you like English? Why? |
| R5 | Yes I do because when I learn English I always curious |
| I | How many times do you study English in a week? |
| R5 | Every day. I usually learn for half or one hour everyday |
| I | What are your difficulties in studying English? |
| R5 | Speaking |
| I | Why do you think learning vocabulary is important? |</p>
<table>
<thead>
<tr>
<th>R5</th>
<th>Because vocabulary is basic of learning English</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Can you distinguish among verb, noun, and adjective? Explain and give examples!</td>
</tr>
<tr>
<td>R5</td>
<td>Verbs mean kata kerja example go, see and eat. Nouns mean kata benda example mother, mosque. Adjectives mean kata sifat example beautiful</td>
</tr>
<tr>
<td>I</td>
<td>Which one do you prefer between learning vocabulary with your teacher or learning vocabularies by your ownself?</td>
</tr>
<tr>
<td>R5</td>
<td>Learning through both ways is better. If we learn English with teacher, it makes us understand easily.</td>
</tr>
<tr>
<td>I</td>
<td>How is the teaching of vocabulary in your class? What method is used?</td>
</tr>
<tr>
<td>R5</td>
<td>The teacher asks the students to write the new vocabulary then the students memorize it at their home. The method is student center</td>
</tr>
<tr>
<td>I</td>
<td>In what ways do you learn vocabulary outside classroom?</td>
</tr>
<tr>
<td>R5</td>
<td>Reading a book. If any difficult words I write it and find it in the dictionary</td>
</tr>
<tr>
<td>I</td>
<td>Do you implement what you have learnt in your daily activity?</td>
</tr>
<tr>
<td>R5</td>
<td>Yes I do sometimes</td>
</tr>
<tr>
<td>I</td>
<td>What do you do to increase your vocabulary?</td>
</tr>
<tr>
<td>R5</td>
<td>Reading</td>
</tr>
</tbody>
</table>
f. I’annatun Nisa as sixth respondent

**Interviewer** : I

**Sixth respondent** : R6

<table>
<thead>
<tr>
<th>I</th>
<th>Do you like English? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>R6</td>
<td>Yes I do because English is interesting</td>
</tr>
<tr>
<td>I</td>
<td>How many times do you study English in a week?</td>
</tr>
<tr>
<td>R6</td>
<td>Monday until Friday</td>
</tr>
<tr>
<td>I</td>
<td>What are your difficulties in studying English?</td>
</tr>
<tr>
<td>R6</td>
<td>Grammar</td>
</tr>
<tr>
<td>I</td>
<td>Why do you think learning vocabulary is important?</td>
</tr>
<tr>
<td>R6</td>
<td>Because it can increase our speaking ability</td>
</tr>
<tr>
<td>I</td>
<td>Can you distinguish among verb, noun, and adjective? Explain and give examples!</td>
</tr>
<tr>
<td>R6</td>
<td>Verb is a word that shows an action example work. Noun is that show a place, idea example table. While adjective is a word that explain noun or pronoun example beautiful</td>
</tr>
<tr>
<td>I</td>
<td>Which one do you prefer between learning vocabularies with your teacher or learning vocabularies by your ownself?</td>
</tr>
<tr>
<td>R6</td>
<td>By my self because it is easier</td>
</tr>
<tr>
<td>I</td>
<td>How is the teaching of vocabulary in your class? What method is used?</td>
</tr>
<tr>
<td>R6</td>
<td>Teacher gives new vocabulary and then the students memorize it</td>
</tr>
<tr>
<td>I</td>
<td>In what ways do you learn vocabulary outside classroom?</td>
</tr>
<tr>
<td>R6</td>
<td>By watching the movie and listening the songs</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>I</td>
<td>Do you implement what you have learnt in your daily activity?</td>
</tr>
<tr>
<td>R6</td>
<td>Yes, when I talk to my friends</td>
</tr>
<tr>
<td>I</td>
<td>What do you do to increase your vocabulary?</td>
</tr>
<tr>
<td>R6</td>
<td>From watching the movie and listening songs</td>
</tr>
</tbody>
</table>

