

## TEACHING ENGLISH IN THE FOURTH GRADE STUDENTS

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**Abstract:** This study aims to identify the most effective strategies for facilitating English vocabulary acquisition among fourth-grade students. By examining the nuances of their learning process, the research seeks to understand the specific obstacles these students face. Additionally, the study explores the crucial role teachers play in shaping learning outcomes through their guidance and instructional methods, impacting vocabulary retention and comprehension. Employing a multifaceted approach, the research utilizes classroom observations, interviews with teachers and students, and questionnaires to gather quantitative data on the perceived efficacy of different instructional techniques. The findings indicate that engaging teaching methods, such as interactive activities and practical applications in everyday contexts, are highly effective in facilitating vocabulary acquisition. However, students encounter challenges such as contextual comprehension difficulties and unfamiliarity with the language, necessitating targeted support and reinforcement. Teachers significantly influence vocabulary learning through innovative teaching strategies, positive classroom environments, and interactive learning approaches. Observation, questioning, and dialogue with students are essential tools for assessing learning progress. While fourth-graders generally enjoy singing ABC songs as a fun and interactive learning method, further empirical research is needed to evaluate its effectiveness. Overall, the study underscores the importance of employing diverse and student-centered approaches to enhance English vocabulary instruction for fourth-grade students.

**Keywords:** English vocabulary acquisition, Fourth-grade students, Teaching strategies

### INTRODUCTION

The primary aim of this study is to identify the most effective strategies for enhancing English vocabulary acquisition among fourth-grade students. By investigating the specific challenges these students face during the learning process, the research seeks to uncover the critical role that teachers play in influencing learning outcomes. Through a comprehensive research approach that incorporates observations, interviews, and questionnaires, the study aspires to pinpoint successful teaching practices and delve into the intricate aspects of English vocabulary instruction for fourth-grade learners.

### LITERATURE REVIEW

Our study is focused on uncovering the most effective strategies for facilitating English vocabulary acquisition among fourth-grade students. We are delving into the nuances of their learning process, seeking to comprehend the specific obstacles they encounter along the way. Additionally, we are exploring the pivotal role that teachers play in shaping the learning outcomes of these students, considering how their guidance and instructional methods impact vocabulary retention and comprehension. Furthermore, we

are employing a multifaceted approach to our research, utilizing observation to glean insights into classroom dynamics, conducting interviews to gain firsthand perspectives from both teachers and students, and deploying questionnaires to gather quantitative data on the perceived efficacy of different instructional techniques. Through this comprehensive investigation, we aim to not only identify effective teaching practices but also to gain a deeper understanding of the complexities involved in English vocabulary instruction for fourth-grade students

### Research Question

1. What teaching methods work best for helping fourth-grade students learn English vocabulary?
2. What difficulties do fourth-grade students face when learning English words?
3. How does the teacher influence the learning of English vocabulary among fourth-grade students?
4. How do observation, interviews, and questionnaires help understand how well English vocabulary instruction works for fourth-grade students?
5. Do fourth-grade students find alphabet songs enjoyable for learning English, and does this enjoyment affect their learning?

### METHOD

This study takes a qualitative approach to discover the best methods for helping fourth-grade students learn English vocabulary. We mainly use in-depth interviews to collect our data, aiming to gain detailed insights into the experiences and challenges faced by both students and teachers.

### FINDINGS AND DISCUSSION

#### Findings

**Table 1. Title of table 1**

No.	Question	Themes	Sub-Categories	Interview Excerpt
1.	What are the best ways to help fourth-graders learn English words?	Practical Application in Everyday Situations	Direct practice in relevant everyday contexts	P1: Various effective methods to help fourth-graders learn English words include using interactive games, pictures or visualizations, and direct practice with using words in relevant everyday contexts.
			Engaging Teaching Methods: Interactive approaches	P2: By using interactive methods like games, puzzles, and storytelling work best for teaching English

				vocabulary to fourth-graders.
			Engaging Hands-on Activities	P3: The best ways to help fourth-graders learn English words involve incorporating interactive and engaging activities into the learning process. Utilizing methods such as word games, flashcards, and vocabulary-building exercises actively involve students and make learning enjoyable.
2.	What problems do fourth-graders face when learning English words?	Contextual Comprehension Challenges	Understanding word meanings in context	P1: Some common problems fourth-graders face in learning English words include difficulties in pronunciation, understanding word meanings in context, and challenging spelling.
			Unfamiliarity with the language	P2: I noticed that some fourth-grade students face challenges in learning English vocabulary due to their limited exposure to the language. Many of them come from backgrounds where English is not spoken regularly, leading to a lack of familiarity with English words, pronunciation, and grammar. This unfamiliarity can make it difficult for them to grasp new

