

**THE TECHNIQUES OF TEACHING VOCABULARY USED BY THE
JUNIOR HIGH SCHOOL TEACHER OF AZIZSTAN FOUNDATION
SCHOOL IN THE ACADEMIC YEAR 2019-2020**

A GRADUATING PAPER

**Submitted to the board of Examiners as partial fulfillment of the
requirements of the Bachelors' degree in the English Department of
Education Faculty Institute Studies (IAIN) Salatiga**



BY

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2019



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Dear,

Dean of Teacher Training and

Education Faculty

Assalamualaikum Wr. Wb.

After checking over and correcting Aifa Panoh's graduating paper entitled **"The techniques of teaching vocabulary used by the junior high school teacher of Azizstan foundation school in the academic year 2019-2020"**, I have decided and would like to propose that this paper can be accepted by The Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamualaikum Wr. Wb.

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HIGH SCHOOL TEACHER OF AZIZSTAN FOUNDATION SCHOOL IN THE
ACADEMIC YEAR 2019-2020**

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Has been brought to the board examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on Tuesday October 27th 2020, and hereby considered to complete the requirements for degree of *Sarjana Pendidikan (S.Pd)* in the English and Education.

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Declares that this graduating is written by the researcher and it does not copy from other researcher. Theories and citations are used code of ethics of writing for graduating paper I gave permission to publish this graduating paper on IAIN Salatiga's e-repository.

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The researcher

A yellow rectangular stamp with a grid pattern and some illegible text is overlaid with a handwritten signature in black ink. The signature appears to be 'Aifa Panoh'.

Aifa Panoh

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۝٦

Ash-Sharh 5-6

So, surely with hardship comes ease.

Surely with 'that' hardship comes 'more' ease

DEDICATION

This graduating paper is sincerely dedicated to:

- My lord, Allah SWT who always give me a spirit and healthy.
- My beloved parents, who always support me, pray for me and they are my inspiration to finish this graduating paper.
- My beloved sister “Amanee” who always support me and give me a spirit.
- My best partner, thank you for help me and support me.
- My best counselor of graduating paper in Miss Aprilian R.A.,M.Pd. that support me to finish this graduating paper.
- All my big family of Thai students of IAIN Salatiga , all of the students especially the participants of this research.
- All my beloved people who cannot be mentioned.

ACKNOWLEDGEMENT

Assalamualaikum Wr. Wb.

All praise due to Allah SWT, the Most Gracious and the Most Merciful became of His wonderful blessing and His mercy, the researcher can finish the research successfully, *insyallah*. *Shalawat* and *salam* are delivered to Prophet Muhammad SAW that we hope his *syafaat* in the Judgement day.

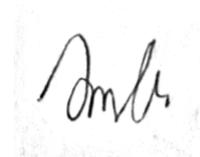
Therefore, this paper would not be accomplished without supports, guidance, assistance, help, and inspiration from several people and institution. However, the researcher would like to express special thanks to:

1. Prof. Dr. Zakiyuddin Baidhawiy, M.Ag., the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Prof. Dr. Mansur, M.Ag., the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
3. Norwanto, S.Pd., M. Hum., Ph.D., the Head of English Education Department State Institute for Islamic Studies (IAIN) Salatiga.
4. Aprilian R.A., M.Pd, the counselor who has educated, supported, directed, and given the researcher advice, suggestions, motivations, and recommendations for this graduating paper from the beginning until the end.

5. All lecturers, especially the lectures of the English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.
6. All of the staff of State Institute for Islamic Studies (IAIN) Salatiga who have helped the researcher in processing of graduating paper administration.
7. All of the humble staff and teachers in Azizstan Foundation School who gave the researcher an opportunity to collaborate with them in this research.
8. All of My Friends in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN Salatiga).

Salatiga, September 21th, 2020

The Researcher,

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ABSTRACT

Panoh, Aifa. 2020. *The Techniques Of Teaching Vocabulary Used By The Junior High School Teacher Of Azizstan Foundation School In The Academic Year 2019-2020*. A Graduating Paper. English Education Department. Teacher Training and Education Faculty. State Institute for Islamic Studies of Salatiga. Counselor: Aprilian R.A.,M.Pd.

This research is to describe the techniques of teaching vocabulary used by the junior high school teacher of Azizstan foundation school in the academic year 2019-2020. It is conducted to know how the teaching vocabulary by the teacher such as the technique, and also the problem of teaching-learning process. The subject of this research is the teacher of Azizstan Foundation School. The object of this research is the techniques of teaching vocabulary for the junior high school of azizstan foundation school.

The researcher uses descriptive qualitative to analyze the data. The researcher collects the data by observing teaching-learning process, conducting the interview, and documentation. The data are from interview script, and field note. The methods of collecting data are conducting observation, interview, and analyzing document.

Based on the class observation, interview, and document, the researcher concluded that the techniques used by the English teachers are; (1) Memorization; (2) Translation; (3) Playing games. Then, the problems faced by the teacher are derived from three aspects, such as: (A) The problems faced from the teachers, are : (1) Classroom management; (2) The teacher's difficulties in motivating to the students. (B) The problems faced from the students, such as: (1) The students lack of motivation and support; (2) The students lack confidence when learning English; (3) The students cannot speak English well; (4) Student's lack of vocabulary.

Key words : Techniques of Teaching, vocabulary

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CHAPTER I

INTRODUCTION

Chapter one focuses on the introductory explanation. It consists of the background of the research that gives a short view of the research, questions of the problem, objectives of the research, benefits of the research, definition of key terms, and graduating paper organization.

A. Background of the Study

A language is a meaningful way for communication (Soekemi,1995:4). It means that a language is sounds, which is produced, connected between the kinds of sounds the speakers of a language make and their culture. English is an international language, spoken in many countries both as a native and a second or a foreign language. It is used for communication in the field of education, business, technology and other interactions. English is not only a subject learned in classrooms but also a medium for social and practical use (Foley, 2005:67).

In addition, English is very important language because it is used in almost all areas of life, such as collage, government, business, tourism, entertainment, and others. Due to its importance, English language becomes the first foreign language that is taught in earlier stage since the early 90s. Because of the development in our world, Indonesian students need to master vocabulary. According to Hedge (2000:03), in learning a foreign language, vocabulary plays an important role. It is one of the most important aspects of

the foreign language learning. Rich vocabulary helps people to understand and learn new words. Therefore, in Junior High School learning English is very important because it helps students to communicate with society around the world. In mastering English, the Junior High School students are given four basic skills of English. Th

ere are listening, speaking, reading, and writing skills. Then to support for those language skills, it is needed language component that is vocabulary.

There are several components when students learn English. Eileen (2002:45) mentioned that they need to learn a number of things including phonology which is a study of sounds, and then morphology which is a study of word formation. Vocabulary component is also a study of word needed to understand and produce words (Schmitt, *Vocabulary in Language Teaching*, 2000:89). Another component of language which should be learned is pragmatic which has to do with language use focusing on how language can be affected by context. The success of learners' communication in a new language depends on learning of each component in order to produce language at the social level as well as academically (Eileen, 2002:12).

Thailand as a country than never have been colonized any foreign countries, has both advantage and weakness in term of international language. One of the shortages is that unsatisfactory skills and knowledge in learning other languages such as English as the international lingua franca (Baker, 2012: 36). Now Thailand is focusing on improving their English language because This language is number one all of language in ASEAN. So, they

want to develop in participating students English education skill because English education in Thailand still low ostensibly. So, Thailand has been a minor about English language with other countries. It is unavoidable of Thai education to support students to have communication skill in English in writing, speaking, reading and listening. As a result, the government's intent has been developed greater fluency in English language among Thai students and makes Thai people better prepared for the economic effectiveness both individually and as a nation Hice (2015: 16).

The vocabulary is very important in English. Because to master English language, students need a lot of vocabulary. In communication, vocabulary is a part of the sentence. The students need vocabulary to expand their knowledge in English communication. The students usually find as difficult to memorize, apply or improve their vocabulary. There are some reasons why the students face difficulty in mastering the vocabulary of English language. One of the reasons is the problem in teaching and learning process. Teaching may be defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand" (Brown 2007:7). Kimble and Garnezy (1963:133) stated that "Learning is relatively permanent change in behavioral tendency and is the result of reinforced practice". Sometimes the student felt bored and depressed.

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). It is almost impossible to learn a

language without words; even communication between human beings is based on words. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). Either teachers or students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004). Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students.

Based on the background above, the researcher is interested in investigating the problems of the teaching vocabulary used by teacher in Thailand. As the techniques of teaching vocabulary help the learners increase their vocabulary mastery, it is also important to know the techniques of teaching vocabulary. Therefore, the researcher wants to conduct a research on the problems faced and the techniques applied in teaching vocabulary by the Junior High Schoolteacher of Azizstan Foundation School.

B. Statement of the Problems

Based on the research background above, the problem statements of the research are as follow:

1. What are the teacher's techniques in teaching vocabulary in Azizstan Foundation School?
2. What are the teacher's problems in teaching vocabulary in Azizstan Foundation School?

C. Objective of the Study

There are some objectives of this study, the objective of the research as follow;

1. To identify the teachers' techniques in teaching vocabulary in Azizstan Foundation School.
2. To find out the teachers' problem in teaching vocabulary in Azizstan Foundation school.

D. Benefit of the Study

The result of this research is expected to give benefit theoretically and practically:

1. Theoretically

The result of this research can be used as a reference for further research.

This research is also can supporting the theory of teaching vocabulary.

2. Practically

Practically, this research gives some benefits for the students, teacher, school and the researcher.

a. For teacher

The researcher expects from this research that the teachers know and understand the students' difficulties in learning vocabulary. Thus, the teachers can choose appropriate materials in teaching English vocabulary for them. Besides, the teacher can encourage the students to apply more techniques in learning English vocabulary if the students use only certain techniques.

b. For students

This research reveals the techniques used to solve various problems in learning vocabulary. Therefore, the researcher expects this research can help students know the techniques that they might lack and want to try other possible techniques beneficial for them in learning English vocabulary.

c. For other researchers

This research can be used as a reference for the next researchers who want to conduct similar research. This study provides the information related techniques used and the problems of the teaching vocabulary used by the teacher.