g. Lina Nurul as seventh respondent

Interviewer : I

Seventh respondent : R7

<table>
<thead>
<tr>
<th>I</th>
<th>Do you like English? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>R7</td>
<td>Yes I do because English is an international language</td>
</tr>
<tr>
<td>I</td>
<td>How many times do you study English in a week?</td>
</tr>
<tr>
<td>R7</td>
<td>3 or 4 times in a week</td>
</tr>
<tr>
<td>I</td>
<td>What are your difficulties in studying English?</td>
</tr>
<tr>
<td>R7</td>
<td>My difficulties are vocabulary and grammar</td>
</tr>
<tr>
<td>I</td>
<td>Why do you think learning vocabulary is important?</td>
</tr>
<tr>
<td>R7</td>
<td>Because I can say what I want and I can interpret what someone’s say</td>
</tr>
<tr>
<td>I</td>
<td>Can you distinguish among verb, noun, and adjective? Explain and give examples!</td>
</tr>
<tr>
<td>R7</td>
<td>Verb means kata kerja example kick. Noun means kata benda example chair. Adjective means kata sifat example excellent</td>
</tr>
<tr>
<td>I</td>
<td>Which one do you prefer between learning vocabularies with your teacher or learning vocabularies by your self?</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>R7</td>
<td>I like learning English by myself beacuse I know how far my ability</td>
</tr>
<tr>
<td>I</td>
<td>How is the teaching of vocabulary in your class? What method is used?</td>
</tr>
<tr>
<td>R7</td>
<td>The teacher gives questions to the students and they have to answer it. the method is communicative learning</td>
</tr>
<tr>
<td>I</td>
<td>In what ways do you learn vocabulary outside classroom?</td>
</tr>
<tr>
<td>R7</td>
<td>From novel, article, movie, books and so on</td>
</tr>
<tr>
<td>I</td>
<td>Do you implement what you have learnt in your daily activity?</td>
</tr>
<tr>
<td>R7</td>
<td>Yes I always implement it in my daily activity</td>
</tr>
<tr>
<td>I</td>
<td>What do you do to increase your vocabulary?</td>
</tr>
<tr>
<td>R7</td>
<td>I always write vocabulary and then I search the synonim and translate it into Bahasa then I read until understand</td>
</tr>
</tbody>
</table>

2. Young Learner
   a. Syifa Elta Nafisah as eighth respondent

Interviewer : I

Eighth respondent : R8

<table>
<thead>
<tr>
<th>I</th>
<th>Do you like English? Give a reason!</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Apakah kamu menyukai bahasa Inggris? Berikan alasannya!)</td>
<td></td>
</tr>
</tbody>
</table>
| R8       | Yes I do, because English is fun  
|          | *(Iya, suka. Karena menyenangkan)* |
| I        | Where did you learn vocabulary for the first time?  
|          | *(Dimana pertama kali kamu belajar tentang kosa kata?)* |
| R8       | At the school, when I was first grade  
|          | *(Di sekolah. Kelas 1 SD)* |
| I        | Do you use realia to learn vocabularies?  
|          | *(Apakah kamu menggunakan alat peraga untuk belajar kosa kata?)* |
| R8       | Yes, I do  
|          | *(Iya, saya menggunakan)* |
| I        | Does the teacher using realia in teaching vocabularies?  
|          | *(Apakah gurumu menggunakan alat peraga ketika mengajar kosa kata?)* |
| R8       | Yes she does  
|          | *(Iya, dia menggunakan)* |
| I        | What are your difficulties in learning vocabulary?  
|          | *(Apa kesulitanmu dalam belajar kosa kata?)* |
| R8       | Memorizing  
|          | *(Menghafal)* |
| I        | Which one do you prefer between learning vocabularies with your teacher or learning vocabularies by your ownself?  
<p>|          | <em>(Dalam belajar kosa kata, lebih senang belajar sendiri atau)</em> |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>bersama guru?)</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **R8** : With the teacher because I can memorize faster  
(Dengan guru, karena saya bisa menghafal lebih cepat) |   |
| **I** : Do you implemented what you have learnt in your daily activity?  
(Apakah kamu menerapkan apa yang sudah kamu pelajari (kosa kata) dalam kehidupan sehari-hari?) |   |
| **R8** : Sometimes. But just some words like chair, book etc  
(Terkadang. Tapi hanya beberapa kata saja. Seperti kursi, buku dll) |   |
| **I** : How do you do to increase your vocabulary? Maybe open dictionary or ask other people?  
(Apa yang kamu lakukan untuk menambah kosa kata? Mungkin dengan membuka kamus atau bertanya pada orang lain?) |   |
| **R8** : I increase my vocabulary by open the dictionary  
(Saya menambah kosa kata dengan membuka kamus) |   |
| **I** : The writer asks the students to make a sentence from some words below  
(Penulis meminta murid untuk membuat sebuah kalimat sederhana dari beberapa kata di bawah ini) |   |
|   | 6. Help  
7. Night  
8. Mother  
9. Door |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10. Study</strong></td>
<td></td>
</tr>
<tr>
<td><strong>R8</strong></td>
<td>1. I help teacher. 2. I sleep at night. 3. I have mother. 4. Open the door.</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>The writer asks to students to write the word what writer says (Penulis meminta murid untuk menuliskan apa yang penulis katakan)</td>
</tr>
</tbody>
</table>
|   | 6. Watch  
|   | 7. Play  
|   | 8. Teacher  
|   | 9. Student  
|   | 10. Picture |

