

**A THESIS**

**TEACHERS' TECHNIQUES IN TEACHING VOCABULARY  
FOR THE STUDENTS OF MAN 2 BARRU**



**BY**

**SELVIANA  
REG. NUM.17.1300.087**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2021**

**TEACHERS' TECHNIQUES IN TEACHING VOCABULARY  
FOR THE STUDENTS OF MAN 2 BARRU**



**BY**

**SELVIANA  
REG. NUM. 17.1300.087**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial of Fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2021**

**TEACHERS' TECHNIQUES IN TEACHING VOCABULARY  
FOR THE STUDENTS OF MAN 2 BARRU**

**Thesis**

**As a Partial Fulfillment of the Requirement for the Degree  
of Sarjana Pendidikan (S.Pd.)**

**English Education Program**

**Submitted by:**

**SELVIANA  
Reg. Num. 17.1300.087**

**To**

**PAREPARE**  
**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2021**

### ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis : Teachers' Techniques in Teaching  
Vocabulary for the Students of MAN 2  
Barru

Name of Student : Selviana

Student Reg. Number : 17.1300.087

Department : Tarbiyah

Study Program : English Program

By Virtue of Program Degree : SK. The Dean of Tarbiyah Faculty  
Num : 2708 Tahun 2020

Approved by

Consultant Commissions

Consultant : Dr. Abdul Haris Sunubi, S.S., M.Pd.

NIP : 19750308 200604 1 001



Co. Consultant : Mujahidah, M.Pd.

NIP : 19790412 200801 2020



Cognizant of:

Tarbiyah Faculty



Dr. H. Saepudin, S.Ag., M.Pd. &  
NIP 19721216199903 1 001

**A THESIS**  
**TEACHERS' TECHNIQUES IN TEACHING VOCABULARY**  
**FOR THE STUDENTS OF MAN 2 BARRU**

Submitted by

SELVIANA  
Reg Num. 17.1300.087

Had been examined on October 15<sup>th</sup>, 2021, and had been declared  
that it fulfilled the requirements

Approved by  
Consultant Commissions

Consultant : Dr. Abdul Haris Sunubi, S.S, M.Pd.

NIP : 19750308 200604 1 001

Co.Consultant : Mujahidah, M.Pd.

NIP : 19790412 200801 2 020

Cognizant of:

Tarbiyah Faculty



## ENDORSEMENT OF EXAMINER COMMISSIONS

Name of the Student : Selviana  
Student Reg. Number : 17.1300.087  
The Title of Thesis : Teachers' Techniques in Teaching Vocabulary  
for the Students of MAN 2 Barru  
Faculty : Tarbiyah  
Study Program : English Program  
By Virtue of Consultant Degree : SK. The Dean Tarbiyah Faculty Certificate  
Num. 2708 Tahun 2020  
Date of Graduation : October 29<sup>th</sup>, 2021

Approved by Examiner Commissions

Dr. Abdul Haris Sunubi, S.S, M.Pd. (Chairman)

(.....)

Mujahidah, M.Pd. (Secretary)

(.....)

Dr. Magdahalena Tjalla, M.Hum. (Member)

(.....)

Hj. Nurhamdah S.Ag., M.Pd. (Member)

(.....)

Approved by

The Dean Tarbiyah Faculty

  
Dr. M. Saepudin, S.Ag., M.Pd.  
NIP. 152701216199903 1 001

## ACKNOWLEDGEMENT

### Bismillahirrahmanirrahim

*“In the name of Allah, The Beneficent and The Merciful”*

*Alhamdulillah Rabbil Alamin.* All praises to be to Allah SWT, the highest and the master of the universe while the creator of everything in the world who still lends the researcher good health, blessing, mercies so the researcher can finish this thesis. Salam and Shalawat always be sent to the prophet Muhammad saw. Peace be upon him. A great leader and a good inspiration for the world revolution.

The researcher is sure that this thesis not be completed without the help, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all people who had helped, supported, and suggested her during the process of writing this thesis. This opportunity, the writer would like to express very special thanks to Salman and Muliah beloved parents and Ildayanti beloved sister and family who have given endless love, advice, support, and praying to be successful student ever.

Her high appreciation and profusely sincere thanks are due to Dr. Abdul Haris Sunubi, S.S, M.Pd. as the first consultant and Mujahidah, M.Pd. as the second consultant who has patiently guided and given their construction suggestion, motivation, and correction from the start of the final project writing to the completion her thesis.

Another side, the researcher also would like to deliver special thanks to:

1. Dr. Ahmad Sultra Rustan, M.Si. as the Rector of IAIN Parepare who had worked hard to manage education at IAIN Parepare.

2. Dr. H. Saepudin, S.Ag., M.Pd. as the Dean of Tarbiyah Faculty of IAIN Parepare, has arranged a positive education for the students in the Faculty of Tarbiyah and also for his permission to write this thesis.
3. Mujahidah, M.Pd. as the Chairman of English Program for the fabulous serving to the students.
4. Munawir, M.Pd. is an Academic Advisor who has given advice and motivation to the researcher.
5. All lecturers and the staff who have already taught and educated the researcher during her study in IAIN Parepare. Thanks for the knowledge, advice, and motivation that they had given to the researcher during her study on this great campus.
6. Dra. Hj. Rosnawati Buhari, MM as the Headmaster of MAN 2 Barru for permitting to do this research.
7. Hilmi Rajab Syatha, S.Pd., Ellyati Razak, S. Ag., MA., and Rosdiana, S.Pd. as the English Teacher who helps the researcher in doing the research.
8. Special thanks to myself who have become a strong girl and best support system to keep the spirit of completing this thesis.
9. Sweet thanks for serving the beloved friends Henrika and Shindy Lukman Dewiana who always accompanied her start from the first semester until now and always give their support, provide assistance, and courage as well as their help for finishing this research.
10. All people who have given their help in writing this “Thesis” that the writer could not mention one by one.

Finally, the researcher realized that this thesis cannot be considered perfect without critiques and suggestions. Therefore, hopefully, this thesis will be useful for all of us and the development of English teaching and learning, Aamiin.

Parepare, 01<sup>st</sup>November2021

The writer,



Selviana  
Reg. Num. 17.1300.087



## DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration below:

Name :Selviana  
NIM :17.1300.087  
Birthday dateand place : Pakka, 27 November 1999  
Studyprogram : EnglishEducation  
Faculty :Tarbiyah  
Titleof Thesis : Teachers' Techniques in Teaching Vocabulary for the  
Students of Man 2Barru.

Stated this thesis was her writing if it can be proved that it was copied, duplicated, or compiled by other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 01<sup>st</sup>November 2021

The writer



SELVIANA

Reg Num. 17.1300.087

## ABSTRACT

**SELVIANA.** *Teachers' Techniques in Teaching Vocabulary for the Students of Man 2 Barru*, (Supervised by Abdul Haris Sunubi and Mujahida).

This study describes how the teachers in teaching vocabulary at MAN 2 Barru. This research has two objectives, they are: (1) To describe the kinds of teachers' techniques in teaching vocabulary for the students of MAN 2 Barru, (2) To describe the problems faced by the teacher in teaching vocabulary for the students of MAN 2 Barru.

The research used qualitative research by using descriptive design. The subject of this research is the teachers who teach English subjects at MAN 2 Barru. Data collection was carried out through observation, interviews, and documentation. Data analysis techniques used with Data Collection, Data Reduction, Displaying Data, Conclusion, and Verification.

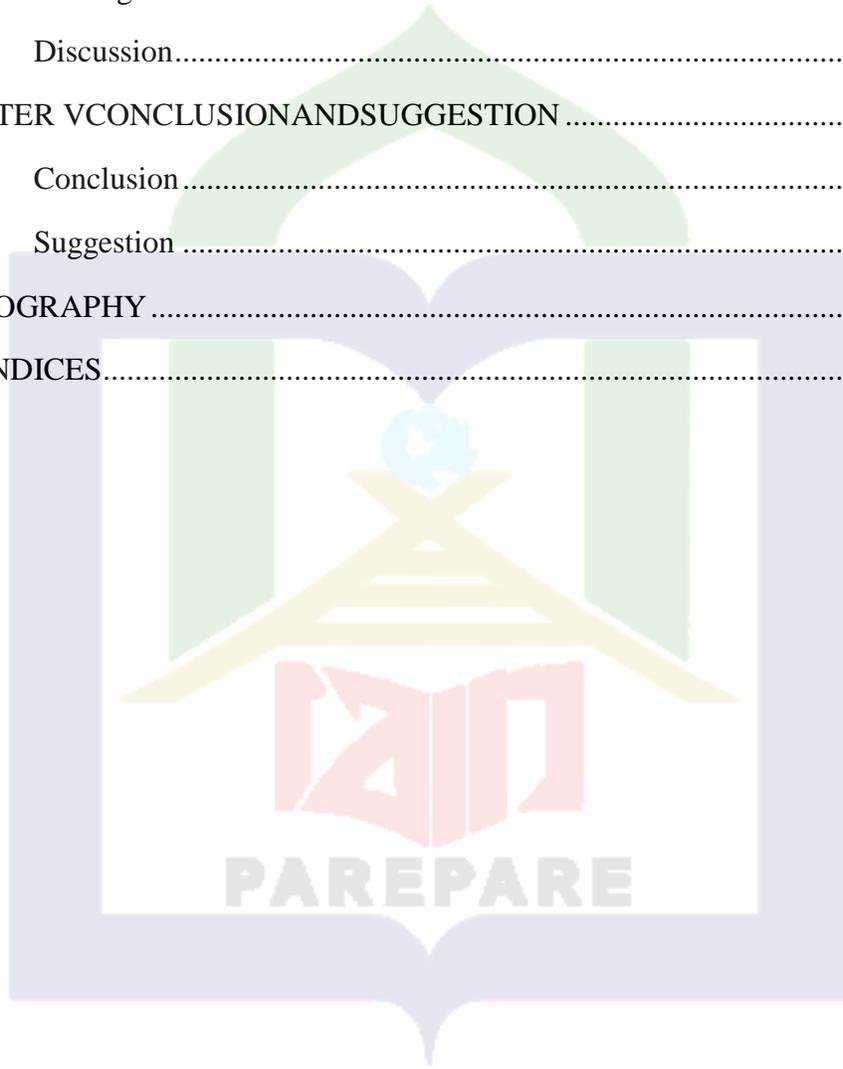
The result of the research found out there are five techniques used by the teacher in teaching English vocabulary for the students of MAN 2 Barru based on interviews and observation. *There is a demonstration, memorizing, oral, translation, and visual techniques.* The teacher uses those techniques to improve students' vocabulary mastery. The teacher can give the material clearly to the students by using those techniques. Some problems faced by the teachers in implementing the techniques in teaching vocabulary, the problem derived from three aspects. (1) The problem from the teacher itself, such as the teachers' problem in collaboration with the students, limited time in teaching-learning activities, and environment that does not support English learning interaction. (2) The problem derived from the students, such as the students sometimes feel hard to learn vocabulary, students forget more easily, lack confidence, have not interest students to learn English, less attention, and less training. (3) The problem derived from the school like the lack of resources and teaching material.