E. Definition of the Key Term

1. Vocabulary Teaching Techniques in General

If the teaching of vocabulary is related to reading comprehension, then there are three views about the relationship between vocabulary development and reading comprehension. The intended views are:

"The first view suggests that direct instruction make little differences in terms of vocabulary development, whereas the second view suggests that direct instruction in specific words is extremely beneficial. The third view suggest that vocabulary development will be enhanced if students learn to relate to new concepts to their existing concepts and background knowledge." (Nagy and Anderson, 1985 in Robert *et al* (1995)

From these views, it is obvious that teaching vocabulary proposed by the English teachers should take into consideration the students' vocabulary development during teaching-learning activity. Also, the English teachers should able to teach unfamiliar or specific words which are adjusted to the students' ability when they read certain texts directly. In a nutshell, direct instruction on new vocabularies can be taught to the students if it focuses on relating them to the students' background knowledge.

2. Vocabulary

There are many explanations of vocabulary stated by some experts. Read (2000:76) related vocabulary to words. He stated, "words are the

basic building blocks of a language, the units of meaning from which larger structure such as sentences, paragraphs, and the whole texts are formed". Meanwhile, Ahour & Salamzadeh (2014:1) mentioned that vocabulary is central to language and language learning and vocabulary learning is crucial to the language learners. In the domain of second language learning, it is widely known that vocabulary is necessary part of the four language skills. Vocabulary is one of the important language elements that support the skills of speaking, listening, reading, and writing Carranza et al. (2015: 49).

F. Graduating Paper Organization

The research is divided into five chapters, the organization of this research as follow:

Chapter I presents the Background of the research, Research question, Objective of the research, Benefit of the research, Definition of the Key Term and organization graduating paper.

Chapter II is theoretical review. It consists of supporting theories, definition of Vocabulary, teaching. Kinds of Vocabulary, The purpose of vocabulary, Theory of teaching, Techniques of Teaching Vocabulary, Teaching Vocabularies Techniques in the Junior High School, Vocabulary Teaching Techniques in General.

Chapter III is Research methodology. It consists of procedures of research and minimal standard of successful.

Chapter IV is Research finding and Data analysis. It consists of the research finding and discussion

Chapter V is closure that consists of conclusion and suggestion. The last part is References and Appendixes.

CHAPTER II

THEORITICAL REVIEW

A. Vocabulary

1. Definition of Vocabulary

Many definitions of vocabulary that come from linguist. Gairns and Redman (1992:46) states that vocabulary is a very basic level of survival in a foreign with vocabulary and a bilingual dictionary. Other opinion from Hornby (1992:46) states that vocabulary means total number of word in a language used by a person. In the case, Webster's (1982:53) gives better definitions about vocabulary as "All the words of a language similarly". From definitions above, the researcher employs vocabulary as her field of study because it is regarded as the key in learning language especially English. People can express their idea if they have enough vocabularies. On the other hand, if someone has very few vocabulary they will get difficulties in using English.

Vocabulary is one of the core components of language proficiency and determines how well learners speak, listen, read, and write (Richards and Renandya, 2002: 255). The words that students choose in speaking will affect how well they understand what a speaker says. In writing, students vocabulary mastery describes how clearly they can convey the readers thinking. In reading, students vocabulary mastery will affect their ability in comprehending and in understanding the writers message through the

writers writing. The first thing people will understand a sentence by investigating the meaning of the vocabulary.

Moreover Vocabulary is crucial to be mastered by the learner in order to understand the language. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. Hornby (1995) as cited in Alqahtani (2015) defined the mastery of vocabulary as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. Vocabulary mastery refers to the great skill in processing words of a language (Susanto & Fazlinda, 2016). It is an individual achievement and possession (Alqahtani, 2015). Due to that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. As in conclusion, vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language (Susanto & Fazlinda, 2016).

Furthermore Vocabulary skill is often considered as a critical aspect of foreign language learners as limited vocabulary in a second language, impedes successful communication. Considering the importance of vocabulary acquisition, Schmitt (2000) emphasizes that lexical knowledge

is central to communicative competence and to the acquisition of a second language. Nation (2001) then describes the correlation between vocabulary knowledge and language practice as complementary: The skill of vocabulary enables language use and conversely. Language use leads to an increase in vocabulary knowledge.

In addition Vocabulary is an important aspect in teaching language, as stated by Edward (1997:149), “vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system.” Richard (2002:255) states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. While according to Roget (1980:1036), vocabulary is:

- a. A list of words often defined or translated
- b. All the words of language
- c. Specialized expressions which are indigenous to a particular field, subject, trade or subculture.

From the definitions proposed by some experts above, it can be concluded that vocabulary is the core component of language proficiency consisting of a set of lexemes, including single words, compound words and idioms whose function is to express one’s thoughts as well as become the basis for how well learners speak, listen, read, and write. It proves that vocabulary is a very important component of English language learning

and has to be learned continually as learn structure and as practice sound system.

2. Kinds of Vocabulary

According to Jackson (2002), there are two kinds of vocabulary. They are active and passive vocabulary.

- a. Active vocabulary is also recognized as working vocabulary or functional vocabulary. It consists of words one uses for a speech or writing as he fully understands the meaning of the words. This kind of vocabulary enables students to perform either in oral or written form of English skills.
- b. Passive vocabulary consists of words a person encounters in speech or writing of other people. Sarosdy et al. (2006:71), promotes that by passive knowledge we mean the students are able to recognize the word but they are not able to produce it. That is why passive vocabulary is also known as recognition vocabulary. The status of vocabulary items is not permanent because if active words are not frequently used, they may slip into the passive store and a passive word may become active as well.

Thus, a word is passive or active depends on how students apply the words in practice. The application of the words itself is the manifestation of students' memorization of words.

Kinds according to Miller (2000:178) there are several different types of vocabulary, such as listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.

a. Listening vocabulary

Listening vocabulary is all the words that can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

b. Speaking vocabulary

Speaking vocabulary is all the words which can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misused though slight and unintentional may be compensated by facial expressions, tone of voice, or hand gestures.

c. Reading vocabulary

Reading vocabulary is all the words that can recognize when reading.

d. Writing vocabulary

Writing vocabulary is all that words that can employ in writing. Nation (2001:11) states that we can distinguish four kinds of vocabulary in the text: high-frequency words, academic words, technical words, and low-frequency words.

e. High-frequency words

There is a small group of high frequency which very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language.

f. Academic words

The text is from academic textbook and contains many words that are common in different kinds of academic text: policy, phase, adjusted, sustained. Typically these words make up about 9% of the running words in the text.

g. Technical words

The text contains some words that are very closely related to the topic and subject of the text. These words include indigenous, regeneration, pod carp, beech, rimy, and timber. These words are reasonably common in this topic area but no so common elsewhere. As soon as we see them we know that topic is being dealt with. Technical words like this typically cover about 5% of the running words in a text.

h. Low-frequency words

This group included words like zoned, pioneering and perpetuity, aired and pastoral. They make up over 5 % of the words in an academic text. There are thousands of them in the language, by far the biggest group of words. They consist of the technical words for other subject areas, proper nouns, words that

almost got the high – frequency list and words that we rarely meet in our use in the language. Meanwhile, Hedge (2003:116) divides vocabulary into two kinds of vocabulary, they are: active vocabulary is a number of words which students use in speaking and writing. Passive vocabulary is a number of words which students should be able to recognize and understand when they are listening to someone or when they are reading.

3. The purpose of vocabulary

Nunan (1991:117) has argued that the acquisition of an adequate vocabulary is essential for successful second language use. Without an extensive vocabulary, we will be unable to use the structure and function we may have learned for comprehensible communication. It is strengthened by Robinett (1980:133) states that without lexicon the major element of meaning carried in language will be missing. In other words, vocabulary is an important thing to make learning of a second language successful.

According to Byrne (1986:43), the students need an adequate mastery of vocabulary as well as grammar and phonology in order to be able to communicate effectively. He said that mastery of vocabulary is a necessary thing in learning foreign language since it is needed to communicate effectively. Allen (1983:5) also argues that a number of papers have recently dealt with lexical problems (problems related to

words) in communication. It means that communication breaks down with people who do not use the right words.

Nation (1983:24) states that technique of teaching vocabulary through demonstration such as gestures, action performing, and visual aids like picture, photographs, blackboard, objects, transparencies and verbal explanation (definition, context, and translation).

Based on the explanation of some experts above, the writer can conclude that teaching vocabulary is a process or a way to make students learn unit of words presented by teacher. It means that, teaching vocabulary can helps students known unit of words and can improve student ability in vocabulary.

B. Techniques of teaching

1. Definition of Teaching

School is special institution which has been entrusted with the responsibilities of young one, and teaching is the main activity through which schools discharge their duties and reach their objectives. Teaching involves setting appropriate learning expectations for students, and for that purpose, includes selection and sequencing of activities or kinds of interaction that would lead to expected learning. Rudite on his research (2016, 53) cites that effective teaching is the foundation for successful, cooperation-oriented and personalized learning process.

Other definition, teaching is described as an interactive process between the teacher and the students under certain conditions for facilitating effective construction of knowledge by students. Based on Smith (1969:10) explains that teaching is the system of purposeful actions that is influenced by two factors: factors that teachers can change and factors that teachers can not change. According to Brown (2000:7), “teaching” is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

Teaching is a system of definite actions in which the teacher motivates, explains, concludes, doubts while collecting data about the pupil’ s academic achievement and progress (Wells, 1982:1-3). Smith in Kumar (2012: 3) terms teaching as an organized system of specific activities that are aimed to help the learner to learn something.