### R8

1. watch
2. play
3. Teacher
4. Student
5. Picture

b. Vina Nila Soraya as ninth respondent

**Interviewer** : I

**Ninth respondent** : R9

52
| I   | Do you like English? Give a reason!  
   | *(Apakah kamu menyukai bahasa Inggris? Berikan alasannya!)* |
|-----|---------------------------------------------------------------------------------------------------------------|
| R9  | Yes I do. Because I can communication with foreign people using English  
   | *(Iya, saya suka. Karena saya jadi bisa berkomunikasi dengan orang asing menggunakan bahasa Inggris)* |
| I   | Where did you learn vocabulary for the first time?  
   | *(Dimana pertama kali kamu belajar tentang kosa kata?)* |
| R9  | At school when I was first grade  
   | *(Di sekolah. Kelas 1 SD)* |
| I   | Do you use realia to learn vocabularies?  
   | *(Apakah kamu menggunakan alat peraga untuk belajar kosa kata?)* |
| R9  | No, I don’t  
   | *(Saya tidak menggunakan alat peraga)* |
| I   | Does the teacher using realia in teaching vocabularies?  
   | *(Apakah gurumu menggunakan alat peraga ketika mengajar kosa kata?)* |
| R9  | Yes, she does. Usually, she points to the thing that she is explaining, for example blackboard  
<p>| <em>(Iya, dia menggunakanannya. Biasanya, dia menunjuk ke benda yang sedang dia terangkan, seperti contoh ketika dia sedang menerangkan “blackboard” maka dia menunjuk papan tulis)</em> |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| I | What are your difficulties in learning vocabulary?  
   (Apa kesulitanmu dalam belajar kosa kata?) |
| R9 | Memorizing  
   (Menghafal) |
| I | Which one do you prefer between learning vocabularies with your teacher or learning vocabularies by your ownself?  
   (Dalam belajar kosa kata, lebih senang belajar sendiri atau bersama guru?) |
| R9 | With teacher, because she makes me memorize easier  
   (Dengan guru, karena dia membuat saya menghafal kosa kata lebih cepat) |
| I | Do you implemented what you have learnt in your daily activity?  
   (Apakah kamu menerapkan apa yang sudah kamu pelajari (kosa kata) dalam kehidupan sehari-hari?) |
| R9 | Yes I do. Like I say good morning to my friend  
   (Iya. Seperti mengatakan “good morning” kepada teman) |
| I | How do you do to increase your vocabulary? Maybe open dictionary or ask other people?  
   (Apa yang kamu lakukan untuk menambah kosa kata? Mungkin dengan membuka kamus atau bertanya pada orang lain?) |
| R9 | I open the dictionary  
   (Biasanya saya membuka kamus) |
| I | The writer asks the students to make a sentence from some words |
below

(Penulis meminta murid untuk membuat sebuah kalimat sederhana dari beberapa kata di bawah ini)

1. Help
2. Night
3. Mother
4. Door
5. Study

R9: 1. Help mother
2. Good night
3. I love my mother
4. Open the door
5. I am study

I: The writer asks to students to write the word what writer says

(Penulis meminta murid untuk menuliskan apa yang penulis katakan)