**Keywords:** *Technique, Vocabulary, Teaching.*

## TABLES OF CONTENTS

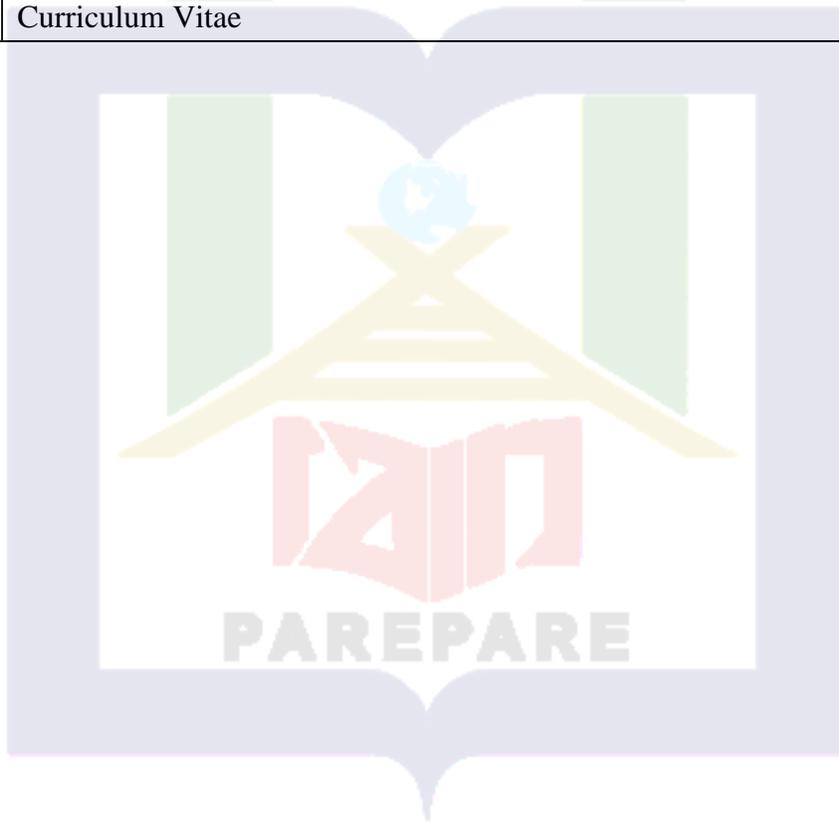
COVER	
COVER OF TITLE .....	i
SUBMISSION PAGE .....	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS .....	iii
APPROVAL OF CONSULTANT COMMISSION .....	iv
ENDORSEMENT OF EXAMINER COMMISSIONS .....	v
ACKNOWLEDGEMENTS .....	vi
DECLARATION OF THE RESEARCH AUTHENTICITY .....	ix
ABSTRACT .....	x
TABLES OF CONTENTS .....	xi
LIST OF APPENDICES .....	xiii
CHAPTER I INTRODUCTION .....	1
A. Background .....	1
B. Problem statements .....	4
C. The Objective of the research .....	4
D. Significance of the research .....	5
CHAPTER II REVIEW OF RELATED LITERATURE .....	6
A. Previous Research Findings .....	6
B. Some Pertinent Ideas .....	8
C. Conceptual Framework .....	20
CHAPTER III METHODOLOGY OF THE RESEARCH .....	22
A. Design of the Research .....	22
B. Location and Duration of Research .....	22

C. The subject of Research.....	22
D. Instrument of theResearch.....	23
E. Procedure of CollectingData .....	23
F. The technique ofDataAnalysis.....	24
CHAPTER IV FINDINGS AND DISCUSSION .....	26
A. Findings .....	26
B. Discussion.....	32
CHAPTER V CONCLUSION AND SUGGESTION .....	39
A. Conclusion .....	39
B. Suggestion .....	40
BIBLIOGRAPHY .....	41
APPENDICES.....	44



## LIST OF APPENDICES24

No	The Title of Appendices
1	Instrument of the Interview
2	Instrument of Observation
3	Documentation
4	Research Allowance
5	Curriculum Vitae



## CHAPTER I

### INTRODUCTION

#### A. Background

Learning vocabulary is likely to be one of the biggest challenges that students will face in their studies. As Wilkins puts it without grammar very little can be conveyed: without vocabulary, nothing can be conveyed. According to Boyd Zimmerman Vocabulary is central to language and is of critical importance to the typical language learners lack of vocabulary knowledge will result in a lack of meaningful communication.<sup>1</sup>

Caroline & David stated that vocabulary is the collection of words that an individual knows. There are four aspects in vocabulary mastery namely: (1) meaning, (2) pronunciation, (3) spelling, and (4) usage.<sup>2</sup> Ideally, someone who has high vocabulary mastery can recognize the meaning of words both in speaking and writing. We also can pronounce it well, know how to combine it with other words, and easy to make a sentence.

Vocabulary is considered central in language teaching and is of paramount importance to a language learner. Moreover, Wallace argues that "there is a sense in which learning a foreign language is a matter of learning vocabulary in the target

---

<sup>1</sup>Iman Alizadeh, 'Vocabulary Teaching Techniques: A Review of Common Practices', *International Journal of Research in English Education*, 1.1 (2016).

<sup>2</sup>Ismiyah Widyaningsih, 'Teachers Techniques In Teaching Vocabulary For The Tenth Grade students Of MAN 2 Boyolali At The Second Semester In Academic Year 2018/2019', (Published thesis, *English Language Education, The State Islamic Institute Of Surakarta*, 2019), p.16. <https://core.ac.uk/download/pdf/296478853.pdf> (11 January 2021)

language". Vocabulary is the basic aspect of language in the teaching-learning process.<sup>3</sup>

Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. The positive effects of vocabulary teaching are that it can provide help when learners feel it is most needed. This is particularly true for vocabulary teaching that occurs in the context of message-focused activities involving listening, speaking, reading, and writing, and where the teaching deals with items that learners see as being very relevant for the activity.

According to Berne & Blachowicz in recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at the times do not know where to begin to form an instructional emphasis on word learning.<sup>4</sup>

Madrasah Aliyah Negeri 2 Barru is one of the Islamic school in Barru, Cillellang Village, Mallusetasi district. That school is one of the good schools in Barru and has a lot of enthusiasts. It has many facilities that can support the students in the teaching-learning process. Based on the researcher previous experience, the researcher found a case that many students got difficulties mastering vocabulary which had been taught to them, these factors include:

---

<sup>3</sup>Michael J Wallace, *Teaching Vocabulary* (Biddles Ltd, Guilford, 1982)

<sup>4</sup>Alpino Susanto, 'The Teaching of Vocabulary: A Perspective', *Journal KATA*, 1.2 (2017).

The first is students think that learning English is difficult because writing and reading are different. Second, difficulties of students understanding and remembering vocabulary, students easily forgetting the vocabulary that has been taught or learned cause a lack of control of students memorizing vocabulary. Third, the problem is most English teachers in schools still employ traditional strategies to teach vocabulary. The researcher thinks that one of the causes of the case was due to the learning techniques applied in teaching vocabulary. Previously, the techniques used by the teacher in teaching vocabulary for the students of MAN 2 Barru is translation, memorization, and using the method by replacing the original name with a verb, adjective, noun, etc.

When the teaching and learning process takes place, the problem would appear to the teachers. They have problems with how to teach students to gain satisfying results. The teachers should be concerned that teaching vocabulary is something new and different from students' native language. They also have to take into account that teaching English for young learners is different from adults.

From the problem, the researcher concludes that In teaching English, especially vocabulary, the teacher should prepare and find out the appropriate and interesting techniques in the classroom, so that the students can understand well and faster what they are learning. Nation believes that a large amount of vocabulary could be acquired with the help of vocabulary learning strategies and that the strategies prove useful for students of different language levels. According to Schmitt and

Schmitt, the best teaching plan may be to introduce a variety of learning strategies to students so that they can decide for themselves the ones they prefer.<sup>5</sup>

There are many techniques that teachers can use to teach vocabulary such as: using objects, drawing, using illustrations and pictures, contrast, enumeration, mime, expressions, and gestures, eliciting, translation, etc.<sup>6</sup>The teacher needs to manipulate some techniques to support the teaching and learning process because teaching English especially teaching vocabulary is not easy. Teachers have to give how to pronounce the English word correctly and repeat sometimes so that students will remember long-lasting.

### **B. Problemstatements**

Based on the background above, the proposed research problems are:

1. What are the teachers' techniques to teach vocabulary for the students of MAN 2 Barru?
2. What problems are faced by the teachers in teaching vocabulary for the students of MAN 2 Barru?

### **C. The Objective of theresearch**

Based on the problem statement of the research above, the aim of the study is:

1. To find out kinds of teachers' techniques to teach vocabulary for the students of MAN 2Barru.
2. To find out the problems are faced by the teachers in teaching vocabulary for the students of MAN 2Barru.

---

<sup>5</sup>Mohd. Sahandri Gani Hamzah, et al., eds., 'Vocabulary Learning of Iranian Undergraduate EFL Students and its Relation to their Vocabulary size', *European Journal of Social Sciences*, 11. 1 (2009).

<sup>6</sup>Mofareh Alqahtani, 'The Importance of Vocabulary in Language Learning and How to be Taught', *International Journal of Teaching and Education*, 3.3 (2015).

#### **D. Significance of the research**

The researcher hopes that this research will have some benefits in the English learning process, especially in teaching vocabulary, and also will provide useful contributions for:

1. For the teachers, it enables teachers to get information and to select a suitable technique in teaching vocabulary to make students interested and can understand well and faster in the subject.
2. For the students, by using appropriate techniques and methods the researcher hopes that students will get enjoyable and happy in the learning process, making it easier to master vocabulary.
3. Another researcher, Especially language researchers, can adapt the technique/media used in this research as an alternative to teaching students. they also can use the data taken in this research (for example the field note) as a source to make consideration the next teaching-learning.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

Many research findings are related to this research, some of the previous research findings are related to this research. Some of them were mentioned with their report as follows:

The first by Mishanila in her research "*Teacher's Strategies in Teaching English Vocabulary to Young Learners at Excellent Mandiri School in Academic Year 2018/2019*" the researcher could conclude that the strategies used by the teacher in teaching English vocabulary to young learners at Excellent Mandiri School helped the students in finding new vocabularies, getting knowledge, information, thinking, easier, faster, and more enjoyable ways to master giving the ideas. There were three strategies used by the teacher, they were translation, where the teacher prefers direct translation and she also uses sing songs that match the theme of the chapter, explanations, where the teacher explained the function of words before they memorize words; Enumeration, where the teacher explains words and the students will guess the specific words.<sup>7</sup>

The second by Ismiyah in her research "*Teacher's Techniques in Teaching Vocabulary for the tenth-grade students of MAN 2 Boyolali at the Second Semester in Academic Year 2018/2019*", the researcher found that the teacher not only used one

---

<sup>7</sup>Mishanila, *Teacher's Strategies in Teaching English Vocabulary to Young learners at Excellent Mandiri School IN Academic Year 2018/2019*, (Published thesis; English Education Departement, The State Islamic University, 2019), p. 72. <http://repository.uinjambi.ac.id/1572/1/MISHANILA-TE141009%20-%20Dinni%20Computer.pdf> (11 January 2021)

technique but the teacher used techniques of teaching vocabulary. There is translation, reading aloud, pronunciation, question and answer exercise, dictionary, getting the word meaning, explanation, picture strip story, repetition drill, memorization, translation of the literary passage, fill in a blank, and reading comprehension question as to her vocabulary teaching techniques. The teacher used the 2013 curriculum in the teaching-learning process. The problem of teacher's techniques derived from three aspects are: (A) The problem from the teacher itself, such as; the teacher has a problem in collaboration with the students to learn vocabulary, and have a problem in limited in-class meeting or teaching-learning process. (B) The problem from the students, such as the students sometimes feel hard to learn English especially vocabulary, and difficulties to learn and exercise vocabulary in the home. The responses to the teacher are how the teacher manages the class to create enjoyed and interactive atmosphere in the classroom. Her methods motivate the students to study hard because she can teach clearly and easily understand.<sup>8</sup>