Kumar (2012: 4) defines teaching as a triadic relation- involving the source of teaching, students and set of activities designed and manipulated primarily to bring changes in the behavior of the students. However, Farrant (1980:) concludes that teaching is a process that makes learning easier. Teaching is an activity carried out by someone to give knowledge to others. To be a good teacher, the teachers should point out some issues:

- a. A teacher should make her/his lesson interesting,
- b. A teacher should have lots of knowledge,
- c. A teacher must love her/his job,

d. A teacher is an entertainer in a positive sense not in negative sense.

2. Theory of Teaching

According to Brown teaching is showing or helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. He states further that teaching is guiding and facilitating learning, enables the learner to learn setting the condition for learning (Brown, 2006:7).

Teaching cannot be separated from the word “learning” because the presence of teaching is as result of the presence of learner. Learning is process of skill acquisition and increased fluency as Brown states that learning is acquiring or getting of knowledge of subject or a skill by study, experience or instruction (Brown, 2006:6). Based on the definition above, can be stated that teaching is the activity that enable the learners to acquire knowledge, guided by teacher through learning process.

3. Techniques of Teaching Vocabulary

The technique of teaching vocabulary is a procedure or a collection way used in the classroom teaching vocabulary (Prasasti, 2004:15). From the meaning techniques above the writer conclude that techniques are very important and most needed in the teaching learning process.

In this study the research can mention some techniques for teaching vocabulary, they are:

- a. Say the word clearly and write it on the board.
- b. Get the class to repeat the word in.
- c. Translate the word into the students own language.
- d. Ask student to translate the word.

According to Prashant (2000:379) in innovative the meaning of words, there are many ways to innovative the meaning of new words:

- a. By showing actual objects and showing models

It is a very useful technique to teach vocabulary to the beginners. The names of many things can be taught by showing actual objects. It gives real experience and sense to the learners. The words like pen, chalk, table, chair, football, flowers, tomato etc. can be taught in the classroom. Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

It is neither possible nor necessary to bring all the things in the classroom. Therefore, some words are to be taught by showing models. They are easily available in the market. They are inexpensive too. Hence, teacher should make frequent use of such models to teach vocabulary. For example, the words like tiger, brain, elephant can be shown to the learner.

- b. Using demonstrations and showing pictures

Teacher can perform some words. It can be fun and frolic. It makes the class student-centered. Teacher can act and learners try to imitate it. For example, the words like jump, smile, cry, nap, sleep, and dance can be demonstrated. Miming works well with younger students. You can mime out emotions and everyday activities to teach new words. This method can be practiced at ease. It can win the favors of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated. This works well with young students or students studying a foreign language to help introduce them to new concepts. After explaining new vocabulary, you can then ask the students to perform the actions.

Charts, pictures and maps can be used to develop students' understanding of a particular concept or word. There are some good picture dictionaries available in the market. Teacher should make use of such dictionaries. For instance, using a picture of a fish, words related to the fish, such as gills, eyes, backbone, cold-blooded, water, big, small etc. can be taught. Zebrowska (1975:452) rightly says, Learners remember better the material that has been presented by means of visual aids. Some words work well with pictures, particularly nouns. This can also be a good way to introduce blocks of related words, which is often utilized in foreign language classes, such as nouns and verbs related to the classroom or the house. Pictures can also be used in printable

worksheets and flashcards, where pictures are matched to the word they represent.

c. Teaching words in the context

Most people agree that vocabulary ought to be taught in context (Nilsen 1976; Chastain 1976; Rivers 1968). Words taught in isolation are generally not retained. In addition, in order to grasp the full meaning of a word or phrase, students must be aware of the linguistic environment in which the word or phrase appears. Setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. Maintaining the context and making sure the language surrounding the context is easy to comprehend, the teacher should start eliciting the target vocabulary.

Therefore, in selection of vocabulary, the teacher must be sure that the words or phrases chosen can be immediately incorporated into the students' linguistic range. Stahl (2005:02) stated, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world."

d. Etymology

Every word has its origin and its story of how it gets its current meanings. Because of its physical and meaningful origin, the etymology of a word is often found much easier to be comprehended than the bare

linguistic symbol and its present semantic meanings. So, whenever we teach an English word that is completely strange, we can ask students to look it up in a dictionary or other reference books, and or surf on the internet to find its origin.

The interesting stories behind a word's birth can be a very good reminder for students to remember the particular word. Thus, learning the etymology of a word will certainly promote students' comprehension of new words.

d. By drawing pictures

It is an easy and quick technique of introducing vocabulary to the learners. For students, drawing can be a fun medium to explain vocabulary. It is not necessary that teacher must be an expert in drawing pictures accurately. He can draw rough sketches to make an idea clear. Basic sketches will often work well. You can even have students do their own drawings, which further reinforces their understanding of the vocabulary. Comparative words and prepositions can be made clear by simple sketches. Pictures of many types and colors can be used successfully to show the meaning of words and sentence. Drawings can be used to explain the meaning of things, actions, qualities, and relations.

e. Associated vocabulary

If one topic consists of number of words, it is easy to teach these entire words altogether. For example, it is easier to teach words like

orange, banana, grapes, lemon, pineapple, mango, and watermelon together in the context of „fruits“ than to teach anyone of these words in isolation. Examples of lexical fields: Parts of the Face as:

(a) Parts of the face

- forehead - lips
- brow - eyes
- temples - eyebrows
- nose - chin
- mouth – cheeks

g. Using morphological analysis of words

Morphology is the study of words in different terms, showing how words are broken down into smaller units, and how such units are recognized. That is to say, by using the analysis of morphemes of words, we can find out the meaning of words, even some of unfamiliar English words. It is estimated that there are over 600,000 English words concerned with the roots and affixes. But the roots and affixes are limited in numbers and simple in meaning. And the most commonly used roots and affixes are only 600-800 in number. By using the analysis of roots, affixes and word structure, we can teach thousands of English words, for example:

“hand/handle/handful/handicap/handsome/beforehand...”

h. Dictionary

It is an important tool in the teaching and learning of vocabulary. Teacher should encourage students to search words in dictionaries. Therefore, the habit of its use should be inculcated right from the beginning. Gonzalez (1999) found that dictionary work was laborious but necessary, and that ESL college students need to be taught practical use of the dictionary. Exploring dictionary entries can be one important and effective component of understanding a word deeply. The entries can also help students determine the precise meaning of a word. Allen (1983:82) perceives, Dictionaries are passport to independence and see them as one of the student - centered learning activities". The following are some current recommended English - English dictionaries: 1.Oxford Advanced Learners Dictionary, 2.Longman Dictionary of Contemporary English, 3. Cambridge International Dictionary of English, 4.Oxford Picture Dictionary.

i.Crossword puzzle

Crossword puzzles offer an entertaining way of reviewing vocabulary. Students can do the puzzles in class in pairs, as a race with other students, or at home as homework. The teacher can also design a "Word Puzzle," which is also called a "Word Cross", asking the students to cooperate in groups to find and circle the words that the puzzle contains. The teacher might also place several versions of the word in the puzzle, with only one of them being the correct spelling. The students must circle only the word with the correct spelling.

j. Word formation

Teacher should encourage students to enrich and expand their vocabulary. There are different ways to expand the vocabulary of the students. By studying the morphology, we know that it not only concerns with the morphemes of words, but also the word-formation. In English classes, teachers should help students to get to know the processes of word-formation. Morphological rules reveal the relations between words and provide the means in formation of new words. That is to say, these rules determine how morphemes are combined to form words. Nowadays, teachers in colleges have paid much more attention to the teaching of the morphological rules of English word formation in their classes. But still we have a lot of work to do. The expansion of vocabulary in modern English depends chiefly on word-formation. According to Pyles and Algeo (1982:01), words produced through affixation constitute 30% to 40% of the total number of new words; compounding yields 28% to 30% of all the new words; words that come from shortening including clipping and acronym, amounting to 8% to 10%, together with 1% to 5% of words born out of blending and other means. So by analyzing the processes of English word-formation, we can infer word-meanings and learn more new English words.

k. Reading the word

Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners.

Sound can be an easy way to illustrate words that describe sounds, such as whistle, scratching, and tinkling. You can make the sounds yourself, or bring in tapes or CDs for students to listen to and write down the words that they hear.

The situation can be made easy and interesting, if the teacher of English selects the vocabulary, grades the vocabulary and uses different techniques in the classroom. Teachers should focus on vocabulary, as it is the most essential aspect in any language and means of communication. We cannot express our feelings without words. Wallace (1982:09) states, "Not being able to find the word you need to express yourself is the most frustrating experience in speaking another language".

l. Series, scales, systems

The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal numbers, etc. that form part of well-known series can be made clear by placing them in their natural order in the series. If you have several gradable words to introduce at the same, you can introduce them together on a scale. For instance, you can use frequency, such as always-often-occasionally or emotions in this way, with cheerful-happy-joyous-ecstatic.

m. Role play

Role-play is to create the presence of a real life situation in the classroom. It is important in the classroom communication because it gives students an opportunity to practice communicatively in different social contexts and in different social roles. The language applied in this activity is varied according to the students status, attitudes, mood, and different situations. Blachowicz, (2006) stated,

“Teachers can introduce some of the words which provide both definitional and contextual information about the words to be learned by making up a dialogue for students so that students can understand a further meaning and usage of the words.”

n. Use video to produce of target vocabulary.

Select a video segment that contains a series of actions or visual detail. Provide the learners with a list of target vocabulary words and ask them to construct a paragraph that incorporates as many of the words as possible. This activity is best done after the learners have seen the video. As they learn how to use more vocabulary properly, you will see an improvement in their writing and speaking. Teacher can also show a short film without sound and asking pupils to discuss what dialogue they would expect to hear. Showing a scene from a film without sound and asking pupils to use the facial expression to determine emotion.

4. Teaching Vocabularies Techniques in the Junior High School

Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992:26).

a. Using Objects

Using this technique includes the use of reality, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words (Takac, 2008:26). In addition, Gairns & Redman (1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary.

Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

b. Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and

realize the main points that they have learned in the classroom.

(Brewster, Ellis, and Girard, 1992:27)

c. Using Illustrations and Pictures

Pictures connect student prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colorful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

(Brewster, Ellis, and Girard, 1992:27)

d. Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "black", there is an "in between" word "grey". Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots many more studies have also shown that vocabulary is best acquired if it is similar to what is already learnt, it is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organized. Putting bilingual dictionaries aside, mono-lingual dictionary essentially use words to explain words, and in this process, synonyms are often used (Ilson, 1991:17).

e. Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various

items. Teacher may list a number of clothes e.g. dress, skirt, trousers etc ,and then the meaning of the word "clothes" will become clear. The same is true of „vegetable“ or “furniture”, “for example (Harmer 1991:02).

f. Mime, Expressions and Gestures

Klippel (1994:115) implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad" "happy"; mime and taking a hat off your head to teach hat and so on.

Several studies have emphasized the role of gestures in second language (L2) acquisition (Gullberg, 2008). Teachers tend to gesture a lot (Sime, 2001; Hauge, 1999), especially when addressing young learners and/or beginners. It is commonly acknowledged that “teaching gestures” capture attention and make the lesson more dynamic. Using analyses of video recordings of English lessons to French students, Tellier (200:04) determined three main roles for teaching gestures: management of the class (to start/ and an activity, to

question students, request silence, etc.), evaluation (to show a mistake, to correct, to congratulate, etc.) and explanation to give indications on syntax, underline specific prosody, explain new vocabulary, etc.). Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. This teaching strategy is thus relevant for comprehension (Tellier, 2007:04). However, its utility may depend on the kind of gesture used by the teacher. It has been highlighted that foreign emblems, for instance, may lead to misunderstandings when it is not known by the learners (Hauge, 1999; Sime, 2001).

In addition to supporting comprehension, teaching gestures may also be relevant for learners' memorization process. Indeed, many second language teachers who use gestures as a teaching strategy declare that they help learners in the process of memorizing the second language lexicon. Many of them have noticed that learners can retrieve a word easily when the teacher produces the gesture associated with the lexical item during the lesson. Others have seen learners (especially young ones) spontaneously reproducing the gesture

when saying the word. The effect of gestures on memorization is thus something witnessed by many but hardly explored on a systematic and empirical basis (Tellier, 2008:01).

g. Guessing from Context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists (Dubin, 1993:04). Nation and Coady (1988:02) claim there are two types of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read. Nation and Coady in considering the specific context as the other words and sentences that surround that word it follows that other words in the context of the unfamiliar word often „throw light on“ its meaning. These other words can be found in the sentence containing the unknown word or other sentences beyond the sentence of the unknown item. Similarly, McCarthy (1988:01) sees context as within the text itself i.e. the morphological, syntactic, and discourse information, which can be classified and described in terms of general features. Learning from context not only includes learning from

extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio (Nation, 2001:01). In order to activate guessing in a written or spoken text, there should be elements available: the reader, the text, unknown words, and clues in the text including some knowledge about guessing. The absence of one of these elements may affect the learner's ability to guess. Furthermore, this technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge (Walters, 2004:01).

h. Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

i. Translation

Even though translation does not create a need or motivation of the learners to think about word meaning (Cameron, 2001:206), in some situations translation could be effective for teachers, such as when dealing with incidental

vocabulary (Thornbury, 2002:13), checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors. There are always some words that need to be translated and this technique can save a lot of time.

Based on the theory of teaching vocabulary techniques according to Brewster, Ellis, and Girard conclude that Using Object is very reliable and visual techniques can act as cues for remembering word, Drawing can help students easily understand and realize the main points that they have learned in the classroom. Using Illustration and Picture can help students easily understand the meaning and help to make the word more memorable, Contrast is easily explained to learners by contrasting, Enumeration is a collection of items, Mime, Expressions and Gestures to indicate the meaning of a word found in reading passage, Guessing from context as way of dealing with unfamiliar vocabulary, Eliciting is motivating by simply of words to learn, and Translation can save a lot of time.

5. Vocabulary Teaching Techniques in General

If the teaching of vocabulary is related to reading comprehension, then there are three views about the relationship between vocabulary development and reading comprehension. The intended views are:

"The first view suggests that direct instruction make little differences in terms of vocabulary development, whereas the second view suggests that direct instruction in specific words is extremely beneficial. The third view suggest that vocabulary development will be enhanced if students learn to relate to new concepts to their existing concepts and background knowledge." (Nagy and Anderson, 1985 in Robert *et al* (1995). From these views, it is obvious that teaching vocabulary proposed by the English teachers should take into consideration the students' vocabulary development during teaching-learning activity. Also, the English teachers should able to teach unfamiliar or specific words which are adjusted to the students' ability when they read certain texts directly. In a nutshell, direct instruction on new vocabularies can be taught to the students if it focuses on relating them to the students' background knowledge.

C. Review of the Previous Study

There are five previous researches that conduct the research about teaching vocabulary as follow:

1. The research is from Irfan Wahyu Hidayat. This study is aimed to describe the techniques used to develop students' vocabulary, explain the purpose of each technique used, and to identify the problems faced by teachers in the learning process to develop vocabulary. This study used qualitative descriptive approach. The subjects of this study are an English teacher and 8th grade students of SMP Muhammadiyah 10 Surakarta. Data were taken

from interviews, observation, and documentation. The data of this study were field notes and interview transcript about teaching technique for vocabulary. Techniques for analyzing the data are data reduction, data display, and data verification. The findings of the research show that the techniques used by the teachers in developing the vocabulary at SMP Muhammadiyah Surakarta 10 are series of picture and animation video. The purposes of using those techniques are to make students understand the material and not get bored in following the teaching and learning activities, and students are enthusiastic and interested in learning vocabulary. The three problems faced by teachers, namely classroom management, teaching media, and vocabulary accomplishment.

2. The research is from Yerika Sri Dewi. This research paper entitled “The Techniques in Teaching Vocabulary at The Second Year Students of Sekolah Luar Biasa (SLB) Sri Mujinab Pekanbaru”. Vocabulary is one of the skills that the students should mastery in learning English. Based on the researcher previously study, we know that study English very difficult but in this school, the students study English. So, the teacher has good techniques in teaching English process to deaf students. The Objectives for the study are: to find out the techniques in teaching vocabulary, and the factors that support the teacher in teaching vocabulary. This research was carried out at Sekolah Luar Biasa (SLB) Sri Mujinab Pekanbaru. The subject of this research is the English teacher above. Whereas, the object of this research is the techniques in teaching vocabulary at the second year students of sekolah

luar biasa (SLB) Sri Mujinab Pekanbaru. The population of this research is English teacher, there is one person. Because of the population is small, so the writer takes the total sampling technique. In collecting data, the writer used observation and interview. Observation was used to know how techniques in teaching vocabulary during the teaching, and learning process in classroom are, and interview was used to find out the factors that support the teacher in teaching vocabulary process.

3. The research is from Maya Tyas Lutfiana Rosyidah. This research is to describe the teaching vocabulary conducted by the teacher for the second grade students of SMP Al-Islam Kartasura in Academic year 2017/2018. It is conducted to know how the teaching vocabulary implemented by the teacher such as the technique, the material and the media used by the teacher and also the problem are faced in the implementation of teaching-learning process. The researcher uses descriptive qualitative to analyze the data. The researcher collects the data by observing teaching-learning process, conducting the interview, and documenting. The data are from interview script, field note, syllabus, text book, and lesson plan. The methods of collecting data are conducting observation, interview, and analyzing document. The techniques of analyzing data are reduction the data, data analysis, presenting the data, and drawing conclusion. The subject of this research is the teacher of SMP Al-Islam Kartasura. The object of this research is the process of teaching vocabulary for second grade students of SMP Al-Islam Kartasura. Based on the class observation, interview, and

document, the researcher draws conclusions about the implementation of the teaching vocabulary and the problems in implementing of teaching vocabulary.

4. The research is from Yunita Natalia Dwi Wibowoati). In this study, the reseacher discussed about some techniques used by teacher in teaching vocabulary. The aim of this study was to teach vocabulary especially to unify the concept of materials which are being learnt by the students. The result of this study showed that there were nine teaching techniques in teaching vocabulary used by English teacher. Those techniques were translation of a literary passage, fill in the blank, dictation, repetition drills, question and answer drills, role play, creative adaptation, authentic material and picture strip story. The similarity of this research with this study is focus on analyzing techniques of teaching vocabulary. The difference of this research with the study is the object of the research. This research was focused in teaching vocabulary of the first grade laboratorium elementary student, while this study was focused on seventh grade students of SMPN 1 Cepogo Boyolali.
5. The research is from Muhamad Erfan Nugroho. This research paper is intended to describe (1) the general objectives of teaching English and the goal of teaching vocabulary (2) the material of teaching vocabulary (3) the technique of teaching English vocabulary (4) procedures in teaching English vocabulary. This type of the research is descriptive qualitative research. The subject of this research is the English teacher and the seventh grade students

of SMP Muhammadiyah 5 Surakarta. The data sources of this research are from informant (English teacher, students), document, and event. The techniques of collecting data were observation, interview and document analysis. The researcher uses Miles and Huberman's theory cited in Sugiono (2010:337) in analyzing the data. The researcher after collected the data, the researcher reducing the data, display the data and verifying the data. The findings of this research show that (1) The objective of teaching English is to develop the language skills and communicate written and orally dealing with the development of science and technology in the globalization era, and the objective of teaching vocabulary is to help the students to achieve vocabulary in the material according to the themes. (2) The material given to the students is in the form of text. The materials are taken from English book entitled "Practice Your English Competence" by Erlangga publisher. The teacher also searches another relevant material from internet. (3) The teacher uses "lecturing and observing" technique in teaching vocabulary. (4) The procedure of teaching vocabulary is discuss, show, explain, restate, refine and reflect.