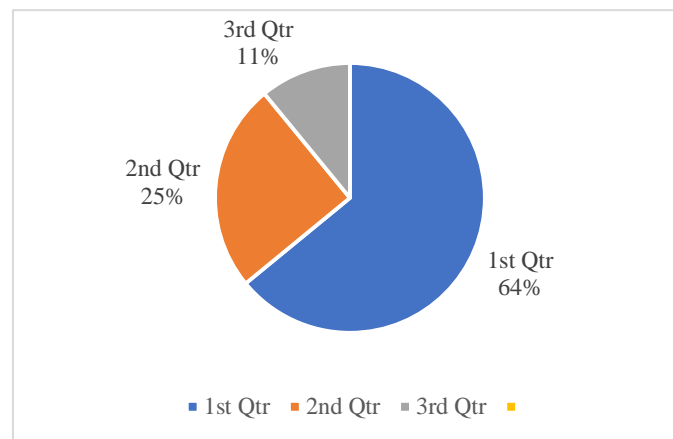
				vocabulary and concepts, requiring additional support and reinforcement in the classroom.
			Language Barrier and Phonetics Discrepancies in English Vocabulary Learning.	P3: Fourth-grade students often encounter several challenges when learning English vocabulary. These include unfamiliarity with the language and differences in phonetics and spelling between English and their native language.
3.	How does the teacher affect how well fourth-graders learn English words?	Innovative Teaching Strategies	Creative approach	P1: The teacher plays a crucial role in helping fourth-graders learn English words well. A teacher with a creative approach, providing support, and demonstrating the use of words in various situations can motivate and enhance students' ability to understand and use new vocabulary.
			creating a positive and encouraging classroom environment	P2: Creating a positive and encouraging classroom environment. I can foster a love for learning and boost their confidence in tackling new vocabulary. Clear explanations, engaging activities, and personalized instruction cater to different learning styles, ensuring every student has

				<p>the opportunity to succeed. Additionally, providing ample practice and feedback allows students to reinforce their understanding and retention of English words. Ultimately, my dedication to their progress and my ability to adapt instruction to their needs greatly influence their language acquisition journey.</p>
			Interactive and Experiential Learning Approaches	<p>P3: By creating a supportive and stimulating learning environment, providing relevant examples, and offering consistent practice opportunities, teachers can effectively guide students through the vocabulary acquisition process.</p>
4.	How can watching, asking, and talking to students help us know if they are learning English words well?	Insightful Classroom Assessment	Observing students' responses to lessons	<p>P1: Observing, asking, and speaking with students can provide insights into how well they are learning English words. By observing their responses to lessons, asking questions to test their understanding and engaging in discussions with them, teacher can better evaluate students' learning progress.</p>

			<p>essential tools for assessing their understanding and progress in learning English words.</p>	<p>P2: By keeping an eye on how they're doing, asking them questions, and chatting with them, we can figure out if they're picking up English words well. If they're actively involved during lessons, answering questions, and feeling confident using new words, that's a good sign they're getting it. If they're struggling or seem unsure, that's a cue for us to step in and offer extra help. It's all about paying attention and making sure everyone's on track!</p>
			<p>Formative Assessment Techniques</p>	<p>P3: Watching, asking, and talking to students are essential methods for assessing their learning progress in English vocabulary. By observing students during classroom activities and exercises, teachers can gauge their comprehension levels, identify areas of difficulty, and assess their ability to use newly acquired words in context. Additionally, asking students questions about the meanings, usage, and spelling of English words provides insights into their understanding.</p>

5.	Do fourth-graders like singing the ABCs to learn English, and does it help them learn better?	Engaging Learning Methods	Enjoyment by fourth-graders	P1: Generally, fourth-graders tend to enjoy ABC songs as a fun learning method. However, its effectiveness in improving their English language learning needs further evaluation through empirical research involving measurement of students' learning progress after using this method.
			a fun and interactive way to practice and familiarize them with English sounds	P2: From what I've seen in my fourth-grade class, kids really get into singing the ABCs to learn English. It's like a catchy tune that sticks in their heads, helping them remember the alphabet better. While it's not the only trick up our sleeves for teaching English, it sure does add some fun to our lessons and helps the learning sink in a bit more easily.
			Interactive and Fun Language Learning Activities	P3: Fourth-graders often enjoy singing the ABCs as a fun and interactive way to learn English. The rhythmic and repetitive nature of alphabet songs can capture their attention and make the learning process enjoyable

**Figure 1. Title of figure 1**



## CONCLUSION AND SUGGESTION

Our research delves into the multifaceted aspects of English vocabulary learning among fourth-grade students, exploring the most effective methods, the challenges they encounter, the influence of teachers, and the role of observation and assessment. Through thematic analysis of interview excerpts, several key findings emerge. Firstly, engaging teaching methods such as interactive activities and practical applications in everyday situations are highly effective in facilitating vocabulary acquisition. However, students face challenges such as contextual comprehension difficulties and unfamiliarity with the language, highlighting the need for targeted support and reinforcement. Teachers play a crucial role in addressing these challenges through innovative teaching strategies, creating a positive learning environment, and employing interactive and experiential learning approaches. Furthermore, observation, questioning, and dialogue with students serve as essential.

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