The third by Karuni Humairah Arta, "*The Strategies Used by English Teacher to Teach Vocabulary (A Study at Several MAS in Aceh Besar)*" the researcher could conclude that English teachers in those MAS were using some strategies in teaching the vocabulary words to their students, the strategies are even though not exactly similar to the strategies created by an expert without realizing it. Such as Word Map strategy, Scavenger Hunt strategy, and the combination of both strategies. Each

---

<sup>8</sup>Ismiyah Widyaningsih, 'Teachers Techniques In Teaching Vocabulary For The Tenth Grade students Of MAN 2 Boyolali At The Second Semester In Academic Year 2018/2019', (Published thesis, English Language Education, The State Islamic Institute Of Surakarta, 2019), p.16. <https://core.ac.uk/download/pdf/296478853.pdf> (11 January 2021)

school in this research had its problem in the teaching-learning vocabulary process. The researcher concluded that MAS RIAB (Ruhul Islam Anak Bangsa) needs more time for the classroom teaching-learning process in English lessons so that the teacher can achieve the goal of learning. MAS Al- Manar needs a more intensive teaching-learning process to avoid students' misunderstanding of vocabulary words. And MAS Luqman Al-Hakim needs more facilities to support the teaching-learning process, especially in the teaching-learning vocabulary process like a dictionary, guide books, and so on.<sup>9</sup>

## **B. Some Pertinent Ideas**

### **1. Vocabulary**

#### **a. Definition of Vocabulary**

Vocabulary is closely associated not just with intelligence, but also with knowledge. Vocabulary is also one of the primary challenges facing students who come from non-English-speaking homes.<sup>10</sup>

Vocabulary is the knowledge of the meanings of words. It refers to the fact that words come in at least two forms oral and print, and knowledge of words also comes in at least forms receptive and productive.<sup>11</sup>

<sup>9</sup>Karuni Humairah Arta, 'The Strategies Used by English Teacher to Teach Vocabulary (A Study at Several MAS in Aceh Besar)', (Published Thesis; Faculty of Education and Teacher Training, Ar Raniry State Islamic University: Darussalam – Banda Aceh, 2018) p. 51- 52. <https://repository.ar-raniry.ac.id/2964/1/KARUNI%20HUMAIRAH%20ARTA.pdf> (11 January 2021).

<sup>10</sup>Steven A. Stahl, William E. Nagy, *Teaching Word Meanings* (New Jersey: Lawrence Erlbaum Associates, Inc, 2005), p. 5-6. <https://id1lib.org/book/1068801/1d82e1> (21 January 2021).

<sup>11</sup>Elfrieda H. Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (New Jersey: London, 2005), p. 3. <https://id1lib.org/book/667521/c3dae0> (15 January 2021).

Harmon, Hendrick & wood stated that vocabularies tend to all their characteristic, whether related to the selected word based on the function of context used, of the word information process, and the creation of the communicative language not only orally but also in written interaction.<sup>12</sup>

Webster concluded some definitions about the vocabulary as below:

- 1) A list or collection of words or words and phrases is usually alphabetically arranged and explained or defined.
- 2) a: a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge  
b: a list or collection of terms or codes available for use (as in an indexing system).
- 3) A supply of expressive techniques or devices (as of an artform).<sup>13</sup>

While ur states that vocabulary can be defined, roughly, as the words we teach in the foreign language.<sup>14</sup>

Based on the definition above, the researcher concludes that vocabulary is a list of words that have a meaning then to use by a person or group to communicate with others.

#### **b. The Importance of Vocabulary**

The most important reason why teachers need to pay attention to vocabulary is that vocabulary knowledge is cumulative. The more words you know, the easier it is also to learn yet more words. From the teachers, vocabulary is important most all

<sup>12</sup>Syarifuddin Achmad, Developing English Vocabulary Mastery through Meaningful Learning Approach (An Applied Linguistics Study at Competitive Class of Junior High Schools in Gorontalo City, Indonesia), *International Journal of Linguistics*, 5.5 (2015).

<sup>13</sup><https://www.merriam-webster.com/dictionary/vocabulary>

<sup>14</sup>Penny Ur, *A Course in Language Teaching (Practice and Theory)*, (Cambridge: Cambridge University Press, 1996), p. 60 – 62. <https://id1lib.org/book/1162252/8a15b0> (20 January 2021).

because of the huge differences that exist among their students.<sup>15</sup> Vocabulary should be at the center of language teaching because language consists of grammatical lexis, not lexicalized grammar.<sup>16</sup>

Thornbury states 'Without grammar very little can be conveyed, without vocabulary, *nothing* be conveyed.' This is how the linguist David Wilkins summed up the importance of vocabulary learning. 'If you spend most of your time studying grammar, your English will not improve very much. You will see the most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.'<sup>17</sup>

Penny Ur also said that learning the vocabulary of a language is important because vocabulary means how a word carries meanings. In the teaching-learning process, the teacher should understand what would be taught in the class, because "Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities".<sup>18</sup>

In conclusion, vocabulary is a center of language and the critical importance of typical language, because having or knowing more stock of vocabulary makes the students get easier to know and to select what words they are going to use appropriately both in learning and using English to communicate.

<sup>15</sup>Steven A. Stahl and William E. Nagy, *Teaching Word Meaning*, (New Jersey: Lawrence Erlbaum Associates, Inc, 2006), p.5-6. <https://id1lib.org/book/1068801/1d82e1> (25 January 2021).

<sup>16</sup>M Lewis and Jimmie Hill, *Practical Techniques for Language Teaching*, (London: Commercial Colour Press, Plc, 1985) <https://id1lib.org/book/2060219/3c5beb> (28 January 2021)

<sup>17</sup>Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Education Limited, 2002), p.13. <https://id1lib.org/book/926052/89cc66> (25 January 2021).

<sup>18</sup>Penny Ur, *A Course in Language Teaching (Practice and Theory)*, (Cambridge: Cambridge University Press, 1996), p. 60 – 62. <https://id1lib.org/book/1162252/8a15b0> (20 January 2021).

### c. Kind of Vocabulary

Vocabularies have been classified by some researchers in different ways. In the following some classifications:

Haycraft, quoted by Hatch and Brown, indicates two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

- 1) Receptive Vocabulary, receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.
- 2) Productive Vocabulary, productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.<sup>19</sup>

### d. Types of Vocabulary

There are 4 types of vocabulary:

- 1) Listening Vocabulary: The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives.

---

<sup>19</sup>Mofareh Alqahtani, 'The Importance of Vocabulary in Language Learning and How to be Taught', *International Journal of Teaching and Education*, 3.3 (2015).

- 2) Speaking Vocabulary: The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and interactions.
- 3) Reading Vocabulary: The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary.
- 4) Writing Vocabulary: The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, than to find just the right word to communicate the same ideas in writing.<sup>20</sup>

Based on the explanation above, the researcher divided the vocabulary classifications into two, namely based on kinds and types.

## 2. Teaching Vocabulary

According to Brown teaching is "showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand." Our understanding of how the learner will determine our philosophy of education, teaching style, approach, method, and classroom technique. According to Brown teaching is "guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning".<sup>21</sup>

Teaching vocabulary is crucial in learning a language are based on words. Teaching vocabulary is considered as one of the most discussed parts of teaching

<sup>20</sup>[http://www.srsdeaf.org/Downloads/Bridge\\_of\\_Vocabulary.pdf](http://www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf).

<sup>21</sup>Mishanila, "Teacher's Strategies in Teaching English Vocabulary to Young Learners at Excellent Mandiri School in Academic Year 2018/2019" (Published thesis, English Education Departement, The State Islamic University, 2019), p.24.

English as a foreign language. The teacher should be concerned that teaching vocabulary is something new and different from students' native language.<sup>22</sup>

Brown and Payne identify five steps in the process of learning vocabulary in a foreign language: (a) having sources for encountering new words, (b) getting a clear image, either visual or auditory or both, of the forms of the new words, (c) learning the meaning of the words, (d) making a strong memory connection between the forms and the meanings of the words, and, (e) using the words.<sup>23</sup>

Thornbury started that in teaching vocabulary, many ways can be used by the teacher in presenting the vocabulary. There are:

- a) Translation: the easiest way to improve the meaning of difficult words.
- b) Illustrate or Demonstrate: the teacher uses real and explains to them what happened in the pictures or things that are in the pictures.
- c) Explanation: the ways where the teacher has revealed the words to the students and explained them.
- d) Highlight the form: drawing learners' attention to the way the words sound.
- e) Synonym: the teacher gives words that have the same type and the same general meaning.
- f) Antonym: the teacher gives words that have a different meaning.<sup>24</sup>

### 3. The Techniques of Teaching Vocabulary

<sup>22</sup>Alpino Susanto, "The Teaching of Vocabulary: A Perspective," *Journal KATA* 1, no. 2 (2017): p.185.

<sup>23</sup>Mohd. Sahandri Gani Hamzah, et al., Eds., 'Vocabulary Learning of Iranian Undergraduate EFL Students and its Relation to their Vocabulary size', *European Journal of Social Sciences*, 11.1 (2009).

<sup>24</sup>Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Education Limited, 2002), p.77. <https://id1lib.org/book/926052/89cc66> (25 January 2021).

The technique is a particular trick, strategy, or contrivance used to accomplish an immediate objective. The technique must be consistent with a method, and therefore in harmony with an approach as well" technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, the technique is classroom practice done by the teacher when presenting a language program. This is the way the classroom activities are integrated into lessons and used as the basis for teaching and learning.<sup>25</sup>

The technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.<sup>26</sup> According to Oxford, Technique is a method of doing or performing something. Example in the arts or sciences applying the modern technique to a traditional craft.<sup>27</sup>

From the explanation above the researcher can conclude that technique is one of the ways for realizing lesson activities more interesting in the classroom.

It is important to choose a good and appropriate technique in teaching vocabulary to get the best result on language learning. Here are some techniques of teaching vocabulary, as stated by Nation, teaching English vocabulary is based on the technique of teaching the shape and meaning of the vocabulary, this can be concluded as follows:

---

<sup>25</sup>Fauzi, Endang. Introduction to Methods and Approaches in Second Foreign Language Teaching. Surakarta: (Muhammadiyah University of Surakarta, 2009).

<sup>26</sup>H. Douglas. Brown, Teaching By Principles An Interactive Approach To Language Pedagogy. (San Fransisco: Longman, 2000), p. 16

<sup>27</sup>As Hornby, Oxford Advanced Learners' Dictionary (New York: oxford university press, 1995), p. 1226

**a. Teaching the form of a word**

## 1) Visually

- a) By showing the written form of the word
- b) By showing the movements involved in saying the word
- c) By showing hand movements that draw the letters of the word in the air
- d) By showing wooden or plastic letters that spell the word

## 2) Tactilely

- a) By using letters made of wood, cardboard, sandpaper, and so on, the learners can feel the shapes of the letters that make up the word
- b) By using the system of writing like Braille (the writing for the blind)
- c) By writing the word, letter by letter, on the learner's hand

## 3) Aurally

- a) By saying the word
- b) By producing the word in morse code or some other aural code

**b. Teaching the meaning of a word**

## 1) Demonstration

- a) By showing an object or a cutout figure
- b) By gestures
- c) By performing an action

## 2) Pictures

By using photographs, blackboard drawings, illustrations cut from magazines or newspapers

## 3) Explanation

- a) By description
- b) By giving synonyms or opposites
- c) By putting the word into a defining context
- d) By translating<sup>28</sup>

Here are some techniques of teaching vocabulary by Brewster, Ellis, and Girard:

- a. Using Objects, objects can be used to show meanings when the vocabulary consists of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization.
- b. Drawing, objects can either be drawn on the blackboard or drawn on flashcards. 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 to understand and realize the main points that they have learned in the classroom.
- c. Using Illustrations and Pictures, pictures connect students' 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. The list of pictures includes posters, flashcards, wall charts, magazine pictures, board drawings, stick figures, and photographs.
- d. In contrast, some words are easily explained to learners by contrasting them with their 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.