Based on the above mentioned researches, the researcher wants to conduct the similar research about English vocabulary, especially about techniques of teaching vocabulary. The researcher uses the Junior High School teacher of Azizstan foundation school as the research. The difference between those researches and this research can be seen from what aspect that the researcher does. In this research, the researcher wants to describe the Techniques of

Teaching Vocabulary used by the Junior High School teacher of Azizstan
foundation school.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses and explains about research design, subject of the research, technique of the data collection, technique of validating the data, technique of the data analysis, and technique of the data interpretation.

A. Research Design

The researcher uses the descriptive qualitative method in this research. Descriptive research describes and interprets events, condition, or situation, of the present. On the other hand, qualitative research is research method based on post positivism and naturalist paradigm. It has some characteristics: (1) the objects observed are process and value; (2) most of data are words; (3) when collecting data, the researcher actively interact with the data sources; (4) the data are analyzed inductively; (5) the result of the research cannot be generalized; (6) the research is subjective and related value (Joko Nurkamto, 2004:3). In qualitative research, the research investigates the quality of relationship, activities, and situation or materials. (Fraenkel and Wallen, 2000:502)

Surakhamand in Subroto in Saputro (2015) state that “in descriptive qualitative research, the research used technique of searching, collecting classifying, analyzing the data, construing them then finally drawing the conclusion “ Descriptive method is intended to describe systematically a situation or area of interest factually and accurately. Descriptive research

must be factual. This qualitative research did not concluded any calculation (enumeration) because the data were produce in the form of the words and sentence. It means that the research does not deal with numerical measurement or statistic procedure. By using this method, the data were identified and describe, and then result of the problem analysis is found.

B. The Research Location

Research location is a place where will carry out research. The location of this research was carried out at Azizstan foundation school, Thailand.

C. The Subject of the Research

The subject of this research is the teacher of the Junior High School at Azizstan foundation school. Explain more

D. Technique of Data Collection

In this research, the researcher collects the qualitative data to answer the research question. The research uses some techniques to collects the data.

1. Observation

The technique was used to have some data about the techniques of English teacher or teaching vocabulary by observing the teaching learning process.

2. Interview

The writer also collected the data by using interview. It was used to find out the factors that support the teacher in teaching vocabulary process. In interview, the writer asked some questions to respondent, the teacher of English at Azizstan foundation school. Then, the writer analyzed his respondent.

3. Documentation

According to Arikunto (2002:47), documentation study is searching for data of things or variables in forms of notes, transcripts, book, letters, magazines, agendas, etc. Research chooses teacher of English at Azizstan foundation school to find the techniques of teaching vocabulary. The documentary data are photos.

E. Technique of Analyzing the Data

This study is a descriptive study, with more to be a description of the results of interview and documentation. The data have been obtained will be analyzed qualitative and described in descriptive form. According to Patton (Moleong, 2001:103), analysis techniques used in this research is to measures as proposed by Myles and Huber man (Sugiyono:2013),as follow:

1. Collection of Data (Data Collection)

Data collection is an integral part of the data analysis activities. This process is done at beginning of the research. The researcher obtained the data from interviews, observation and document.

1. Reduction of Data (Data Reduction)

The data in this research are interviews, observation and document. Data reduction by the process of selecting, focusing on simplification, abstracting and transforming data arise from written records in the field.

2. Display Data

Data presentation by the researcher is a set of arranged information given the possibility of drawing conclusions and taking action.

3. Verification and Affirmation Conclusion (Drawing conclusion and Verification)

This conclusion is only part of the activities of a complete configuration. The conclusions were also verified during the study. In drawing this conclusion, it is based on data reduction and data presentation which is the answer to the problem raised in the study.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter consists of research findings and discussions. At the beginning the writer describes and analyzed the data taken in the research filed. Then, this is followed by discussing and findings.

A. The state of the students

a) Student Situation

Student or student is a human being who will be directed, brought ideals or goals that have been set by educational institutions, which is intended is the goal of Azizstan foundation school.

The requirements for prospective new students who will enter Azizstan foundation school are as follows:

- 1) Graduation certificate or certificate from the school, photocopy of 2 times.
- 2) Certificate as a citizen (PKK), photocopy twice.
- 3) Certificate of Identity (KTP) of parents or guarantor, photocopy 2 times.
- 4) Letter about learning religion, copy 1 time.
- 5) Color photograph 4x6 2 pieces
- 6) Registration fee is 35 bath / Rp. 7,000. "(Source: Kong Rong Rian's Prawat documentation ie school history)

The number of students in 2013/2014 was 2,389 people. The learning time at Azizstan foundation school to graduate education from junior high school and high school levels is 9 years of education. For more details about the number of students can be seen in the following table:

Tabel 4

Number students of Azizstan Foundation School

No	Class	Number of rooms	Number of students
1	First Grade (7 SMP)	3	82
2	Second Grade (8 SMP)	3	97
3	Third Grade (9 SMP0	7	281
4	First Grade (10 SMA)	15	594
5	Second Grade (11 SMA)	12	453
6	Third Grade (12 SMA)	10	359
	Total	50	1,866

Tabel 5

The number and gender of student

No	Gender	Total
1	Male	847

2	Woman	1,019
	Total	1,866

(Sumber: Dokumentasi Prawat Kong Rong Rian yaitu sejarah Madrasah)

The number of students is divided into two groups:

1) A group of students who live at home, i.e. students who live close to the school.

2) Groups of students living in dormitory are students in various provinces such as Yala, Narathiwat, Songkhla, Phuket and other provinces.

Students studying at Azizstan foundation school mostly live at home, a residence close to the school. And there are also areas outside Pat province. The school provides school buses to pick up and deliver students every day, to make it easier for students to go to school without having to wait for a public bus.

Then for students who live in a dormitory, those whose homes are in various provinces, such as Yala, Narathiwat, Sungkhla, Phuket, Satun and other provinces. For them, the school provides a place for them to live with a female and male dormitory, each with separate dwellings. (Results of interview with Ustaz Abdullah Dueramae, as head of the Religion section on March 26, 2018)

A. Description of Data

Based on research conducted at Azizstan foundation school, through observation, interviews, documentation where data has been

collected from the school obtained data on The Techniques of Teaching Vocabulary used By the Junior High School Teacher of Azizstan Foundation School in The Academic Year 2019-2020. The data description as follow:

1. The techniques of the teaching vocabulary used by the teacher in

Azizstan Foundation School:

The techniques used by the teachers in teaching English vocabulary based on interviews conducted by researcher to teachers and students and also through observations made by researcher, researcher found some techniques include; the application of the learning procedure, translating, memorizing, and playing games. The teachers always ask students to always bring a dictionary every English lesson. In addition, students also always ask students to write ten vocabularies and it means that students are then asked to memorize vocabulary written by students. These activities aim to improve students' vocabulary mastery. Here the researcher will describe the explanation about the above technique:

1) Implementing the procedure of teaching

Based on research conducted by researcher in December 2019, researcher found that teacher has teaching practices and teaching technique in the process of applying teaching procedures. The teaching procedures are divided into three steps. The first step is the opening of the lesson, the second is the teaching activity, and the third is the closing of the lesson.

First is the opening. The teacher opened the lesson by reading prayers together, then the teacher asked for news and greeted the students with a "*good morning*" with English and the students also answered in English too. After that, the teachers check the student is attendance and ask who do not come in today.

When the teacher check for students attendance, the teacher does not ask one by one, but the teacher simply asks "*Who is absent today?*". Then the students simply answer "*No one else mom*", or "*No one absent today mom*". After the teachers check for the students' attendance, the teachers ask students about their work, "*Is there any homework?* " What the material discussed last meeting? ". Through these questions, the students will recall the materials that the meeting has taught.

Before explaining the core activities when the research, teachers usually ask students to collect the task of writing vocabulary a number of ten vocabularies and students are asked to memorize the vocabulary. After that, the teacher provides a small game that aims to improve the vocabulary mastery of students. Not only that, teachers also provide motivations for students more motivated to learn English. In order the students could not be bored in teaching-learning process. While in the learning process, teachers and students use English and Thai language to communicate with each other's.

The second is learning activities. The teachers ask the students to open the book in accordance with the material to be learned today and then the

teacher explains the material learned. After explaining, the teachers ask the students if there is material they have not understood, "*You understand about this material?*", "*Are you confused ?*". Then the student replied "*Yes, understand mom*". After that, the teacher assigns the student to the material that has been delivered. The teacher gives students a few minutes to complete the assignment. After the time runs out, the teacher asks the students to read the results that have been done. When all is done, the teacher clarifies the answers to the assigned task.

Third is the closing of learning. Before the teacher closes the lesson, the teacher gives a conclusion about the lessons that they have learned and the teacher provides homework on the material learned today. Then the teacher closes today's lesson by reading "Hamdalah" together, then the teacher closes with greeting.

2) Memorization

Based on research that has been done by researcher in December 2019 in grade 8A class that was held by Mrs. Aslina Saleh, the researcher found that teachers use memorization in teaching to improve vocabulary mastery. The teacher asks the students to memorize some words they write on the notebook and then write them back to

On the other hand, the researcher interviewed teachers and students about teacher teaching techniques about vocabulary. The teacher said that "*Yes, for the technique of teaching vocabulary,*

we usually ask us to write down ten to fifteen vocabulary words and their meanings, then we have to move forward one by one while memorizing the vocab and its meaning ”. (Interview with Mrs. Aslina Saleh on Sunday, 15 December 2019). Then, the students said that “For vocabulary mastery, usually one is told to bring a dictionary and then tell him to do some vocabulary and then memorize it”. (Interview with the students on Sunday, 15 December 2019).

3) Translation

Translation is one of the techniques that is familiar and often used by teachers to teach English. There are so many variants of the way teachers use to translate words. Based on research that has been done by researcher on Sunday, 15 December 2019 in class 8A handled by Mrs. Aslina Saleh, the researcher found that the teacher did not explain to students in full English, but also using Language. After all, the students can understand better the meaning of the word or sentence itself.