1. Watch
2. Play
3. Teacher
4. Student
5. Picture
c. Ratih Karunia Fajar as tenth respondent

<table>
<thead>
<tr>
<th>Interviewer</th>
<th>Tenth respondent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>: Do you like English? Give a reason!</td>
</tr>
<tr>
<td></td>
<td>(Apakah kamu menyukai bahasa Inggris? Berikan alasannya!)</td>
</tr>
<tr>
<td>R10</td>
<td>: Yes I do. Because I can use English to talk with tourist</td>
</tr>
<tr>
<td></td>
<td>(Suka. Karena saya jadi bisa ngobrol dengan turis ketika mereka datang kesini (Gedong 9))</td>
</tr>
<tr>
<td>I</td>
<td>: Where did you learn vocabulary for the first time?</td>
</tr>
<tr>
<td></td>
<td>(Dimana pertama kali kamu belajar tentang kosa kata?)</td>
</tr>
<tr>
<td>R10</td>
<td>: At the school, at the first grade</td>
</tr>
<tr>
<td></td>
<td>(Waktu di sekolah, kelas 1 SD)</td>
</tr>
<tr>
<td>I</td>
<td>: Do you use realia to learn vocabularies?</td>
</tr>
<tr>
<td></td>
<td>(Apakah kamu menggunakan alat peraga untuk belajar kosa kata?)</td>
</tr>
<tr>
<td>R10</td>
<td>: Yes I do</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td><strong>Does the teacher using realia in teaching vocabularies?</strong>&lt;br&gt; <em>(Apakah gurumu menggunakan alat peraga ketika mengajar kosa kata?)</em></td>
</tr>
<tr>
<td><strong>R10</strong></td>
<td><strong>Yes she does. Like when she points the book, she says “this is a book”</strong>&lt;br&gt; <em>(Iya, dia menggunakannya. Seperti ketika dia menunjuk buku, lalu dia mengatakan “this is a book” begitu)</em></td>
</tr>
<tr>
<td><strong>I</strong></td>
<td><strong>What are your difficulties in learning vocabulary?</strong>&lt;br&gt; <em>(Apa kesulitanmu dalam belajar kosa kata?)</em></td>
</tr>
<tr>
<td><strong>R10</strong></td>
<td><strong>My difficulty is reading</strong>&lt;br&gt; <em>(Kesulitannya saat membacanya)</em></td>
</tr>
<tr>
<td><strong>I</strong></td>
<td><strong>Which one do you prefer between learning vocabularies with your teacher or learning vocabularies by your ownself?</strong>&lt;br&gt; <em>(Dalam belajar kosa kata, lebih senang belajar sendiri atau bersama guru?)</em></td>
</tr>
<tr>
<td><strong>R10</strong></td>
<td><strong>With the teacher because it is easier to understand</strong>&lt;br&gt; <em>(Dengan guru, karena membuat saya jd mudah paham)</em></td>
</tr>
<tr>
<td><strong>I</strong></td>
<td><strong>Do you implemented what you have learnt in your daily activity?</strong>&lt;br&gt; <em>(Apakah kamu menerapkan apa yang sudah kamu pelajari (kosa kata) dalam kehidupan sehari-hari?)</em></td>
</tr>
<tr>
<td><strong>R10</strong></td>
<td><strong>Yes I do. For example when I text my friend in the morning I say good morning</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td><strong>R10</strong></td>
</tr>
</tbody>
</table>
| "Iya. Seperti contoh ketika saya berkirim sms kepada teman saya di pagi hari saya mengatakan “good morning”")" | : "Apa yang kamu lakukan untuk menambah kosa kata? Mungkin dengan membuka kamus atau bertanya pada orang lain?")"
| **I** : How do you do to increase your vocabulary? Maybe open dictionary or ask other people? | **R10** : Asking my friends because it is more comfort |
| (Apa yang kamu lakukan untuk menambah kosa kata? Mungkin dengan membuka kamus atau bertanya pada orang lain?) | (Bertanya kepada teman, karena bertanya dengan terasa lebih nyaman) |
| **I** : The writer asks the students to make a sentence from some words below | **R10** : 1. I help my mother. 2. I sleep this night. 3. My mother is beautiful. 4. Open the door. 5. I study English |
| "Penulis meminta murid untuk membuat sebuah kalimat sederhana dari beberapa kata di bawah ini)" | | 1. Help |
| | 2. Night |
| | 3. Mother |
| | 4. Door |
| | 5. Study |
| The writer asks students to write the word what writer says | (Penulis meminta murid untuk menuliskan apa yang penulis katakan) |
1. Watch
2. Play
3. Teacher
4. Student
5. Picture

R10 : 

I

Eleventh respondent : R11

| I | : Do you like English? Give a reason! 
  
  *(Apakah kamu menyukai bahasa Inggris? Berikan alasannya!)* |
|---|
| R11 : Yes I do because English is international language 
  
  *(Suka. Karena bahasa Inggris menjadi bahasa internasional)* |
| I | : Where did you learn vocabulary for the first time? 
  
  *(Dimana pertama kali kamu belajar tentang kosa kata?)* |
| R11 | At the school, at the first grade  
(Disekolah, kelas 1 SD) |
|---|---|
| I | Do you use realia to learn vocabularies?  
(Apakah kamu menggunakan alat peraga untuk belajar kosa kata?) |
| R11 | Yes I do  
(Iya, saya menggunakankannya) |
| I | Does the teacher using realia in teaching vocabularies?  
(Aakah gurumu menggunakan alat peraga ketika mengajar kosa kata?) |
| R11 | Yes she does  
(Ya, dia menggunakan realia ketika mengajar) |
| I | What are your difficulties in learning vocabulary?  
(Apa kesulitanmu dalam belajar kosa kata?) |
| R11 | Memorizing  
(Menghafal) |
| I | Which one do you prefer between learning vocabularies with your teacher or learning vocabularies by your ownself?  
(Dalam belajar kosa kata, lebih senang belajar sendiri atau bersama guru?) |
| R11 | With the teacher because it is easier to understand  
(Dengan guru, karena belajarnya lebih mudah dipahami) |
<p>| I | Do you implement what you have learnt in your daily activity? |</p>
<table>
<thead>
<tr>
<th>R11</th>
<th>(Apakah kamu menerapkan apa yang sudah kamu pelajari (kosa kata) dalam kehidupan sehari-hari?)</th>
</tr>
</thead>
</table>
| I   | Yes I do. Like say good afternoon to my friend  
     | (Iya. Seperti mengatakan “good afternoon” kepada teman di siang hari)                      |
| I   | How do you do to increase your vocabulary? Maybe open dictionary or ask other people?  
     | (Apa yang kamu lakukan untuk menambah kosa kata? Mungkin dengan membuka kamus atau bertanya pada orang lain?) |
| R11 | I open dictionary  
     | (Biasanya membuka kamus)                                                                    |
| I   | The writer asks the students to make a sentence from some words below  
     | (Penulis meminta murid untuk membuat sebuah kalimat sederhana dari beberapa kata di bawah ini) |
| I   | 1. Help  
     | 2. Night  
     | 3. Mother  
     | 4. Door  
     | 5. Study |
| R11 | 1. Can I help you?. 2. Good night mom. 3. I love mother. 4. Close the door. 5. I am study hard |
| I   | The writer asks to students to write the word what writer says                                |
(Penulis meminta murid untuk menuliskan apa yang penulis katakan)