---

<sup>28</sup>Paul Nation, 'Techniques for Teaching Vocabulary. English Teaching Forum', *Asian EFL Journal*, 12,3:18-21 (1974).

- e. Enumeration, enumeration is a collection of items that is a complete, ordered listing of all of the items that are collected. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually.
- f. Mime, Expressions and Gestures, mime or gesture is useful if it emphasizes the importance of gestures and facial expressions on communication. At the essence, it can not only be used to indicate the meaning of a word found in a reading passage but also in speaking activity as it stresses mostly communication.
- g. Guessing from Context, as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by first language and second language reading specialists.
- 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, in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary, checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors.<sup>29</sup>

According to Ersan Sanusi, there are several techniques concerning the teaching of Vocabulary. The techniques are:

- a) Visual, Concerning the visual techniques, Gairns and Redmansay that "there are there form visual techniques; "*relia, pictures, and mime or gestures.*" Relia means using a variety of real-object brought by the students in the classroom it can be

---

<sup>29</sup>Mofareh Alqahtani, 'The Importance of Vocabulary in Language Learning and How to be Taught', *International Journal of Teaching and Education*, 3.3 (2015).

also applied to remember written material. Students can act out what they read, or associate physical sensation with specific words found in reading passages.

- b) Verbal techniques, This technique pertains to the use of illustrative situations, synonyms, opposites, scale, definition, and categories.
- c) Use of vocabulary, the use of techniques also should consider the number of aspects in the teaching-learning process, such as; the teachers' competency, the student's ability, and the allocation of time.<sup>30</sup>

According to Lewis, there are several techniques for teaching vocabulary more interesting, more effective, and more memorable ways of explaining new vocabulary, and helping to fix it in students' minds, some of them :

- 1) Demonstrate, there is something ridiculous about providing a translation or explanation of words such as to stagger, chuckle. If the teacher does give a verbal explanation, it should at least be accompanied by a physical demonstration. The demonstration both helps to make the meaning clearer, and helps to fix the word in the students' minds.
- 2) Use the real thing, a teacher becomes so preoccupied with teaching that sometimes they explain, or even draw on the blackboard things which are immediately available in the room.
- 3) Draw or sketch, teachers do not need to be artists to make simple sketches that illustrate meaning- particularly if they bear in mind the advice given above about teaching contrast rather than meaning itself.

---

<sup>30</sup>Ersan Sanusi, 'The Techniques Of Teaching Vocabulary', *Ittihad Jurnal Kopertis Wilayah XI Kalimantan*, 7.11(2009).

- 4) Use the blackboard to show scales or grades, a word like cool, orange (color), or probably may be explained by presenting them with groups of related words:

Hot            red    certainly/definitely

Warm         orange probably/possibly

Cool          yellow

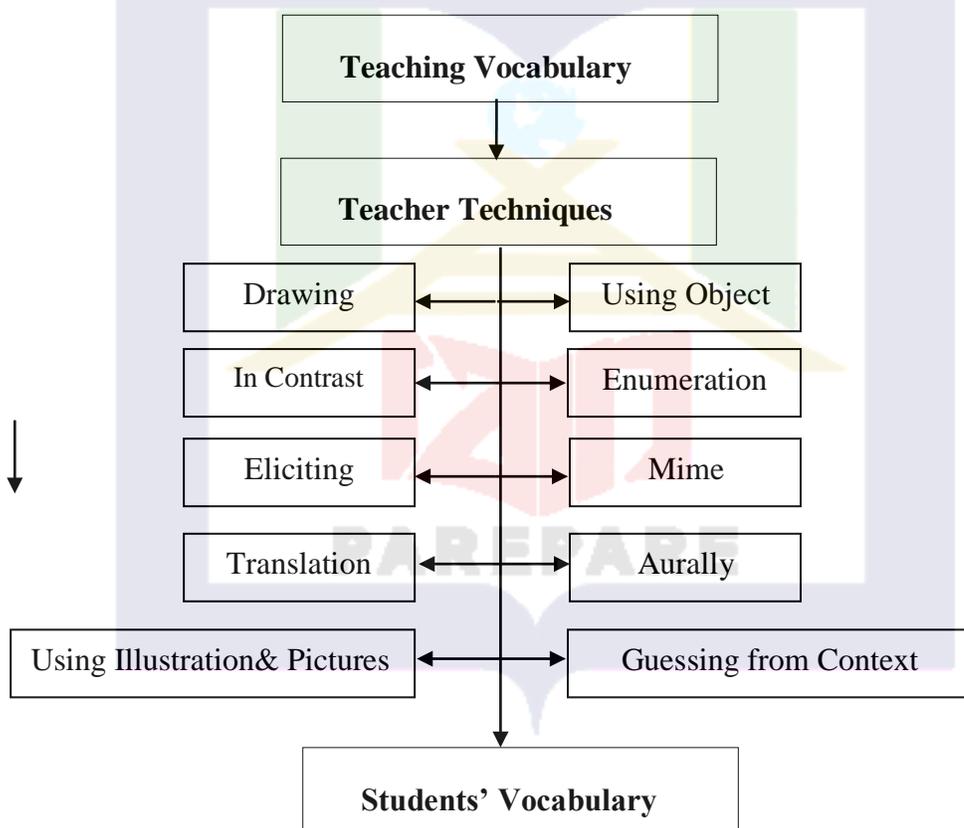
Cold

- 5) Antonyms, teachers, particularly native teachers, trained within the British "O-level English" tradition instinctively look for a synonym when trying to explain a word.
- 6) Synonyms sometimes are helpful particularly with relative unimportant words of passive vocabulary to provide a quick synonym explanation. It is helpful if teachers remember to say *It is similar in meaning to*, rather than *It means the same as*....., the former phrase helps to build up in the student's mind the idea that language consists of choice, that words do not mean the same as each other; the second undermines this important attitude.
- 7) The dictionary, one technique for explaining these which teachers too frequently overlook is asking the class whether anybody knows the word individual students do learn things outside the classroom and, if not asking one or more students to look the word up in a dictionary (at lower levels a bi-lingual dictionary; at higher levels a monolingual dictionary).
- 8) Verbal explanations, some language items are best explained by being used in a variety of contexts, with the teacher commenting on the use. It is important with such explanation to use more than one context to avoid any incidental features of that particular context.

9) In translation, although some teachers over-use this technique, it is equally true that others under-use it. To some, it is seen as boring and traditional. For some words, however, the only sensible way to explain is by translation – this is often the case with certain types of technical words – *measles* – and for words which are “a kind of ... “ e.g oak.<sup>31</sup>

### C. Conceptual Framework

The main focus of this research is teachers' techniques in teaching vocabulary. The researcher designs the conceptual framework of this research by showing the diagram below:



<sup>31</sup>M Lewis and Jimmie Hill, *practical Techniques for Language Teaching*, (London: Commercial Colour Press, Plc, 1985) p. 102- 103 <https://id1lib.org/book/2060219/3c5beb> (28January 2021).

Based on the conceptual framework, the researcher will research that teacher's technique: teaching vocabulary in teaching English. In the process of teaching English, the researcher will do the research teacher's techniques in improving students' vocabulary that is used by the teachers in teaching English Learning.



## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. Design of the Research

The researcher employs qualitative research methods in the form of a descriptive design that focuses on teachers' vocabulary teaching practices. Because the researcher describes the current state of the phenomena in teaching language, the teacher's strategies, and the teacher's challenges, The researcher's goal in this study was to discuss the teacher's vocabulary teaching approaches in order to help MAN 2 Barru pupils enhance their vocabulary.

Qualitative research is procedure research that produces descriptive data of written words or utterances from people and actions that can be observed holistically. Therefore, the research is done by using the leather method to get the data scientifically, according to the background and the data obtained. There is no engineering element therein.<sup>32</sup>

#### B. Location and Duration of Research

This research was conducted at Madrasah Aliyah Negeri (MAN) 2 Barru. This research was carried out with a license to reserch for approximately one month.

#### C. Subject of Research

The subject of this research is the English teachers who teach English subjects. In this case, the researcher chooses three teachers who teach English subjects in MAN 2Barru.

---

<sup>32</sup>Gunawan,I Metode Penelitian Kualitatif Teori dan Praktis. (jakarta:Bumi Aksara 2013)

#### **D. Instrument of the Research**

##### 1. Interview

The first instrument of this research is the interview. The interview is a dialogue conducted by the interviewer to get information from the interviewee. It is conducted to gain information about the application of teachers' techniques in teaching vocabulary and the problems faced by the teacher in teaching vocabulary for students of MAN 2 Barru. The researcher will interview three teachers who teach English subjects at MAN 2 Barru.

##### 2. Observation Checklist

The second instrument of this research is the observation checklist. An observation checklist is a list of things that an observer is going to look at when observing a class. This list may have been prepared by the observer, the teacher, or both. Observation checklists not only give an observer a structure and framework for observation but also serve as a contract of understanding with the teacher, who may, as a result, be more comfortable and will get specific feedback on aspects of the class.

#### **E. The procedure of Collecting Data**

##### 1. Observation

In this observation, the subject of the observation is the English teacher in an English vocabulary class. It focuses on the teacher's techniques in teaching vocabulary. The researcher does not interact as well as the teacher, the researcher only observes and takes note of the whole teaching-learning process at the time. The researcher observed the teaching techniques vocabulary used by the teacher, what the supporting factors are in applying the techniques used, and what problems are faced by the teacher when teaching vocabulary, The researcher collected the data on

teachers' techniques in teaching vocabulary by using notes. The note is used to write down the important information and the event in the learning process.

## 2. Interview

The interview is a data collecting technique that uses open from questions and can use to get more information about teachers' techniques in teaching vocabulary. The researcher will interview the teachers and the teachers will answer the questions. The researcher will interview the teachers online by using Whatsapp to avoid spreading Covid-19.

## 3. Recording and Transcribing

The researcher interviews the teacher and collects the data by using the recorder. It has a function to make the researcher easier than writing down all of the conversations about teachers' techniques in teaching vocabulary. Audio recordings are a significant element of qualitative research.

## F. The technique of Data Analysis

There are three activities in analyzing the qualitative data, such as the stage data reduction, data display, and conclusion or verification.<sup>33</sup> The researcher will present the data after all interviews will be conducted and will follow these steps:

### 1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription. There are many data collected from the interview in this research, the researcher is limited only to the description of teachers' techniques used, and the

---

<sup>33</sup>Setiyadi, Ag, B, *Metode Penelitian untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006)

problem faced by the teacher at MAN 2 Barru for the student. In this research, the researcher will find the data which are related to the research objectives and find the pattern of it. Here the data related to the research is the data from the interview

## 2. Displaying Data

The next step is presenting the data. Data display is used to know the entire description of the result either in the form of a matrix or coding. After it has been conducted, the researcher can draw a conclusion and variety it to be meaningful data it means describing data in the form of descriptive or narration, as the second component in analyzing data, this technique is used arranging the information, description, or narration to conclude. This research uses description will show the techniques of teaching vocabulary used by the teacher of the tenth grade during the teaching-learning process.

## 3. Conclusion and Verification

These stages show the final result of the research. It consists of conclusion and verification. The researcher draws the conclusion and interpretation relating to the data. The last step is making conclusions and suggestions best on the data analysis having summed up and will classify the data will obtain, the researcher infers the research finding into a single overall conclusion accordingly to the research data.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

Based on the result of observation and interview to the subject of the research, the researcher found some findings that are explained below:

#### **1. The Kinds of Techniques Used by the Teacher in Teaching Vocabulary for the Students of MAN 2Barru.**

In this research, the researcher researched in one month. The research is conducted from 11<sup>th</sup> June until 12<sup>th</sup> July 2021. The researcher did observation in MAN 2 Barru. The researcher took all English teachers as the subject of the research. To answer the research question, the researcher presented the database on the result of observation and interview.