On the other hand, based on research that has been done by researcher on Sunday, 15 December 2019 in the 8A class which is handled by Mrs. Aslina Saleh, the researcher also found that Mrs. Aslina Saleh also uses translation in teaching. The teachers ask students to open a dictionary when they find difficult words, if students do not find the word in the dictionary Mrs. Aslina Saleh

give an answer and explains the intent of the word in question and translates it into Thai language. Based on the interview, the teacher said that *"I use translating, sis, because the students really have to get used to translating and opening the dictionary so that the vocab continues to add up"* (Interview with Mrs. Aslina Saleh on Sunday, 15 December 2019)

Based on the above explanation, the researcher concludes that the way the teacher uses the technique by the teacher translates the meaning of the word when the student can not find the word in the dictionary and the teacher translates the word into Thai language.

4) Playing games

Playing games is one of the most favorite techniques for teaching vocabulary to students. The students will be very interested in the material taught when the teachers use this technique. Usually this technique is given only as a warm-up course. The teacher said that *"The students are more interested when given games like this, sis, they are more enthusiastic about taking lessons"*. (Interview with the Mrs. Fitreeya Waedeng on Sunday, 15 December 2019). Then, when the researcher interviewed with the students, the students said *"Usually I tell the game to come forward to write one word, then the other students move forward and look for the word whose first letter comes from*

the last letter of the word the friend wrote earlier." (Interview with the students on Sunday, 15 December 2019).

2. The teachers' problems in teaching vocabulary in Azizstan Foundation School

Based on observations and interviews conducted by researcher, researcher found there are many factors that become problems in learning and teaching and learning process, especially teaching vocabulary. The problems are divided into three aspects, namely aspects of teachers, and from students itself. For more details, researcher will describe it as follows:

1) The teachers

The first problem arises not only from the teacher itself. The problem then makes the teacher can not teach well and effectively. Students also become unable to focus and concentrate on receiving lessons. The teacher's issues will be described as follows:

a) Classroom management

Sometimes a lot of teachers who are less able to manage the class is good, so that makes students less focus on the lessons that teachers teach. Based on observations made by researcher on Sunday, 15 December 2019 at 8A class that was teach by Mrs. Aslina Saleh, the researcher found that in process of teaching, the

students like to play with their friends during the lesson. The teacher finds it difficult to control the class, so the class condition becomes less effective. Based on interviews that have been done by researcher, the teacher said that *"The student is very difficult to control sis, even though I have reminded her many times but still her name is a child"* (Interview with Mrs. Aslina pious on Sunday, 15 December 2019).

b) The teacher is difficulties in motivating to the students

The teacher's motivation to the students is very important, because without the motivation and encouragement from the teacher, the students also feel unmotivated in learning, especially learning vocabulary. The teachers have repeatedly provided motivation to student, but the teachers feel difficult because some students are interested and some are not interested in learning English. They are busier playing and talking to themselves with a friend's seat.

Based on the interview, the teacher said *"that yes, her name is also your daughter, who comes from various characters, some can easily be motivated and some are hard to give motivations like that"*. (Interview with Mrs. Aslina Saleh on Sunday, 15 December 2019).

2) The students

The second problem is from the student himself. Problems experienced by students that they can not focus and understand more with learning English. The problem will be described as follows:

a) The students lack of motivation and support

Based on observations made by researcher on Sunday, 15 December 2019 at 8A class that held by Mrs. Aslina Saleh, the researcher found that this class is very crowded. They are preoccupied with their own world and playing with their friends rather than watching the teacher who is speaking up front.

Based on interviews that have been conducted by researcher with teachers, the teacher said that *"Yes, this is how it is when the class is more crowded, maybe because the students really don't have enough support and attention, sis "* (Interview with Mrs. Aslina Saleh on Sunday, 15 December 2019). While another teacher said that *"If it's a matter of motivation, yes, it is more likely to students, yes, sometimes they are still having fun when they are taught it"* (Interview with Mrs. Fitreeya Waedeng on Sunday, 15 December 2019).

b) The students lack confidence when learning English

Based on observation made by the researcher on Sunday, 15 December, 2019 in the 8D class that held by Mrs. Fitreeya Waedeng , the researcher found that some students have low

confidence when they practice English. Based on the interview, the teacher said that *"The problem is in the students' side, they lack confidence if they tell you to speak English, they are afraid of making mistakes, he said"* Interview with Mrs. Fitreeya Waedeng Sunday, 15 December 2019).

c) Student is lack of vocabulary

Based on observation and interview that do the researcher on 8A class by Mrs. Aslina Saleh, the researcher found that the students have lack of vocabulary. The researcher found that sometimes the students look confused when they found a strange word. The students said that *"if that's the difficulty in the way of saying it, sometimes there are still a lot of things wrong and don't know the meaning of what is being said"* (Interview with the students on Sunday, 15 December 2019).

Based on the above observations and interviews, the researcher concludes that there are some problems of the students. Problems of students consisting of less effective classrooms, lack of motivation and support for students, students lack confidence in learning English, and students can not pronounce the word in English properly.

B. Discussion

1) The teachers' techniques in teaching vocabulary in Azizstan Foundation School

Based on observations and interviews that have been conducted by researcher with English teachers and also students, there are several techniques used by teachers in teaching vocabulary. The techniques used include translating, memorizing, and playing games. The use of the technique is based on student is conditions and effective classroom atmosphere. There searcher think that the use of these techniques will improve students' ability to master vocabulary.

2) The problems of the teaching vocabulary used by teacher in Azizstan Foundation School

Based on observations and interviews conducted by researcher with English teachers and students, and some problems are seen in the application of vocabulary teaching process for second grade students of Azizstan Foundation School. The problem is divided into two aspects, among others from teachers, and from students itself.

The first problem is from the teacher. Lack of ability of teachers to be able to provide motivation to the students are also obstacles that must be addressed. If the teacher remains in such circumstances, then it is feared the learning process becomes less effective. Harmer (1996:154) states that teaching vocabulary may

be problematic because many teachers are not “confident about best practice in vocabulary instruction and at times do not know where to begin to form an instructional emphasis on word learning”.

The second problem is from the disciple itself. Researcher found there are some problems faced by students when learning English. Problems that arise include lack of motivation for students in learning vocabulary, lack of student confidence when practicing English, and students also felt difficulties when having to say the word in English. Roger (1995:43) states that the difficulty of vocabulary items depends on a number of factors. They are: Similarity to L1, Similarity to English words already known, Connotation, Spelling and pronunciation, Multi-word items and Collocation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The conclusion

In this chapter the researcher draw the conclusion of this research from the research findings and discussion. Based on the result of the research and the discussion mentioned above, the conclusion are then as the followings.

1. The techniques of the teaching vocabulary used by the teacher in Azizstan Foundation School.

The techniques used by the teachers in teaching vocabulary for second grade students of Azizstan Foundation School are implementing the procedure of teaching, translating, memorizing, playing games, word guessing based on context, and looking for the vocabulary in dictionary.

2. The problems of the teaching vocabulary used by teacher in Azizstan Foundation School

The teachers have problem when the teachers teach the students then makes the teacher can not teach well and effectively. The teachers problem are lack of ability of teachers to motivate students to be more focused in learning vocabulary and lack of teachers in controlling the condition of pupils and the situation of the gar classes is more effective.

The students also have some problems in teaching vocabulary. The students problems are the students lack of confidence when practicing conversations in English, class situation that is less comfortable for teaching and learning process, the students have difficulties to learn and understand the meaning of the word and how to pronunciation in English, and lack of student's motivation in English lessons.

B. The suggestion

After the researcher analyzed the data and drawing conclusion, the researcher has some suggestions and advices for the English teachers, the students, and the Azizstan Foundation School. Besides the researcher also had advice to the reader, such as:

1. For the teacher

The researcher gives suggestion to the teachers that teach English in Azizstan Foundation School. The first is the teachers should be more patient in dealing with students who have extraordinary character. The second is the teachers should be better able to understand the needs of students when in the classroom and when the process of teaching and learning. The third is the teachers should have a variety of techniques and methods so that students are not easily bored when the process of teaching and learning. The fourth is the teachers should also be more able to help students improve their students' skills in practicing English, and the last

suggest is the teachers are expected to be more motivating students to be more enthusiastic in learning English, especially vocabulary.

2. For the students

The researcher also gives suggestion to the students. The researcher hopes, when the teachers teach in front of the class, the students more pay attention to the teachers. The suggestions to the students are the students should pay more attention when teachers are teaching in the classroom, the students should have a strong desire to deepen the vocabulary and be able to practice well, the students should be more active when learning English, and the students should be happy memorizing vocabulary in order to master many vocabulary in English.

3. For others Researcher

The researcher feels that her research is not perfect yet. The researcher hopes that this research can be used reference for the others researcher to be a better research.

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LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Aifa Panoh

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Judul Skripsi pada surat penunjukan pembimbing skripsi:

THE TECHNIQUES OF TEACHING VOCABULARY USED BY THE JUNIOR HIGH SCHOOL TEACHER OF AZIZSTAN FOUNDATION SCHOOL IN THE ACADEMIC YEAR 2019-2020

No	Tanggal	Isi Konsultasi	Catatan Pembimbing	Paraf
1	20-11-2019	BAB I		
2	02-12-2019	BAB I, BAB II	Revisi BAB I	
3	22-04-2020	BAB I, BAB II, BAB III	Rivisi BAB II	
4	06-05-2020	BAB II, BAB III	Revisi BAB II, BAB III	
5	10-08-2020	BAB II, BAB III, BAB	Revisi BAB I, BAB II, BAB	
6	10-09-2020	IV	III	
7	14-09-2020	BAB IV	Rivisi BAB III, BAB IV	
8	25-09-2020	BAB IV, BAB V BAB V	Revisi BAB IV, BAB V	

Dosen Pembimbing,



Aprilian R.A.,M.Pd.