1. Watch
2. Play
3. Teacher
4. Student
5. Picture

<table>
<thead>
<tr>
<th>R11</th>
<th>watch play teacher student Pitcher</th>
</tr>
</thead>
</table>

---

e. Deni Ervianto as twelfth respondent

Interviewer : I

Twelfth respondent : R12

<table>
<thead>
<tr>
<th>I</th>
<th>Do you like English? Give a reason!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Apakah kamu menyukai bahasa Inggris? Berikan alasannya!)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R12</th>
<th>Yes I do. Because English is fun</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Suka, karena bahasa Inggris itu menyenangkan)</td>
</tr>
</tbody>
</table>
| I | Where did you learn vocabulary for the first time?  
* (Dimana pertama kali kamu belajar tentang kosa kata?) |
|---|---|
| R12 | At the first grade  
* (Di kelas 1 SD) |
| I | Do you use realia to learn vocabularies?  
* (Apakah kamu menggunakan alat peraga untuk belajar kosa kata?) |
| R12 | Yes I do  
* (Iya, saya menggunakan) |
| I | Does the teacher using realia in teaching vocabularies?  
* (Apakah gurumu menggunakan alat peraga ketika mengajar kosa kata?) |
| R12 | Yes she does  
* (Ya, dia menggunakan) |
| I | What are your difficulties in learning vocabulary?  
* (Apa kesulitanmu dalam belajar kosa kata?) |
| R12 | Memorizing  
* (Menghafal) |
| I | Which one do you prefer between learning vocabularies with your teacher or learning vocabularies by your ownself?  
* (Dalam belajar kosa kata, lebih senang belajar sendiri atau bersama guru?) |
<p>| R12 | With teacher because it is fun |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| I  | Do you implemented what you have learnt in your daily activity?  
    (Apakah kamu menerapkan apa yang sudah kamu pelajari (kosa kata) dalam kehidupan sehari-hari?) |
| R12 | Sometimes, when I am in the class only  
    (Kadang-kadang, hanya ketika saya sedang berada di ruang kelas) |
| I  | How do you do to increase your vocabulary? Maybe open dictionary or ask other people?  
    (Apa yang kamu lakukan untuk menambah kosa kata? Mungkin dengan membuka kamus atau bertanya pada orang lain?) |
| R12 | I open dictionary  
    (Dengan membuka kamus) |
| I  | The writer asks the students to make a sentence from some words below  
    (Penulis meminta murid untuk membuat sebuah kalimat sederhana dari beberapa kata di bawah ini)  
    1. Help  
    2. Night  
    3. Mother  
    4. Door  
    5. Study |
| R12 | 1. I help my teacher. 2. Good night friend. 3. Mother is sleep. 4. |
| I       | The writer asks to students to write the word what writer says  
|---------|-------------------------------------------------------------------
|         | *(Penulis meminta murid untuk menuliskan apa yang penulis katakan)*  
|         | 1. Watch  
|         | 2. Play  
|         | 3. Teacher  
|         | 4. Student  
|         | 5. Picture  

<table>
<thead>
<tr>
<th>R12</th>
</tr>
</thead>
</table>
|         | ![Image](image.jpg)  

| f.       | Fiki Amri as thirteenth respondent  
|---|---
| Interviewer | I  
| Thirteenth respondent | R13  

| I       | Do you like English? Give a reason!  
|---------|-------------------------------------------------------------------
|         | *(Apakah kamu menyukai bahasa Inggris? Berikan alasannya!)*  

| R13     | Yes I do because it was fun  
|---------|-------------------------------------------------------------------