The observation is done only once meeting for every teacher, it caused of there was one meeting learning English effectively of Covid-19 pandemic, the scheduling collision and also the learning process has entered the final material before the final semester exam. The researcher done observed directly because it was in addition to applying online (daring) and offline (luring) classes alternately weekly and coincidentally, the researcher gets the opportunity to take an offline class. Offline classes are still carried out by implementing health protocols, before students or teachers enter the classroom they must wash their hands and wear masks. The researcher came to the class with the teacher, and after entering the class the teacher allowed the researcher to sit at the back of the classroom to observe the teaching-learning process. The following is the explanation of the note taken in the field observation of each teacher.

#### **a. Techniques Used by Mrs. Rosdianain Teaching Vocabulary**

The result of observation for class X.Mia.1 or first science that hold by Mrs. Rosdiana on Tuesday, 15<sup>th</sup> June 2021, at 09:00 – 10:30 can be explained as below. At the time, Mrs. R was teaching "Song". After the first ten minutes the teacher gave some speech to the opening class, she started with checking the name of the attendance list, she checked the name of the students one by one. Then she tells the aim of the subject that will be reached. In the opening, there is no technique used by the teacher in teaching vocabulary because the teacher only opens the teaching-learning and check the attendance.

In the main activity, the teacher explains in detail the song material, in this case, the teacher used translation technique, the teacher share the link youtube to the students and each student uses his handphone to watch the video song "*song for you*" then the students look for the meaning of the song. The teacher asks students to open a dictionary when they find difficult words. Then she allowed students to sing the song, after that she gave chance to question and answer the student. In the closing activity, the teacher allows students to conclude the material learned today, and she gives homework to write ten new vocabularies contained in the song, then memorizes their meanings.

Based on the explanation, the researcher concluded that there were two techniques used by Mrs. Rosdiana in teaching vocabulary for students class X. Mia.1. there was translation and memorization.

#### **b. Techniques Used by Mr. Hilmi in Teaching Vocabulary**

The result of observation for class XI. IIS.2 held by Mr. Hilmi on Monday, 14<sup>th</sup> June 2021, at 12:15 – 13:30 can be explained as below. At the time Mr. H was

teaching “Infinitives”, all of the students must bring a dictionary. In the beginning, the teacher entered the class by greeting and asking the students what they had learned at the previous meeting as a review of the lesson, and the teacher gave a new topic of learning today "infinitives". In the opening, there is no technique used by the teacher in teaching vocabulary because in this session the teacher only opens the teaching-learning and reviewed back lessons before.

In the main activity, the teacher wrote the main point about the infinitive on the whiteboard, the teacher did not explain to students in full English but also used Language. The teacher explains the words that students may not understand or word that the students get difficulty in meaning, then the teacher provides opportunities for students to open a dictionary to look for words that are included in the infinitive and their meaning. In this session, the teacher used translation techniques in teaching vocabulary.

In the closing activity, the teacher gave chance to question and answer the student, after that the teacher allows students to conclude the material learned today and allow students to mention some new vocabulary that they got at his meeting, in this session teacher used memorizing technique to add students vocabulary. The last teacher checked the student's attendance list and closes the lesson saying hamdalah together and then the teacher closed by saying Wassalamualaikum Wr.Wb.

Based on the explanation, the researcher concluded that the teacher used two techniques to improve the students' vocabulary of class XI. IIS. 2there were memorizing and translation.

### **c. Techniques Used by Mrs. Ellyati Razak in Teaching Vocabulary**

The result of observation for class XI.MIA.3 was held by Mrs. Ellyati Razak on Wednesday, 15<sup>th</sup> June 2021, at 09:00- 10:30 can be explained as below. The first is opening, the teacher gave some speech to start the class, and then the teacher checked the name of the attendance list, the teacher checked the name of the students one by one. In this part the teacher use memorizing technique, where everyone who has been named, memorizes different words of wisdom for each person, and if the students false to pronounce that word the teacher gives the correct pronunciation.

In the main activity, the teacher explains the material “Infinitives” displayed through the LCD. Then teacher divides the students into several groups and allows each group to discuss and look for words that are included in the infinitive then the group representative will demonstrate the word and the other groups guess.

In the closing activity, The teacher gives chance to question and answer the student, and then the teacher gives a clue for memorization that will be deposited at the next meeting and gives the assignment to touse the infinitive in a sentence. The last the teacher closes the lesson and always provides motivation.

Based on the explanation, the researcher concluded that the teacher used two techniques to improve the students' vocabulary of class XI. MIA.3, there were memorizing and demonstration.

Based on the activity in the teaching-learning process above, the researcher concluded that there were three techniques used by the teacher in teaching vocabulary for the students of MAN 2 Barru. In the observation, there were demonstrations, memorizing, and translation. This is following the results of interviews that have been carried out in all English after the classroom observation and support by the audio

recorder. All of the teachers chose the technique which was convenient to be applied in teaching vocabulary, they tend to adjust to the condition of their student's ability.

As a result of the interview has generated some techniques used by the teachers in teaching English vocabulary there were memorizing, demonstration, aurally and visual techniques. Where each teacher applies different steps when applying the technique, all the techniques were used by the teacher in teaching vocabulary because with those techniques the students can understand the material easily and effectively. Besides that, it can add a lot of new vocabulary so that students can easily master other English skills.

## **2. The Problems Faced by the Teacher in Teaching Vocabulary for the students of MAN 2Barru**

The second research question is concerned with the problems faced by the teacher in implementing the techniques in teaching vocabulary. Based on the observation and interview, some factors make problems in teaching and learning vocabulary. The problem comes from several aspects, the detail of the problems are described as follow:

### **a. The teacher**

The first problem can be derived from the teacher itself. The problems make the teacher can't teach their students effectively. The pandemic COVID-19 resulted in online learning, online learning process is the teachers were not free to monitor the overall development of children. The teacher's problem in collaboration with the students to learn vocabulary. Collaboration is very important between the teacher and the students. Based on the observation, the researcher found that the teacher always tries to collaborate with the students but sometimes the teacher feels hard to

collaborate with the students so some of the students became crowded and lazy in learning English especially in learning vocabulary, and finally they more like to play with their friends, talking with their friend or make something else activity.

And based on an interview that the researcher did with the teacher, the researcher found that not enough time to practice, the opportunity to learn English only exist in English lessons and environment that does not support English learning interactions.

b. The students

The second problem can be derived from the students. The students sometimes feel hard to learn vocabulary. Based on the observation that the researcher in the classroom, the researcher found that sometimes some of the students feel hard to learn vocabulary because sometimes the students don't know the meaning of a word in Indonesia or sometimes they feel hard to memorize vocabulary.

And based on an interview that the researcher did with the teacher, the researcher found that the students forget more easily, lack confidence, have no interest from students to learn English, and less attention and less training. The students are sometimes lazy and crowded, so the teacher gets difficult to manage the class especially on online learning.

c. The school

The last problem is derived from the school. The problem from the school was about the lack of resources and teaching materials that MAN 2 Barru has. The lack of resources and teaching materials and also the concurrent learning schedules that require the same teaching material lead to less effectiveness and make some of the students don't interested in learning and make it difficult for the teacher to teach. But

when learning English the facilities used when applying the techniques used are adequate.

## **B. Discussion**

This part presents the discussion of the research findings. These findings are discussed in this section to answer the proposed research questions.

### **1. The Kinds of Techniques Used by the Teacher in Teaching English Vocabulary of the Students of MAN 2Barru**

Based on the data findings of kinds of techniques used by the teacher in teaching English vocabulary of the students of MAN 2 Barru, the researcher found some techniques used by an English teacher in teaching vocabulary. There was a demonstration, memorizing, translation, visual, and oral technique.

#### **1. Demonstration**

The first technique used by the teacher in teaching vocabulary is a demonstration, the teacher can perform some words, demonstrate how to memorize vocabulary with songs, and provide opportunities for students to demonstrate the word in question, and by showing an object. The technique used by the teacher is related to one of the vocabulary teaching techniques in Paul Nation theory which says that the demonstration technique can be done by showing an object or a cut-out figure, by gestures, and by acting.

Allen also stated in his theory that the technique which belongs to demonstration is gesture and action performing, the teacher can use real objects and commands. The teacher may demonstrate the material using real objects available in the classroom such as doors, windows, clocks, desks, etc. When using a commanding technique, the teacher may ask students to do something such as touching the pen,

pointing to the picture, and so on. The advantage of this technique used by the teachers is that it can make teaching clearer and more concrete (understanding in words and sentences) and it is easier for students to understand what they are learning. However, this technique has a weakness, namely, the demonstration technique requires careful preparation and planning, and quite a long time, and sometimes lack of props so this technique is less effective.

## 2. Memorizing

Memorizing is translating a set of vocabulary in the target language into the native language. In this technique, the teacher always asked the students to write ten new vocabularies related to the material at the meeting, or the teacher also helped the students to remember vocabulary based on the context, everyday situation, activity, or any context her students are familiar with then at the next meeting students memorize them. This memory technique is also explained in one of the Larsen- Freeman theories which say that memorization is the students are translating a set of vocabulary in the target language into the native language and the teacher asks them to memorize the vocabulary.

The advantage of memorizing is that this technique makes it easier for students to get more vocabulary easily and quickly. But the weakness is that students also forget the vocabulary obtained earlier and the way the teacher applies these techniques is still manual.

## 3. Translation

The translation is always some words that the situation needs to be translated. The teacher helps the students to translate the difficult meaning of the word or ask students to open a dictionary when they find difficult words. There are so many

variants of the way teachers use to translate words. This technique is also expressed in Thornbury's theory, which is one of the techniques for teaching vocabulary, namely the verbal technique, including translation. The translation is a quick and easy way to present the meaning of words. Thus, it can save the time of the teaching and learning process. The use of the mother tongue is helpful for both teachers and the students in acquiring the meaning of words. The weakness of translation techniques is that there is no direct translation (word-for-word equivalent), or that a language may have more than one way of saying something, depending on the context. so that there are often mistakes in the meaning of words or sentences.

#### 4. Oral

The next technique used by the teacher in teaching vocabulary is oral, where the teacher familiarizes students to practice such as by saying a word, phrases, or sentences as best as students can, both with the correct structure or not by the structure through habituation when attendance takes place according to the theme given before the next meeting. The explanation is related to Paul Nation's theory that says that teaching vocabulary orally can be practiced such as by saying words, by producing the word in morse code, or some other aural code. The weakness of the oral technique, when applied in the classroom, is the students do not participate because they lack confidence.

#### 5. Visual

Visual is the best way to teach new words for all subjects. The researcher found that all of the teachers chose the technique when carrying out the teaching and learning process, the teacher showing the written form of the word, showing videos or pictures either through hand phone or projected via LCD, and also using a variety

of real object. Concerning the visual techniques, in theory, Brewster, Ellis, and Girard state that this technique includes the use of realia (real objects), pictures, drawings, and flashcards.

They can function to help learners in remembering vocabulary better because our memory for objects and pictures is very reliable. So in addition to the teacher showing the written form of a word, showing videos or pictures, the teacher can also apply other visual techniques such as flashcards. Using flashcards is the other way to convey the word form and its meaning through cards within pictures or words which are made by the teacher or using drawings. Drawings can be used to explain the meaning of things, actions, qualities, and relations. Visual techniques make it easier for students to learn and understand vocabulary quickly, but the weakness of this technique is that it requires adequate learning media is available, this technique is less effective.