NIP. 19880422 201503 2 006

Catatan:

Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak penggantian Surat Penunjukan Pembimbing Skripsi Kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.

INTERVIEW

1. Interview with the teachers

a. Interview with Mrs. Aslina Saleh

Time : Sunday, 15 December 2019

Setting : English office of Azizstan Foundation School

T : Teacher

I : Interviewer

I : Assalamu'alaikum bu Aslina.

T : Waalaikumsalam. Gimana mbak, ada ap?

I : Maaf bu, bolehkah saya minta waktunya sebentar buat interview?

T : Oh iya bisa-bisa, kapan? Nanti apa sekarang?

I : Kalo Ibu ada waktu longgar, sekarang tidak apa-apa bu.

T :Oke, tak carikan tempat yang enak dulu ya buat ngobrol biar nggak keganggu sama orang.

I : Oh iya bu.

T : gimana mbak?

I : Gini bu, langsung saja ke pertanyaan ya bu. Menurut bu Aslina, vocabulary itu penting tidak sih bu dalam pelajaran bahasa Inggris?

T : Vocabulary adalah hal yang sangat penting karena tanpa vocabulary yang banyak siswa tidak dapat mempelajari vocabulari atupun bisa berbahasa inggris secara lancar.

I : Pernah menggunakan video atau semacamnya tidak bu dalam pengajaran vocabulary?

T : Ya pernah juga mbak, kadang saya memutar video agar murid tidak mudah bosan dalam belajar, kalau video biasanya nanti murid saya suruh untuk memberikan komentar.

I : Kalau penggunaan LCD sendiri, apaka bu Aslina juga lebih tertarik dengan media tersebut bu? Kan kadang murid itu lebih antusias kalau diajarkan pake LCD, ada gambar-gambarnya dalam materi, seperti itu. Bagaimana bu?

T : Iya, saya juga lebih suka pake LC mbak sebenarnya, soalnya kalau memakai LCD itu murid lebih tertarik daripada kalo pake papan tulis atau gambar-gambar sejenisnya, lagian kalo pake LCD kan murid lebih ada perhatian khusus ke pelajarannya.

I : Seperti itu ya bu. Berarti lebih sering memakai LCD ketika mengajar ya bu?

T : Ya nggak juga mbak, tergantung kebutuhan anak juga. Kadang murid itu kan bosan kalau dikasih sesuatu yang berturut-turut, jadi kadang saya ya pake white board gitu but ngajar, sama enak nya sih mbak sebenarnya kalau muridnya sama memperhatikan semuanya.

I : Iya bu, lalu kalau untuk materi dalam buku nya sendiri, memang dari bu Aslina mewajibkan adanya buku ya bu atau buku bahasa Inggris sejenisnya gitu bu?

T : Kalau buku bahasa Inggris itu memang harus ada mbak soalnya tanpa ada buku gimana mau ngerti materinya.

I : Kalau untuk tehniknya bu, biasanya bu Aslina pak tehnik apa aja untuk meningkatkan vocabulary?

T : Saya biasanya pakenya macam-macam sih mbak, kaang ya pake translation, memorization, trus pake game juga, ganti-ganti mbak biar murid ngga bosan.

I : Lalu, menurut ibu sendiri tehnik yang paing cocok utnutk mengajar vocabulary itu yang mana saja bu?

T : Ya semuanya cocok mbak, ya cuma biasanya saya lebih suka pake translation sama playing game mbak, kalau game kan anak-anak ngga muah bosan, jadi saya lebih mudah kalau metransfer ilmu ke anak.

I : Jadi setiap pertemuan itu tehniknya beda-beda ya bu:

T : Iya mbak, biar anak ngga bosan.

I : Nah kan biasanya dalam pengajaran vocabulary itu ada kosa kata baru kan bu, lha itu si anak suruh mencari sendiri atau mencari dikamus bu?

T : Kalau untuk kosa kata, biasanya setiap kali pertemuan saya suruh si murid menulis kosakata minimal 10 vocabulary beserta artinya juga, trus nanti saya suruh hafalkan, nah setelah itu saya suruh maju ke depan kelas untuk mengucapkan vocab-vocab yang sudah mereka hafalkan tadi, begitu selanjutnya mbak. Jadi si murid itu mempunyai bendahara kata banyak setiap pertemuannya.

I : Ow begitu ya bu, berarti ibu juga mewajibkan murid untuk membawa kamus ya bu setiap kali pelajaran bahasa Inggris?

T : Justru saya suruh bawa kamus setiap hari mbak biar mereka bisa membuka kamus kalo mereka kesulitan mencari tau maksud dari kata yang dicari, ya biar kosa katanya jadi nambah lah mbak, biar bendahara kata mereka juga semakin banyak.

I : Oh iya bu, kan dalam pengajaran bahasa Inggris, khususnya vocabulary itu pasti ada kendala-kendala atau masalahnya ya bu,

nah bagaimana cara ibu mengatasi permasalahan atau kendala-kendala seperti itu?

T : Maksudnya masalah yang seperti apa ya mbak? Masalah si murid waktu belajar bahasa Inggris gitu?

I : Iya bu, jadi misalkan si murid itu tidak bisa mengucapkan bahasa Inggris dengan benar atau tidak bisa mengikuti pelajaran dengan baik gitu bu, cara ibu mengatasi hal seperti itu bagaimana bu?

T : ya saya berikan motivasi-motivasi gitu mbak, kayak semisal saya kasih motivasi “nanti kalau kamu ngga bisa bahasa Inggris, nanti kamu kalah sama turis-turis , mereka bisa bahasa Inggris jadi kamu ngga boleh kalah” gitu mbak, hehe.. Pokoknya lebih sering saya kasih motivasi dan dukungan buat murid mbak biar mereka lebih tertarik dan antusias dalam mata pelajaran bahasa Inggris mbak.

I : Nah kalau soal motivasi nih bu, apakah semua murid juga peka dan mudah kalau hanya dikasih motivasi-motivasi seperti itu bu bu?

T : Kalo masalah motivasi sih ya memang lebih cenderung ke anak ya, mereka kadang masih asyik sendiri kalo lagi diajarin, jadi ya ada anak yang mudah ngerti dengan kata-kata dan ada juga yang acuh tak acuh, namanya juga anak ya mbak.

I : Nah, lalu ini bu masalah evaluasi. Gimana sih cara bu Aslina melakukan evaluasi materi kepada murid?

T : Saya biasanya melakukan evaluasi itu setelah selesai pelajaran mbak, jadi saya tanyain gitu hari ini tadi materinya tentang apa trus kalau untuk vocab, saya suruh megingat kembali apa yang sudah mereka hafalkan tadi.

I : Ow begitu ya bu,

T : Iya mak, aamiin. Semoga juga gitu mbak, hehe

I : Ow iya bu.

Saya kira cukup bu untuk wawancaranya, trimakasih banyak bu sudah berkean meluangkn waktunya untuk saya wawancarai, saya juga mohon maaf apabila ada kata-kata saya yang kurang berkenan di hati bu Aslina.

T : Oh iya mbak gapapa, sama-sama ya mbak. Sukses buat skripsinya, cepet lulus ya mbak.

I : Iya bu, aamiin. Trimakasih bu.

T : Ya mbak, sama-sama.

b. Interview with Mrs. Fitreeya Waedeng

Time : Sunday, 15 December 2019

Setting : Classroom of Azizstan Foundation School

T : Teacher

I : Interviewer

I : Assalamualaikum bu Fitreeya. Bu, ibu sedang longgar tidak?

T : Emm..longgar sih mbak, tapi lagi nginput data dikit ini, ada apa mbak?

I : Ini bu, kalo lagi longgar mau minta waktunya sebentar buat interview.

T : Iya mbak iya ngga papa, tak luangin dulu aja. Mau interview dimana?

I : Makasih bu, terserah ibu enaknyanya dimana bu.

T : Diruang kelas ya, kan juga mumpung lagi pada sholat dhuhur, ngga papa to mbak?

I : Iya bu tidak apa-apa, malah sepi jadi lebih konsen.

T : Yaudah yuk langsung aja ya mbak, gimana?

I : Gini bu, menurut bu Yunita itu vocabulary penting tidak dalam pelajaran bahasa Inggris?

T : O iya penting mbak, bahasa Inggris kalau kita nggak tau vocabulary nya apa ya bisa bicara? Jadi kalao kita mau bisa bhsa Inggris mesti harus tau dulu

kosa katanya kan, nggak mungkin kita bisa belajar bahasa Inggris tanpa vocabulary itu nggak mungkin mbak.

I : Jadi menurut ibu penting ya bu vocabulary dalam bahasa Inggris itu.

I : Pernah nggak sih bu pake video atau semacamnya gitu?

T : Kadang saya memutar video agar murid tidak mudah bosan dalam belajar, kalau video biasanya nanti murid saya suruh untuk memberikan komentar dari video atau film yang mereka liat, gitu.

I : Gitu ya bu, jadi biar ada feedback dari murid gitu ya?

T : Iya mbak benar, biar murid juga nggak hanya fokus nonton aja tapi juga dituntut untuk berfikir juga, mengambil kesimpulan dari apa yang mereka nonton.

I : Iya bu, lalu kalau mengenai tehniknya sendiri, biasanya bu Fitreya pakai tehnik apa bu?

T : Saya pakai translating itu mbak, soalnya muridnya memang harus dibiasakan dengan menerjemahkan dan membuka kamus biar vocabnya itu nambah terus.

I : Berarti Cuma pakai translating aja ya bu, tidak ada tehnik lain yang dipakai?

T : Ya ada, kayak dengan main game atau menghafal gitu mbak, tapi saya jarang pake tehnik tersebut mbak, lebih seringnya ake translating itu.

I : Kalau boleh tau kenapa sih ibu lebih tertarik dengan penggunaan tehnik tersebut dalam pengimplementasian dalam pengajaran vocabulary?