65
| I | Where did you learn vocabulary for the first time?  
   | (Dimana pertama kali kamu belajar tentang kosa kata?) |
|---|---|
| R13 | At the school, when I was first grade  
   | (Di sekolah, kelas 1 SD) |
| I | Do you use realia to learn vocabularies?  
   | (Apakah kamu menggunakan alat peraga untuk belajar kosa kata?) |
| R13 | Yes I do  
   | (Ya, saya menggunakan) |
| I | Does the teacher using realia in teaching vocabularies?  
   | (Apakah guru kamu menggunakan alat peraga ketika mengajar kosa kata?) |
| R13 | Yes she does  
   | (Iya, menggunakan) |
| I | What are your difficulties in learning vocabulary?  
   | (Apa kesulitanmu dalam belajar kosa kata?) |
| R13 | Reading  
   | (Membacanya) |
| I | Which one do you prefer between learning vocabularies with your teacher or learning vocabularies by your ownself?  
<p>| (Dalam belajar kosa kata, lebih senang belajar sendiri atau bersama guru?) |</p>
<table>
<thead>
<tr>
<th>I</th>
<th>R13</th>
</tr>
</thead>
<tbody>
<tr>
<td>With teacher because she corrects if I am wrong</td>
<td>(Dengan guru, karena jika saya salah maka dia akan membenarkannya)</td>
</tr>
<tr>
<td>Do you implemented what you have learnt in your daily activity?</td>
<td>(Apakah kamu menerapkan apa yang sudah kamu pelajari (kosa kata) dalam kehidupan sehari-hari?)</td>
</tr>
<tr>
<td>Yes I do</td>
<td>(Iya)</td>
</tr>
<tr>
<td>How do you do to increase your vocabulary? Maybe open dictionary or ask other people?</td>
<td>(Apa yang kamu lakukan untuk menambah kosa kata? Mungkin dengan membuka kamus atau bertanya pada orang lain?)</td>
</tr>
<tr>
<td>Open the dictionary then I memorize it</td>
<td>(Dengan membuka kamus, kemudian saya menghafalnya)</td>
</tr>
<tr>
<td>The writer asks the students to make a sentence from some words below</td>
<td>(Penulis meminta murid untuk membuat sebuah kalimat sederhana dari beberapa kata di bawah ini)</td>
</tr>
<tr>
<td>1. Help</td>
<td></td>
</tr>
<tr>
<td>2. Night</td>
<td></td>
</tr>
<tr>
<td>3. Mother</td>
<td></td>
</tr>
<tr>
<td>4. Door</td>
<td></td>
</tr>
<tr>
<td>5. Study</td>
<td></td>
</tr>
<tr>
<td>R13</td>
<td>:</td>
</tr>
</tbody>
</table>

| I | : | The writer asks to students to write the word what writer says (Penulis meminta murid untuk menuliskan apa yang penulis katakan) |


| R13 | : | ![Image]

---

g. Diva Ari Wibawa as fourteenth respondent

| Interviewer | : | I |
| Fourteenth respondent : R14 |

<p>| I | : | Do you like English? Give a reason! |</p>
<table>
<thead>
<tr>
<th>I</th>
<th>(Apakah kamu menyukai bahasa Inggris? Berikan alasannya!)</th>
</tr>
</thead>
</table>
| R14 | Yes I do because English is fun  
(Suka, karena bahasa Inggris itu menyenangkan) |
| I | Where did you learn vocabulary for the first time?  
(Dimana pertama kali kamu belajar tentang kosa kata?) |
| R14 | At the school, when I was first grade  
(Di sekolah, kelas 1 SD) |
| I | Do you use realia to learn vocabularies?  
(Apakah kamu menggunakan alat peraga untuk belajar kosa kata?) |
| R14 | Yes I do  
(Ya, saya menggunakan) |
| I | Does the teacher using realia in teaching vocabularies?  
(Apakah guru menggunakan alat peraga ketika mengajar kosa kata?) |
| R14 | Yes she does  
(Iya) |
| I | What are your difficulties in learning vocabulary?  
(Apa kesulitannya dalam belajar kosa kata?) |
| R14 | Memorizing  
(Kesulitannya untuk menghafalkan) |
| I | Which one do you prefer between learning vocabularies with your teacher or learning vocabularies by your ownself?  
(Dalam belajar kosa kata, lebih senang belajar sendiri atau...
<table>
<thead>
<tr>
<th></th>
<th>bersama guru?)</th>
</tr>
</thead>
</table>
| **R14** | Together with the teacher  
*(Bersama dengan guru)* |
| **I** | Do you implemented what you have learnt in your daily activity?  
*(Apakah kamu menerapkan apa yang sudah kamu pelajari (kosa kata) dalam kehidupan sehari-hari?)* |
| **R14** | Yes I do. Like talk with my mom at night  
*(Iya. Seperti ngobrol dengan ibuku di malam hari)* |
| **I** | How do you do to increase your vocabulary? Maybe open dictionary or ask other people?  
*(Apa yang kamu lakukan untuk menambah kosa kata? Mungkin dengan membuka kamus atau bertanya pada orang lain?)* |
| **R14** | I open dictionary and memorize the meaning  
*(Dengan membuka kamus kemudian menghafalkan artinya)* |
| **I** | The writer asks the students to make a sentence from some words below  
*(Penulis meminta murid untuk membuat sebuah kalimat sederhana dari beberapa kata di bawah ini)* |
|   | 1. Help  
|   | 2. Night  
|   | 3. Mother  
|   | 4. Door  
|   | 5. Study
R14: 1. I help you. 2. We sleep at night. 3. Mother go to market. 4. Door is blue. 5. I study Mathematic