Based on the explanation above, five techniques have been applied by teachers at MAN 2 Barru, and many effective techniques can be applied when teaching vocabulary. Several authors have described vocabulary teaching techniques (Gairns and Redman, Nation, Cross, and Brewster, J. Ellis, G, and Denis Girard), the techniques proposed by the authors involved a great deal of vocabulary teaching and learning. The vocabulary teaching techniques are divided into three parts, they are:

- 1) Techniques of presentation, the techniques of presenting vocabulary which can be applied in school class areas, a) visual (Using the real objects, pictures, drawings, and flashcard), b) Verbal techniques ( meaning definition, explaining, and translation)

- 2) Techniques of practice, the techniques including a) Vocabulary games, this technique has shown the advantages in learning vocabulary in various ways. b) Repetition Drill.
- 3) Techniques of training include a) the use of the dictionary and b) asking for others. The purpose of these techniques is to teach the learners for independent vocabulary.

## **2. The Problems Faced by the Teacher in Teaching Vocabulary for the Students of MAN 2 Barru.**

Based on the observation and interview was done by the researcher, some problems faced in teaching vocabulary of students of MAN 2 Barru. The problem is derived from three aspects. The first problem derived from the teacher, the main problem faced by the teachers is the COVID-19 pandemic, so the teacher must change the learning system so that the teaching and learning process continues, one of the government policies in the field of education is to do learning from home or online learning. The problem faced by teachers' online learning process is the teachers were not free to monitor the overall development of children.

The researcher thinks that the teacher's problem is in collaboration with the students. The data obtained show that the respondents have problems regarding the implementation of teaching in the learning process where students are expected to contribute further during learning so that collaboration occurs between students and teachers, but some students are less responsive. This is closely related to the theory

said by Purnomo Sugianto that without attention it is impossible to learn.

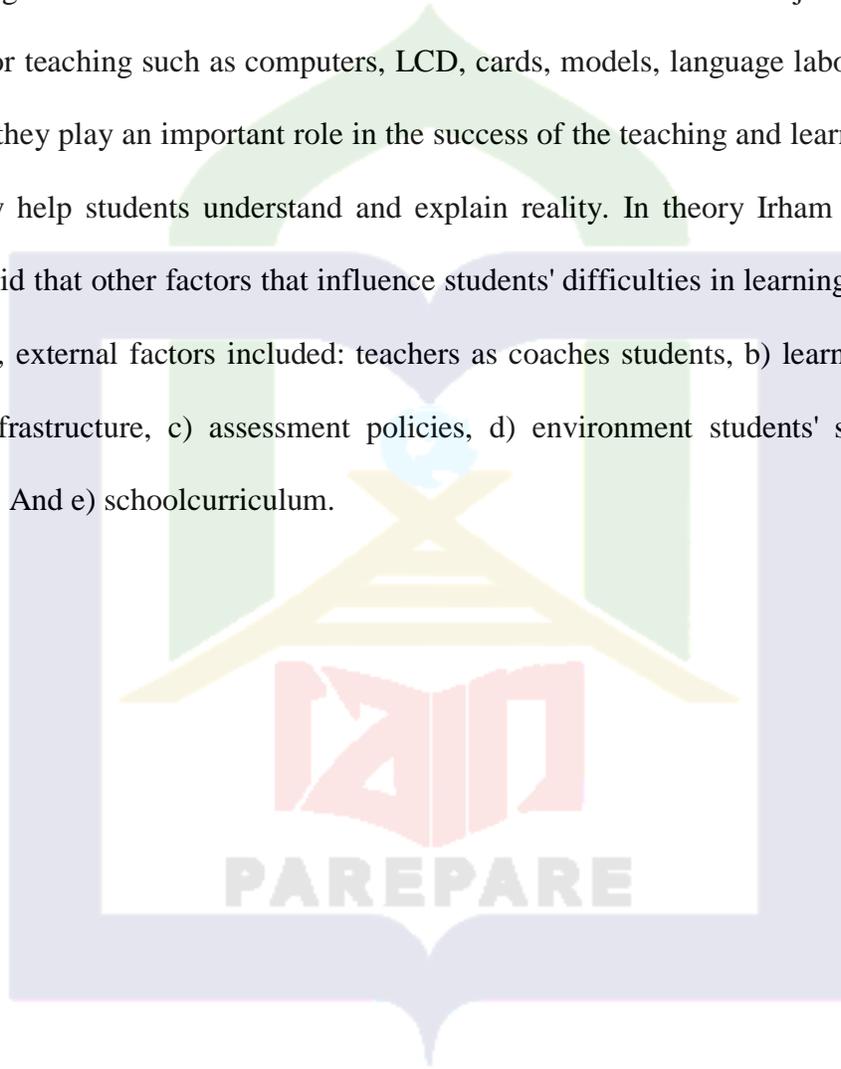
Lack of time for practice is also a problem that is faced by the teachers, the opportunity or time they have to deal with English is only in English lessons. After that, they are faced with an environment that does not support the occurrence of English interactions, so the students tend to forget the lessons they get.

The second problem faced by the teacher derived from the students. Online learning is also a problem for the students, sometimes feel hard to learn vocabulary, and the students got difficulties learning and exercising vocabulary at home because of a lack of guidance. Students perceive English as a difficult subject, this may be because students' previous knowledge of English is minimal as a result they tend to be passive and don't have the confidence to practice. This is exacerbated when they pay less attention to the lesson when the teaching and learning process takes place, they even tend to chat with their classmates and do other activities and in the online learning process students become lazy and crowded, and take part in learning only to abort obligation.

Based on the problem, this is closely related to the theory said by Irham and Wiyani. Irham and Wiyani said that there are several factors, one of which is caused by internal factors, Internal factors include; a) students' attitudes towards learning, b) student learning motivation, c) student learning concentration, d) how students process materials teaching, e) the ability of students to store the acquisition of learning outcomes, f) the process of students in learning explore stored learning outcomes, g) students' ability to excel and perform work, h) students' self-confidence,

i) intelligence and student success, j) habits student learning, and k) the ideals of the students themselves.

The last problem derived from the school namely the lack of resources and teaching materials. Resources and materials here refer to various objects that can be used for teaching such as computers, LCD, cards, models, language laboratories, and so on. they play an important role in the success of the teaching and learning process, as they help students understand and explain reality. In theory Irham and Wiyani, they said that other factors that influence students' difficulties in learning are external factors, external factors included: teachers as coaches students, b) learning facilities and infrastructure, c) assessment policies, d) environment students' social life at school. And e) schoolcurriculum.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The conclusion of this research deals with the answers to the research problems based on the research findings and discussion in chapter IV. In this section, the researcher draws the answer about the techniques used by the teachers in teaching vocabulary for the students of MAN 2 Barru, and the problems are faced by the teacher in teaching vocabulary.

The first is the techniques used by the teachers in teaching vocabulary. In this case, the teacher used the 2013 curriculum in the teaching-learning process, the class activities consist of opening the class, main activity, and closing. Based on the data analysis, the researcher found that the teacher not only used one technique but the teacher used some dominant techniques of teaching vocabulary. There is a *demonstration, memorizing, translation, oral, and visual techniques*.

The second is the problem faced by the teacher and student in the teaching-learning process. The problems of teachers' techniques derived from three aspects are: (1) The problem from the teacher itself, such as the teachers' problem in collaboration with the students, limited time in teaching-learning activities, and environment that does not support English learning interaction. (2) The problem derived from the students, such as the students sometimes feel hard to learn vocabulary, students forget more easily, lack confidence, have not interest studentsto

learn English, less attention, and less training. (3) The problem derived from the school like the lack of resources and teaching material.

### **B. Suggestion**

Based on the result of the research, the researcher makes some suggestions to be addressed here:

1. For the English teacher, the teachers need to find an appropriate technique to teach students based on the characteristic of the students and curriculum. The teacher should use some up-to-date techniques involving the development of increasingly advanced technology, it makes students interesting and enjoy learning especially learning vocabulary. The teacher can play some games to make the students enthusiastic and not feel bored, and the teacher needs to motivate the students with give work or assignments at home.
2. For the students, learning English Vocabulary is not easy. Students who want to be experts in English Vocabulary should keep learning, not only depending on the teacher. They need to look for and try to acquire new vocabulary elsewhere, and always practice whenever to well in English.
3. For the school, the school can be facilitating the teacher in developing the technique. So the teacher can improve their technique includes using the techniques and media that will be used to the students.
4. For the further researcher, for the further who are also researching a technique to teaching vocabulary, it is hoped that they will be able to do better research with a better methodology and to collect more data.

## BIBLIOGRAPHY

- Achmad, Syarifuddin, 'Developing English Vocabulary Mastery through Meaningful Learning Approach (An Applied Linguistics Study at Competitive Class of Junior High Schools in Gorontalo City, Indonesia)', *International Journal of Linguistics*, 5.5 (2015).
- Ag, Setiyadi, B, *Metode Penelitian untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, Yogyakarta: Graha Ilmu, 2006.
- Alizadeh, Iman, 'Vocabulary Teaching Techniques: A Review of Common Practices', *International Journal of Research in English Education*, 1.1 (2016).
- Alqahtani, Mofareh, 'The Importance of Vocabulary in Language Learning and How to be Taught', *International Journal of Teaching and Education*, 3.3 (2015).
- Arta, Karuni Humairah. 2018. *The Strategies Used by English Teacher to Teach Vocabulary (A Study at Several MAS in Aceh Besar)*. (Published Thesis; Faculty of Education and Teacher Training, Ar Raniry State Islamic University: Darussalam – Banda Aceh. <https://repository.ar-raniry.ac.id/2964/1/KARUNI%20HUMAIRAH%20ARTA.pdf> (11 January 2021).
- Endang, Fauziati, *Introduction to Methods and Approaches in Second Foreign Language Teaching*, (Surakarta: Muhammadiyah University of Surakarta, 2009).

- Hamzah, Mohd. Sahandri Gani, et al., eds. 'Vocabulary Learning of Iranian Undergraduate EFL Students and its Relation to their Vocabulary size', *European Journal of Social Sciences*, 11.1 (2009).
- Hiebert, E.H and Kamil, ML. 2005. *Teaching and Learning Vocabulary: Bringing Research to Practice*. New Jersey: London. <https://id1lib.org/book/667521/c3dae0>(15 January2021).
- I, Gunawan, *Metode penelitian Kualitatif Teori dan Praktis*, Jakarta:Bumi Aksara, 2013. <https://www.merriam-webster.com/dictionary/vocabulary>[http://www.srsdeaf.org/Downloads/Bridge\\_of\\_Vocabulary.pdf](http://www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf)
- Larsen-Freeman, D. (2000). *Techniques and Principles in language teaching* (2nd Edition). New York: Oxford University Press. <https://id1lib.org/book/659572/fd8f0e>(21 January 2021)
- Lewis, M. And Hill Jimmie. 1985. *Practical Techniques for Language Teaching*. London: Commercial Colour Press, Plc. <https://id1lib.org/book/2060219/3c5beb>(28 January2021)
- Mishanila. 2019. *Teacher's Strategies in Teaching English Vocabulary to Young learners at Excellent Mandiri School IN Academic Year 2018/2019*. Published thesis; English Education Departement, The State Islamic University. <http://repository.uinjambi.ac.id/1572/1/MISHANILA-TE141009%20-%20Dinni%20Computer.pdf>(11 January2021)
- Nation, Paul, 'Techniques for Teaching Vocabulary. *English Teaching Forum*', *Asian EFL Journal*, 12,3:18-21 (1974).