T : Karena murid-murid itu kalo suruh menghafal itu susah, mereka lebih mudah memahami kalau saya suruh menerjemahkan mbak, jadi solusinya ya saya kombinasikan sama tehnik-tehnik yang lain mbak biar balance.

I : Terus dapat pelatihannya tidak bu?

T : Ya ada mbak, kaya saya kasih soal-soal gitu trus siswanya suruh menerjemakan.

I : Hasilnya memuaskan bu?

T : Yahhh, kalau hasilnya sih lumayan mbak, hehe

I : Ow begitu ya bu, nah kalau untuk evaluasinya gimana bu?

T : Evaluasi dalam pembelajarannya gitu mbak?

I : Iya bu dalam pembelajarannya.

T : Kalau evaluasinya, biasanya saya melakukan evaluasi itu seminggu sekali mbak. Jadi nanti pertemun terakhir dalam seminggu itu, saya melakukan evaluasi mereview materi yang sudah dipelajari pertemuan sebelumnya.

I : Terus masalah-masalah yang dihadapi bu Fitreeya sendiri itu apa bu? Apa mungkin dari segi gurunya sendiri, atau muridnya atau mungkin sekolahnya bu?

T : Dari segi semuanya mbak, dari guru juga ada seperti guru kurng mampu memajemen kelas gitu mbak.

I : Lah kalo dari muridnya sendiri bu?

T : Kalo dari murid paling hanya kurang perhatian dan motivasi aja sih mbak, kdang anak kan butuh perhatian dan motivasi juga dukungan lebih dari kita sebagai guru ya mbak.

I : Iya bu betul sekali, kita yang lebih memberikan motivasi untuk murid ya bu biar lebih semangat lagi

T : Iya dong mbak, betul sekali.

I : Emm..saya rasa sudah cukup bu interviewnya, sudah banyak informasi yag saya dapatkan dari bu Yunita. Trimakasih bu sudah meluangkan waktunya untuk interview, saya juga sekalian mau izin pamit nggih bu, hehe

Assalamu`alaikum bu.

T : Oh iya mbak sama2. Waalaikumussalam warahmatullahi wabarakatuh.

2. Interview with the students

a. Interview one

Nama siswa : Suhaina Chema

Kelas : 8A

Setting : Di dalam kelas

Waktu : Sunday, 15 December 2019

R : The researcher

S : The student

R : Assalamualaikum mbak, lagi nyantai ya? Boleh minta waktunya sebentar nggak mbak buat interview?

T : Walaikumsalam bu, oo boleh banget. Mau interview apa?

R : Ini buat penelitian saya mbak.

T : Tapi jangan lama-lama ya bu, hehe

R : Ooo siap mbak, ngga pake lama kok. Bisa dimulai sekarang kan?

T : Bisa bu. Sini duduk didepanku aja biar enak bu.

R : Makasih mbak. Oke, jadi gini penelitian saya kan tentang pengajaran vocabulary, jadi nanti saya tanyanya ya tentang vocabulary tapi nggak

banyak-banyak kok nanyanya. Menurut mbak Suhaina, vocabulary itu penting nggak sih?

T : Emm..ya penting sih bu, kalau kita ngga tau vocabulary ya nggak bisa ngomong pake bahasa Inggris kok.

R : Kalau untuk penguasaan vocabularynya gimana mbak?

T : Kalau untuk penguasaan vocabularynya, biasanya disuruh bawa kamus terus suruh nyari beberapa vocabulary kemudian disuruh menghafalkan bu.

R : Gitu ya mbak, oke. nah sekarang saya mau nanya tentang bu Aslina selaku guru bahasa Inggris. Nah cara beliau ngajar itu gimana sih mbak?

T : Bu Aslina itu kalau ngajar enak banget bu, beragam variasinya, kadang kita disuruh nulis vocab 10 trus suruh ngehafal, trus juga kadang pake game juga bu, pokoknya enak banget kalo yang ngajar bu Aslina bu.

R : Nulis vocabulary gitu wajib ya mbak kalau setiap pertemuan?

T : Iya bu, biar vocab kita selalu nambah gitu.

R : Oke. Tadi kan mbak Suhaina bilang bu Aslina kadang ngajar pake game, nah game apa aja yang biasanya bu Aslina pakai mbak?

T : Kalau gamenya itu saya suruh maju kedepan menulis satu kata, terus murid lainnya maju meneruskan dan mencari kata yang huruf depannya berasal dari huruf akhir kata yang ditulis temannya tadi gitu bu.

R : Lebih enak mana diajar pake game kaya gitu sama diajar biasa?

T : Ya enak pake game lah bu, kita kan jadi nggak bosen.

R : Nah lanjut ya mbak, biasanya bu Aslina mengadakan evaluasi tentang vocabulary nggak?

T : Iya mbak, bu Salina kadang dekte gitu trus kita suruh nulis dikertas.

R : Dektenya gimana mbak? Berarti skillnya writting ya?

T : Iya bu, jadi kita suruh nulis apa yang bu Aslina ucapkan, harus bener tulisannya bu.

R : O gitu, kalau masalahnya dalam bahasa Inggris itu apa aja mbak?

T : Itu bu ngomongnya bahasa Inggris susah banget, suruh ngomong bahasa Inggris ya jelas susah to, hehe

R : Hehe ya makanya belajar mbak Suhaina. Pernah mengalami kesulitan nggak ketika bu Aslina ngajar?

T : Apa ya bu, nggak ada bu, bu Aslina kalo ngajar enak an gampang dipahami kok bu.

R : Kalo bu Aslina ngajar disuruh baawa kamus terus ya mbak? Buat apa kamusnya, kepakai trus juga?

T : Iya bu, suruh bawa kamus, kalau gak bawa suruh keluar ngga oleh ikut pelajaran. Kamusnya nanti buat klau bu Aslina suruh ngartiin gitu sama nyari kata-kata yang sulit gitu bu.

R : Wah tambah pintar dong nanti mbak Suhaina kalo sering nerjemahin,
hehe

T : Hehe ya aamiin bu.

R : Kalau untuk kelasmu sendiri, temen-temenmu dan mbak Suhaina sendiri
nyaman kan kalau dikelas?

T : Nyaman-nyaman aja, tapi kadang rame. Yang gojek anak satu dua tapi
semua kena imbasnya bu.

R : Nah trus car mbak Suhaina mengatasi masalah tersebut gimana?

T : Hehe ya di ingetin bu yang rame.

R : Ow gitu, okelah mbak Suhaina saya rasa cukup interviewnya, makasih ya
udah bersedia meluangkan waktunya, maaf apabila saya ada salah kata.

T : Oh iya bu sama-sama.

R : Saya langsung pamit ya mbak, Assalamualaikum.

T : Ya bu, waalaikumsalam.

b. Interview two

Nama siswa : Nurhuda Singthong

Kelas : 8A

Waktu : Sunday, 15 December 2019

Setting : Di depan ruang kelas

R : The researcher

S : The student

R : Assalamualaikum mbak Nurhuda.

T : Waalaikumsalam bu, nyari siapa bu?

R : Ini nyari mak Nurhuda, mau interview mbak Nurhuda sebentar bisa?

T : Interview buat apa bu?

R : Ini buat penelitian saya mbak, gimana bisa?

T : Oh yaudah bu gak papa, dimana bu?

R : Disini aja gapapa, di depan ruang kelas mbak.

T : Oke bu.

R : Langsung aja ya mbak, ini kan penelitian saya tentang pengajaran vocabulary, jadi nanti saya mau nanya-nanya sedikit tentang vocabulary.

T : Iya bu siap.

R : Menurut mbak Nurhuda, vocabulary dalam pelajaran bahasa Inggris itu penting nggak sih mbak?

T : Ooo ya penting dong bu, kalo nggak tau vocab nggak bisa tau bahasa Inggris kok.

R : Oke deh mbak, sekarang saya mau tanya tentang cara mengajar bu Fitreeya ya mbak. Cara ngajar bu Fitreeya itu gimana sih mbak?

T : Cara ngajar bu Fitreeya itu ya gitu mbak, enak, nggak bosenin tapi agak galak, hehe. Tapi gampang nyantolnya mbak pelajarannya.

lekas ada penambahan lagi ya mbak.

R : O iya bu Fitreeya suruh menghafal vocabulary gitu nggak mbak?

T : Iya bu, kadang suruh hafalin vocabulary pas ngajar materi gitu, trus kadang suruh nerjemahin juga kalau ada kata yang nggak tau, makanya suruh bawa kamus juga bu.

R : Pernah pakai game gitu nggak mbak?

T : Kalau bu Fitreeya jarang pakai game mbak, bu Fitreeya kalau ngajar serius sih, hehe

R : Nah kalo permasalahan dalam mempelajari bahasa Inggris khususnya vocabulary apa mbk menurut mbak Nurhuda?

T : Kadang artinya itu ngga tau mbak, terus ngomongnya tu hampir sama jadi bingung arti sama maksudnya kata yang mana, hehe

R : Hehe makanya belajarnya di giati ya mbak biar bisa. Terus menurut mbak Nurhuda kondisi kelasmu nyaman nggak?

T : Ya gitulah bu, kadang nyaman kadang enggak, lha pada rame itu lho bu.

R : Ow gitu, oke lah mbak saya kira cukup buat interviewnya, makasih ya mbak untuk waktunya.

T : Iya bu sama-sama, mau langsung pulang bu?

R : Iya mbak, lha udah selesai tugasnya kok, hehe

T : Ohh, ya bu hati-hati.

R : Iya mbak, trimakasih. Assalamualaikum.

T : Waalaikumsalam.

CURRICULUM VITAE

1. Name : Aifa Panoh

2. Place and Birth of date : Thailand, 24 October 1997

3. Gender : Female

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8. Educational background :

Education level	Name of school	Year
Elementary	Bannapradu	2004-2009
Smp-sma	Azizstan foundation school	2009-2015
University	Iain salatiga	2016-2020