I: The writer asks to students to write the word what writer says

(Penulis meminta murid untuk menuliskan apa yang penulis katakan)

1. Watch
2. Play
3. Teacher
4. Student
5. Picture

B. DISCUSSION

<table>
<thead>
<tr>
<th>Adult Learner</th>
<th>Young Learner</th>
</tr>
</thead>
</table>

71
1. **a. Teacher – Centered**

   When education is teacher-centered, the classroom remains orderly. Students are quiet, and the teacher retains full control of the classroom and its activities.

**b. Communicative Language Teaching**

   Students fully participate in the classroom, they are based on cooperative rather than in individualistic approach.

**c. Task-based Language Learning**

   This method focuses on the completion of a task which in itself is interesting to the learners.

2. **R1 said, “I learn from watching movie, youtube, and listening music”. R5 says that she learns vocabularies through reading a**

**Study English only when they are at the English class, and when the teacher gives them homework**

**a. Teacher uses realia. Realia mean objects or activities used to relate classroom teaching to the real life especially of people’s studied.**
book, than if any difficult words
she writes it and seeks it in the
dictionary. R7, says that she learns
vocabulary from novel, article,
movie, books and so on.

3. a. Adults more motivated, as the
learning tasks become harder.
b. Adult learners have their own
way.

   a. Some children lose interest, become
   more anxious, or influenced by peer.
b. Young learners do not know how to
   learn yet.

C. FINDING

Having analyzed all the data of the interview, the writer drew
conclusion of age differences in learning English vocabulary.

4. How is vocabulary taught for adult learners at IAIN Salatiga and young
learners at SDN Candi 3 Bandungan?

Refer to the interview from the adult learners at IAIN Salatiga, the
writer found that there were some method used by the lecturers.

1. Teacher-Centered

In this method students put all of their focus on the teacher.
The teacher talks, while the students exclusively listen.
During activities students work alone and collaboration is
discouraged. When education is teacher-centered, the
classroom remains orderly. Students are quiet, and the
teacher retains full control of the classroom and its activities. Students learn on their own, they learn to be independent and make their own decisions, because the teacher directs all classroom activities, they do not have to worry that students will miss an important topic. Teacher-centered instruction can get boring for students, since their mind may wander and they may miss important facts.

2. Communicative Language Teaching

This method focuses to enable the learners to communicate effectively and appropriately in the various situations she would like to be. The teacher has to assume the role of a facilitator or monitor, rather than simply being the model for correct speech and the one with primary of making students produce plenty of error-free sentences. He has to develop a different view of students error and his or her own role in facilitating language learning. Students fully participate in the classroom, they are based on cooperative rather than in individualistic approach.

3. Task-based language learning

This method focuses on the completion of a task which in itself is interesting to the learners. Learners use their language they all already have to complete the task and there is little correction of errors. The teacher gives
handout, then ask the students to seek the meaning themselves. The teacher gives a list of vocabularies, ask the students to find and understand the meaning, then one or two of them should tell in front of the class without bring the book.

Based on the interview from the young learners at SDN Candi 3 Bandungan, the writer found that teacher uses realia, which means the teacher has to point the things which she is explaining about. The young learners need real things, what actually they are studying, especially in the process of memorizing. Realia mean objects or activities used to relate classroom teaching to the real life especially of people’s studied.

2. How adult learners at IAIN Salatiga and young learners at SDN Candi 3 Bandungan learn vocabulary?

Speaking about how adult and young learners learn vocabulary, adult learners have their own way, they know which the most proper to them in learning English especially vocabularies. R1 said, “I learn from watching movie, youtube, and listening music”. R5 says that she learns vocabularies through reading a book, than if any difficult words she writes it and seeks it in the dictionary. R7, says that she learns vocabulary from novel, article, movie, books and so on. Refer to their statements, the writer concluded that watching movies, listening to music. Then adult
learners know how to learn vocabulary well, they know what the best way they should use.