- Sanusi, Ersan, 'The Techniques Of Teaching Vocabulary, Ittihad Jurnal Kopertis Wilayah XI Kalimantan, 7.11 (2009).
- Stahl, Steven A. and Nagy, William E. 2006. *Teaching Word Meanings*. New Jersey: Lawrence Erlbaum Associates, Inc. <https://id1lib.org/book/1068801/1d82e1> (25 January 2021).
- Susanto, Alpino, 'The Teaching of Vocabulary: A Perspective', Journal KATA, 1.2 (2017).
- Thornbury, Scott. 2002. *How to teach vocabulary*. England: Pearson Education Limited. <https://id1lib.org/book/926052/89cc66> (25 January 2021).
- Ur, Penny. 1996. *A course in language teaching*. Cambridge: Cambridge University Press. <https://id1lib.org/book/1162252/8a15b0> (20 January 2021)
- Wallace, Michael J. 1982, *Practical Language Teaching: Teaching Vocabulary*. Biddles Ltd, Guilford.
- Widyaningsih, Ismiyah. 2019. *Teachers Techniques In Teaching Vocabulary For The Tenth Grade students Of MAN 2 Boyolali At The Second Semester In Academic Year 2018/2019*. Published thesis; English Language Education, The state Islamic Institut Of Surakarta. <https://core.ac.uk/download/pdf/296478853.pdf> (11 January 2021)
- Zubair, Muhammad Kamal, dkk. 2020. *Pedoman Penulisan Karya Ilmiah IAIN Parepare cet:1*. Parepare: IAIN Parepare Nusantara Pers.



# APPENDICES

**Appendices 1: Observation****Observation Checklist**

Day/Date :Tuesday, 15 June 2021

Time :09:00 –10:30

Topic :Song

Teacher : Rosdiana S,Pd.

Researcher :Selviana

No.	Activity	Indikator	Option		Description
			Yes	No	
1.	Opening	The teacher opened the lesson by greeting the student	√		Guru memulai kelas dengan mengucapkan salam dan sapaan selamat pagi kepada siswa
		The teacher checks the student's attendance list	√		Guru mengabsen siswa satu persatu setelah menyapa siswa
		The teacher tells the aim of the subject that will be reached	√		Guru menjelaskan tujuan dari mempelajari materi "song" sehingga siswa mengetahui output dari materi tersebut
2.	Main Activity	The teacher explains the material	√		Guru menjelaskan materi secara umum dengan

					metode ceramah
		The teacher begins a lesson with a discussion	√		Guru memberikan kesempatan kepada siswa untuk mengutarakan apa yang iya ketahui tentang materi <i>song</i> itu sendiri
		The teacher divides students into several groups		√	Pada materi <i>song</i> ini guru tidak membagi siswa untuk membuat kelompok karena tidak dibutuhkan kerjasama tim.
		Teacher apply techniques	√		Guru menerapkan tehnik translation dimana siswa di intruksikan untuk mencari makna dari lagu tersebut selain itu secara tidak langsung guru menerapkan tehnik visual dimana guru menunjukkan lirik dari lagu tersebut
		Teacher use media	√		Guru membolehkan siswa untuk

				<p>menggunakan handphone sebagai media pembelajaran pada materi kali ini.</p>
3.	Closing	The teacher allows the student to ask about their difficulties	√	<p>Guru memberikan kesempatan kepada siswa untuk bertanya jika terdapat siswa sulit untuk menyebutkan lirik lagu tersebut.</p>
		The teacher gives assignments about what material has been studied	√	<p>Guru memberikan tugas untuk mencatatkan 10 kosakata baru yang mereka dapatkan kemudian menghafalkannya.</p>
		Closing the activity	√	<p>Guru menutup pembelajaran dengan meriview materi yang sudah dipelajari sebelumnya kemudian menutup pertemuan dengan salam.</p>

### Observation Checklist

Day/Date : Monday, 14 June 2021

Time : 12:15 – 13:00

Topic : Infinitive

Teacher : Hilmi Rajab Syatha S, P.d

Researcher : Selviana

No.	Activity	Indikator	Option		Description
			Yes	No	
1.	Opening	The teacher opened the lesson by greeting the student	√		Guru memulai kelas dengan mengucapkan salam dan sapaan selamat pagi kepada siswa
		The teacher checks the student's attendance list	√		Kegiatan guru mengabsen siswa dilakukan di akhir sebelum menutup pembelajaran
		The teacher tells the aim of the subject that will be reached		√	Guru tidak menyampaikan secara langsung tujuan dari mempelajari materi infinitives
2.	Main	The teacher explains the	√		Guru menjelaskan materi

	Activity	material			secara umum dengan metode ceramah
		The teacher begins a lesson with a discussion	√		Guru memberikan kesempatan kepada siswa untuk mengutarakan pendapatnya tentang infinitives
		The teacher divides students into several groups		√	Guru tidak melakukan pembagian kelompok
		Teacher apply techniques	√		Guru menerapkan tehnik translation dimana siswa diberikan kesempatan untuk membuka kamus untuk mencari kata yang termasuk infinitives dan apabila ada kata – kata yang tidak dimengerti oleh siswa kemudian ia menerjemahkannya
		Teacher use media	√		Guru menggunakan buku panduan dan papan tulis untuk mencatat materi khusus

3.	Closing	The teacher allows the student to ask about their difficulties	√	Guru menunjuk perwakilan siswa untuk bertanya tentang apa yang tidak dimengerti
		The teacher gives assignments about what material has been studied	√	Guru memberikan tugas untuk mencatatkan 10 kosakata baru yang mereka dapatkan kemudian menghafalkannya.
		Closing the activity	√	Guru menutup dengan memberi kalimat penyemangat dan mengucapkan salam.

### Observation Checklist

Day/Date : Wednesday, 15 June 2021

Time : 09:00 – 10:30

Topic : Infinitive

Teacher : Ellyati Razak, S.P.d

Researcher : Selviana

No.	Activity	Indikator	Option		Description
			Yes	No	
1.	Opening	The teacher opened the lesson by greeting the student	√		Guru memulai kelas dengan mengucapkan salam dan sapaan selamat pagi kepada siswa
		The teacher checks the student's attendance list	√		Guru mengabsen siswa dengan cara siswa berdiri dengan menyebutkan kode yaitu kalimat motivasi yang berbeda beda setiap orangnya
		The teacher tells the aim of the subject that will be reached	√		Guru menyampaikan tujuan mempelajari materi infinitives
2.	Main Activity	The teacher explains the material	√		Guru menjelaskan materi yang ditampilkan melalui

					LCD
		The teacher begins a lesson with a discussion	√		Guru memberikan kesempatan pada perwakilan setiap kelompok untuk mengutarakan apa yang iya ketahui tentang materi invinitives
		The teacher divides students into several groups	√		Guru membagi siswa menjadi berkelompok yang anggotanya di tukar setiap pertemuan dan biasanya kelompok ditandai dengan bendera negara
		Teacher apply techniques	√		Guru menerapkan banyak tehnik mulai dari opening class yaitu tehnik memorizing kemudian setelah masuk ke inti pembelajaran guru menerapkan tehnik demonstration yaituguru memberikan contoh

				untuk memperagakan kata yang termasuk infinitive dan siswa yang terbagi dalam kelompok akan diberikan kesempatan melakukan hal yang sama
		Teacher use media	√	Guru menggunakan buku panduan, LCD, laptop, dan bendera negara.
3.	Closing	The teacher allows the student to ask about their difficulties	√	Guru memberikan kesempatan kepada siswa untuk bertanya
		The teacher gives assignments about what material has been studied	√	Guru memberikan tugas untuk membuat kalimat yang menggunakan infinitives
		Closing the activity	√	Guru memberi arahan untuk penghafalan pada pertemuan berikutnya, kemudian menutup pertemuan dengan memberi banyak kalimat motivasi dan

					mengucapkan salam.
--	--	--	--	--	--------------------



## Appendices 2 : Interview

### Interview Instrument

#### Interview

Day/Date : \_\_\_\_\_

Time : \_\_\_\_\_

Place : \_\_\_\_\_

Teacher : \_\_\_\_\_

Researcher : \_\_\_\_\_

1. Sejak kapan anda diterima mengajar di MAN 2 Barru?
2. Kurikulum apa yang digunakan di MAN 2Barru?
3. Berapa jumlah kelas yang anda ajar saat ini?
4. Menurut anda mengajar vocabulary yang baik itu seperti apa?
5. Tehnik apa yang anda sering gunakan dalam proses mengajar vocabulary?
6. Apakah tehnik tersebut efektif digunakan didalam kelas atautidak?
7. Bagaimana langkah- langkah anda menerapkan tehnik yang anda gunakan dalam proses pembelajaran?
8. Apakah faktor pendukung dalam menerapkan tehnik yang anda gunakan dalam proses pembelajaran?
9. Dalam proses pembelajaran masalah yang dihadapi berasal dari beberapa aspek, untuk anda sendiri masalah apa yang anda hadapi ketika mengajarkan vocabulary?
10. Menurut anda masalah pada siswa itu sendiri seperti apa ketika proses pembelajaran berlangsung?
11. Apakah fasilitas sekolah memadai untuk menerapkan tehnik yang anda gunakan ketika mengajarkan vocabulary?
12. Bagaimana anda menyikapi permasalahan siswa dalam proses pembelajaran berlangsung?

**Result of Interview****Interview Guide****Day/Date** : Tuesday,15 June2021**Time** :14:46**Place** : X Mia.1 Classroom**Teacher** : Rosdiana, S.Pd**Researcher** :Selviana

<b>No</b>	<b>Pertanyaan</b>	<b>Jawaban</b>
<b>1</b>	Sejak kapan anda diterima mengajar di MAN 2Barru?	Sejaktahun 2015
<b>2</b>	Kurikulum apa yang digunakan di MAN 2 Barru?	Kurikulum 2013
<b>3</b>	Berapa jumlah kelas yang anda ajar saat ini ?	Untuk saat ini untuk kelas bahasa Inggris 3 kelas
<b>4</b>	Menurut bapak mengajar vocabulary yang baik itu seperti apa ?	Menurutsaya, mengajar vocabulary yang baik itu saat guru bisa menentukan atau menggunakan metode yang baik atau cocok yang membuat siswa merasa senang untuk mempelajari itu, sehingga mereka bisa menguasai vocab dengan mudah tanpa terbebani.

5	Tehnik apa yang anda sering gunakan dalam proses mengajar vocabulary?	Tehnik yang sering saya gunakan, saya biasa menggunakan cara oral dan visual
6.	Apakah tehnik tersebut efektif digunakan di dalam kelas atau tidak?	Lumayan efektif sejauh ini
7.	Bagaimana langkah- langkah anda menerapkan tehnik yang anda gunakan dalam proses pembelajaran?	<ol style="list-style-type: none"> <li>1. Saya tentukan tema vocab yang akan mereka kuasai nantinya ( misalnya tema noun/adjective</li> <li>2. Saya tentukan kata- kata (noun) dan menulisnya di kertas</li> <li>3. Membiarkan siswa memilih sendiri noun yang sudah di tulis di kertas kecil.</li> <li>4. Noun yang mereka pilih akan ditulis dalam bentuk papan nama yang besar dan disimpan di depan masing- masingsiswa</li> <li>5. Guru melatih siswa mengucapkan vocab (noun) dengan pronunciation yang benar dengan memperdengarkan melalui HP yang dihubungkan dengan speaker</li> <li>6. Setelah siswa mengetahui cara pengucapan yang benar, siswa diberikan kesempatan 10 menit untuk saling mengenal vocab yang</li> </ol>

		<p>diberikan temannya dengan memperhatikan papan nama yang ada di depannya masing-masing.</p> <p>7. Setelah itu, semua papan nama ditutup dan guru menunjuk beberapa siswa untuk mengingat kembali vocab teman- temannya masing- masing</p>
8	Apakah faktor pendukung dalam menerapkan tehnik yang anda gunakan dalam prose pembelajaran?	Faktor pendukungnya yaitu audio
9.	Dalam proses pembelajaran masalah apa yang dihadapi berasal dari beberapa aspek, untuk anda sendiri masalah apa yang anda hadapi ketika mengajarkan vocabulary?	<p>Masalah yang dihadapi ada beberapa yaitu:</p> <ol style="list-style-type: none"> <li>1. Siswa yang lebih mudah lupa</li> <li>2. Minimnya siswa mempunyai kamus sehingga tidak ada usaha mencari vocab yang mereka inginketahui.</li> </ol>
10.	Menurut anda masalah pada siswa itu sendiri seperti apa ketika proses pembelajaran berlangsung?	Masalah pada siswa itu adalah kurang percaya diri, banyak yang malu
11.	Apakah fasilitas sekolah memadai untuk menerapkan tehnik yang anda gunakan ketika mengajarkan vocabulary?	Insyallah ada alatnya atau difasilitasi

12.	Bagaimana anda menyikapi permasalahan siswa dalam proses pembelajaran berlangsung ?	Memberikan motivasi agar mereka percaya diri, dan jangan takut salah ketika belajar bahasa Inggris, karena dari kesalahan itu nantinya akan diperbaiki.
-----	-------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------



**Result of Interview****Interview Guide****Day/Date** : Friday,25 June2021**Time** :15:45**Place** : Mr. Hilmi House**Teacher** : Hilmi Rajab Syatha,S.Pd**Researcher** :Selviana

<b>No</b>	<b>Pertanyaan</b>	<b>Jawaban</b>
<b>1</b>	Sejak kapan anda diterima mengajar di MAN 2Barru?	Mengajar sejak tahun 2004
<b>2</b>	Kurikulum apa yang digunakan di MAN 2 Barru?	Sekarang Kurikulum Covid, penyederhanaan Kurikulum K13
<b>3</b>	Berapa jumlah kelas yang anda ajar saat ini ?	7 kelas
<b>4</b>	Menurut bapak mengajar vocabulary yang baik itu seperti apa ?	Mengajar vocab itu, yang tidak menekankan pada hafalan, harus hafal ini, ini dan seterusnya.
<b>5</b>	Tehnik apa yang anda sering gunakan dalam proses mengajar vocabulary?	Tehnik hafalan juga, akan tetapi tidak ditentukan pada pertemuan ini harus hafal ini, dia lebih menekankan pada vocab-

		vocab sehari hari yang digunakan, bukan vocab yang jarang digunakan.
6.	Apakah tehnik tersebut efektif digunakan di dalam kelas atau tidak?	Ya efektif
7.	Bagaimana langkah- langkah anda menerapkan tehnik yang anda gunakan dalam proses pembelajaran?	Dikategorikan jenis vocab, misalnya noun, kemudian dibagi- bagi lagi.
8	Apakah faktor pendukung dalam menerapkan tehnik yang anda gunakan dalam prose pembelajaran?	Audio dan Buku ajar
9.	Dalam proses pembelajaran masalah apa yang dihadapi berasal dari beberapa aspek, untuk anda sendiri masalah apa yang anda hadapi ketika mengajarkan vocabulary?	Minat, banyak anak- anak yang tidak berminat untuk belajar Bhs. Inggris
10.	Menurut anda masalah pada siswa itu sendiri seperti apa ketika proses pembelajaran berlangsung?	Minat, banyak siswa datang ke sekolah hanya untuk menggugurkan kewajiban.
11.	Apakah fasilitas sekolah memadai untuk menerapkan tehnik yang	Sangat memadai.

	anda gunakan ketika mengajarkan vocabulary?	
12.	Bagaimana anda menyikapi permasalahan siswa dalam proses pembelajaran berlangsung ?	Caranya pintar- pintar kita saja untuk menyiasati misalnya anak yang tidak berminat untuk materi vocab, mungkin kita memberikan materi yang lain seperti mengarang, menulis dialog yang mereka senangi.



### Interview Guide

**Day/Date** : Monday, 28 June 2021

**Time** : 13:20

**Place** : Via Whatsapp

**Teacher** : Ellyati Razak, S.Ag., MM

**Researcher** : Selviana

No	Pertanyaan	Jawaban
1	Sejak kapan anda diterima mengajar di MAN 2Baru?	Tahun 2002
2	Kurikulum apa yang digunakan di MAN 2 Baru?	Kurikulum K13
3	Berapa jumlah kelas yang anda ajar saat ini ?	5 kelas
4	Menurut bapak mengajar vocabulary yang baik itu seperti apa ?	Menurut saya, mengajar vocabulary yang baik itu ketika kita menyampaikan vocabulary dengan tehnik- tehnik atau metode yang membuat siswa merasa tertarik, sehingga siswa memahami dan menghafalkan secara cepat vocabulary tersebut dan bisa terealisasikan pada saat speak up atau ketika proses pembelajaran

		berlangsung.
5	Tehnik apa yang anda sering gunakan dalam proses mengajar vocabulary?	Tehnik pengajaran bentuk kosakata dengan menggunakan tehnik oral dan demonstration
6.	Apakah tehnik tersebut efektif digunakan di dalam kelas atau tidak?	Ya efektif
7.	Bagaimana langkah- langkah anda menerapkan tehnik yang anda gunakan dalam proses pembelajaran?	<p>1. Mengajarkan vocabulary secara oral bisa dipraktikkan seperti dengan mengucapkan kata, frasa, atau kalimat semampu siswa, baik dengan structure yang benar maupun belum sesuai dengan structure melalui pembiasaan saat presensi berlangsung sesuai dengan tema yang diberikan sebelum pertemuan berikutnya</p> <p>2. Pada saat proses pembelajaran berlangsung siswa dibagi menjadi beberapa kelompok disertai dengan bendera negara sebagai penanda, kemudian biasanya siswa menuliskan hal hal penting yang berkaitan dengan negara tersebut dan selanjutnya disampaikan secara per orang kemudian dihafalkan sebagai kosakata baru.</p>

		3. Siswa juga biasanya diberikan kesempatan untuk menghafalkan kosa kata atau kalimat dengan sebuah lagu”.
8	Apakah faktor pendukung dalam menerapkan tehnik yang anda gunakan dalam prose pembelajaran?	LCD, buku pembelajaran, speaker, dan media pembelajaran
9.	Dalam proses pembelajaran masalah apa yang dihadapi berasal dari beberapa aspek, untuk anda sendiri masalah apa yang anda hadapi ketika mengajarkan vocabulary?	Waktu yang tidak cukup untuk praktek, menurut saya kesempatan atau waktu untuk siswa berhubungan dengan bahasa inggris hanya ada di pelajaran bahasa inggris, setelah itu, mereka dihadapkan pada lingkungan yang tidak mendukung interaksi berbahasa inggris, sehingga kosakata yang didapatkan mudah mereka lupakan.
10.	Menurut anda masalah pada siswa itu sendiri seperti apa ketika proses pembelajaran berlangsung?	Siswa kurang memperhatikan dan juga kurang memiliki kepercayaan diri untuk speak up, kurang berlatih atau mengulang vocabulary yang didapatkan
11.	Apakah fasilitas sekolah memadai untuk menerapkan tehnik yang anda gunakan ketika mengajarkan vocabulary?	Untuk tehnik yang saya gunakan, fasilitas sekolah sudah memadai.

12.	Bagaimana anda menyikapi permasalahan siswa dalam proses pembelajaran berlangsung ?	Memotivasi siswa dengan memberikan tugas dengan membuat karya yang mengandung banyak kosa katadidalamya.
-----	-------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------



**Appendices 3 :Documentation**







## Appendices 4 : Research Allowance

**SURAT KEPUTUSAN  
DEKAN FAKULTAS TARBIIYAH  
NOMOR : 2748 TAHUN 2020  
TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

---

**DEKAN FAKULTAS TARBIIYAH**

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;

b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;

2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;

3. Undang-Undang Nomor 12 Tahun 2012 tentang Perguruan Tinggi;

4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;

5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;

6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;

7. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;

8. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare;

9. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pedoman Pendirian Perguruan Tinggi;

10. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;

b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 139 Tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah;

**MEMUTUSKAN**

Menetapkan : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;

b. Menunjuk Saudara: 1. Dr. Abdul Haris Sunubi, S.S, M.Pd.  
2. Mujahidah, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:  
Nama Mahasiswa : Selviana  
NIM : 17.1300.087  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : *TEACHER'S TECHNIQUES IN TEACHING VOCABULARY FOR THE TENTH GRADE STUDENTS OF MAN 2 BARRU*

c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;

e. Surat keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan : Parepare  
Pada Tanggal : 15 Desember 2020

Dekan,  
  
Saepudin





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ( 0421) 21307 Fax 24404  
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.1441/tn.39.5.1/PP.00.9/06/2021

Lampiran : 1 Bundel Proposal Penelitian

Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Barru

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

De<ganwicompilemwwmm\* al<m•<<xAeema | mmmcm ° • • • e=

<b>Nama</b>	Selviana
<b>TempatTgl.Lahir</b>	Q/0, 27 Nopembertg90
<b>NIM</b>	8 7.1340.0B7
<b>Fakultan ptgggrmI\$udi</b>	farDiyeh/PanJidikgriBenesaIngghis
<b>Semester</b>	VIII (Delapan)
<b>Alamat</b>	: Lapao, Desa Nepo, Kec. Malusetasi, Kab. Barru

**"Teacher's Technique in Teaching Vocabulary For The Students Of MAN 2 Barru"**

Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2021.

Wassalamu Alaikum Wr. Wb.

Parepare, 08 Juni 2021

Wakil Dekan I,



Tembuwn :

- 1 RN4or IAiNPwaper•
- 2 De an Fakw1gs Telbtyah



PEMERINTAHAN KABUPATEN BARRU

PELAYANAN TERPADU SATU PINTU DAN TENAGA KERJA  
Mal Pelayanan Publik Masiga Lt. 1-3 Jl. Iskandar Muda Telp. (0427) 21662, Fax (0427) 21410

Barro, 10 Juni 2021

Perihal: Izin/Rekomendasi Penelitian di:

Berdasarkan Surat dari Dekan IAIN Pare Pare Fakultas Tarbiyah Nomor:  
B.1441/In.39.5.1/PP.00.9/06/2021 tanggal 08 Juni 2021 perihal tersebut di atas, maka Mahasiswa (I) /

Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang

"TEACHER'S TECHNIQUES IN TEACHING VOCABULARY FOR THE STUDENTS OF  
MAN 2 BARRU"

SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan

PAREPARE

Kepala Dinas,  
Kasi Pelayanan,  
SARMIAT BURHANUDDIN, SH, MPd  
Pangkat Pembina, IV/a  
NIP. 19761112200502 2 002

- TERLAMBUK : disampaikan Kepada Yth
1. Bupati Barro (Sebagai Laporan);
  2. Kepala Bappeda Kab. Barro;
  3. Kepala Kantor Kemendag. Barro di Kab. Barro;

## CURRICULUM VITAE



Selviana, the writer was born on 27 November 1999 in Pakka. Syifa is a familiar ruler. She is the second child in her family, she has one sister name is Ildayanti and no brothers. Her father's name is Salman and her mother's name is Muliah. She began her study in 2004 at SDI Topporeng and graduated in 2011. In the same year, she continued her study at MAN 2 Barru. After graduated, she decided to continue her study in 2017 at State Islamic College (STAIN) Parepare, but now became State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focus on English Education Program. She completed her thesis in 2021 with the title “ *Teacher’s Techniques in Teaching Vocabulary for the Students of MAN 2 Barru*”.