Different from adult learners, young learners do not know yet how to learn vocabulary, they need instructions still from their teacher. Young learners study English only when they are at the English class, and when the teacher gives them homework, as the English teacher in SDN 3 Candi Bandungan said before.

3. Why are there differences between adult and young learners in learning vocabulary?

Speaking about the differences between adult and young learners in learning vocabulary, the writer found a reason why they were different. Since age affected the self-efficacy. Adults more motivated, as the learning tasks become harder, some children lose interest, become more anxious, or influenced by peer. When students grow older, they become more aware of the importance of the foreign language (English) for their life and career. That is why adult learners have to know which one is the best for their learning.

Adult learners have their own way, they know which the most proper to them in learning English especially vocabularies. They have their own passion, they can choose which the best way they can use to learn vocabulary. They comfort their own selves when they are learning. Different from adults, young learners do not know how to learn yet, they
do not find a proper way yet to learn, they need guidance whether it is from the teacher or parents.
CLOSURE

In this chapter, the writer would like to conclude the result of this research based on data analysis explained in chapter four. There are three problems that writer states, those are to know the way of teaching vocabulary on adult and young learners, to know the way adult and young learners learn vocabulary, and to know the differences of teaching and learning vocabulary between adult and young learners at SDN Candi 3 Bandungan and IAIN Salatiga.

A. Conclusion

Based on data analysis in chapter four, it comes to the following conclusion:

1. The way of teaching vocabulary on adult and young learners at IAIN Salatiga and SDN Candi 3 Bandungan.

Refer to the interview from the adult learners at IAIN Salatiga, the writer found that there were some methods used by the lecturers.

a. Teacher-Centered

In this method students put all of their focus on the teacher. The teacher talks, while the students exclusively listen. During activities students work alone and collaboration is discouraged. When education is teacher-centered, the classroom remains orderly. Students are quiet, and the teacher retains full control of the classroom and its activities. Students learn on their own, they learn to be independent and make their own decisions, because the teacher directs all classroom activities, they do not have to worry that students will miss on important topic.
Teacher-centered instruction can get boring for students, since their mind may wander and they may miss important facts.

b. Communicative Language Teaching

This method focuses to enable the learners to communicate effectively and appropriately in the various situations she would like to be. The teacher has to assume the role of a facilitator or monitor, rather than simply being the model for correct speech and the one with primary of making students produce plenty of errors-free sentences. He has to develop a different view of students error and his or her own role in facilitating language learning. Students fully participate in the classroom, they are based on cooperative rather than in individualistic approach.

c. Task-based language learning

This method focuses on the completion of a task which in itself is interesting to the learners. Learners use their language they all already have to complete the task and there is little correction of errors. The teacher gives handout, then ask the students to seek the meaning their selves. The teacher gives a list of vocabularies, ask the students to find and understand the meaning, then one or two of them should tell in front of the class without bring the book.

Based on the interview from the young learners at SDN Candi 3 Bandungan, the writer found that teacher uses realia, which means the teacher has to point the things which she is explaining about. The
young learners need real things, what actually they are studying, especially in the process of memorizing

2. The way adult and young learners learn vocabulary at IAIN Salatiga and SDN Candi 3 Bandungan

Speaking about how adult and young learners learn vocabulary, adult learners have their own way, they know which the most proper to them in learning English especially vocabularies.

Different from adult learners, young learners do not know yet how to learn vocabulary, they need instructions still from their teacher. Young learners study English only when they are at the English class, and when the teacher gives them homework.

3. The differences of teaching and learning vocabulary between adult and young learners at SDN Candi 3 Bandungan and IAIN Salatiga

The differences between adult and young learners in learning vocabulary, the writer find a reason why they are different. Since age affected the self-efficacy. Adults more motivated, as the learning tasks become harder, some children lose interest, become more anxious, or influenced by peer. When students grow older, they become more aware of the importance of the foreign language (English) for their life and career. That is why adult learners have to know which one is the best for their learning.

Adult learners have their own way, they know which the most proper to them in learning English especially vocabularies. They have
their own passion, they can choose which the best way they can use to learn vocabulary. They comfort their own selves when they are learning. Different from adults, young learners do not know how to learn yet, they do not find a proper way yet to learn, they need guidance whether it is from the teacher or parents.

B. Suggestion

In order to improve the English vocabulary for adult and young learner, the writer would like to propose some suggestions for the teachers and students.

1. For the teacher
   a. The teacher of adult learners should choose the appropriate media such as movie, song, game, youtube, etc. It will make the students more interest to study.
   b. The teacher of young learners should use realia or game to teaches the students because it will make them easier to understand and memorize the new word.

2. For the student

   The students should be more active to improve their vocabulary. They should not depend on their teacher to study English especially vocabulary. They can use media such as game, internet, youtube and so on. So they can understand vocabulary easier with their own way.
BIBLIOGRAPHY


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