

SKRIPSI
THE EFFORTS OF TEACHERS IN IMPROVING STUDENTS'
MEMORIZING VOCABULARY IN MAN PINRANG



BY
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REG.NUM.16.1300.048

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

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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)

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To

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TARBIYAH FACULTY
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PAREPARE**

2022

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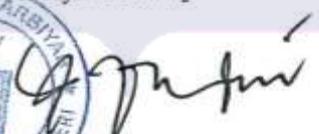
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Parepare 28th December 2021

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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that her conducted this skripsi, if it can be proved that is copied, duplicated or complied by other people, her skripsi and degree that has been gotten would be postponed.

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ABSTRACT

Sry Marissa. *the Efforts of Teachers in Improving Students Memorizing Vocabulary in MAN Pinrang*, (Supervised by Amzah Selle and Nanning)

Learning English vocabulary is very important in the development of students at school. By mastering English vocabulary, students can pronounce good and correct pronunciation and intonation. In the learning process, students will be able to know how to write, pronounce, interpret vocabulary, and memorize vocabulary. During the learning process, some students didn't pay attention to the subject matter conveyed by the teacher. There are some students who are joking with their friends, and doing other activities, so that it affects concentration. So that teachers are required to be creative and innovative in applying learning methods or strategies.

This study is useful for knowing the teachers' efforts in improving students' memorizing vocabulary in MAN Pinrang. This research is a qualitative type of research with descriptive qualitative methods and was carried out in MAN Pinrang. Data collection techniques used are observation, interviews and documentation. Data were analyzed through data reduction, data presentation and drawing conclusions.

From the results discussion, the authors conclude that: (1) Learning motivation is carried out through the application of creative and innovative methods, strategies, media and learning approaches that can trigger students' enthusiasm know more vocabulary. (2) Readiness to learn is done through the provision of stimulation using discussion and labeling methods so that students prepare for previous learning by memorizing vocabulary according to the given topic. (3) Understanding of orders/instructions through the provision of educated sanctions when they don't carry out the directions or instructions given by the teacher in memorizing vocabulary. (4) Discipline exists to train students' consistency in learning vocabulary in class and independent study.

Keywords: Efforts, Memorizing, Vocabulary

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CHAPTER I

INTRODUCTION

A. Background

A language is a tool that is used to communicate therefore, the use of language is very important to create good communication. The language consists of the language used in everyday life, and a foreign language, is language used in a particular situation that occurred with as the development of the times. One of the foreign languages which are also learned by the students in English. English plays a role as a means of communication between nations, both orally and in writing. By mastering English expected the next generation not only be able to survive in the era of globalization but also able to compete with other nations¹. So the importance of learning English as an international language a very important use in the global society.

Learning is all the activities that a person does to achieve the goal. Learning is an activity that is done to someone to acquire new abilities². In this case, learning is a personality change that is manifested in a change in the mastery of patterns response and or behavior. In it includes changes to the skills, habits, ability, or understanding³. In the school itself, students learn a lot of subjects including learning English.

The English Language is the first foreign language in Indonesia. A lot of schools or courses that provide English as one of the lessons. This is because English can act as a means of communication between nations both verbally and in writing. By mastering English, it is hoped that the future generations of the nation will not only be able to survive in the era of globalization, but also be able to compete with other

¹Sugiharti, R., Yanti, R *Upaya Meningkatkan Penguasaan Kosakata Bahasa Inggris melalui Model Scramble pada Siswa Kelas 4 SDN Jatimulya 04 Tambun Selatan*. Indonesian Journal of Primary Education. 2(2).14-22. 2018.

²Sukirin. *Pokok-pokok Psikologi Pendidikan*. Yogyakarta: Lemlit.IKIP.1983.

³Prihartono, N. *Upaya Meningkatkan Keefektifan Pembelajaran Bahasa Inggris Melalui Kreatifitas Guru Dalam Merancang Tugas-tugas Komunikatif di SMA 2 Wonosari*. No.1.79-101. 2005.

nations⁴. So it is necessary from an early age for students to hone their English skills by learning them both in courses and by studying them seriously in school since English is very important in its use in global interactions.

All humans will communicate and establish social interaction to exchange information with other people who need language in the process. The ability to speak well is influenced by the mastery of the vocabulary that better anyway. that is the number of vocabulary you have, the better a person that can communicate with other individuals So also on the contrary, if the mastery of vocabulary is low, then the person is not able to communicate well.

One of the main problems faced by students in mastering and learning the English language is the lack of vocabulary. While the vocabulary is the basis for mastering all the skills of the English language. Vocabulary is an integral letter into words. Meanwhile, according to Penny in Julita, vocabulary can be defined as words that are taught in a foreign language. In short, vocabulary is the unity of letters into words that are taught in a foreign language. Vocabulary is the main component to improve all English skills. Indeed mastered the vocabulary is difficult not as easy as turning the palm of the hand and requires the process of mastering vocabulary.

Students in MAN Pinrang based on the results of observation the observer, see students who have difficulty in communicating English. This factor due to the lack of vocabulary which is remembered by learners. to be able to communicate well and clearly needed the ability to distinguish between the sounds of the language⁵. Mispronunciation can lead to misunderstanding or wrong. Wrong in speech and spelling can be confusing listeners (readers) and cause static in the communication system. The ability to spell well and really helped to enrich the vocabulary and support the success

⁴Sugiharti, R., Yanti, R. *Upaya Meningkatkan Penguasaan Kosakata Bahasa Inggris melalui Model Scramble pada Siswa Kelas 4 SDN Jatimulya 04 Tambun Selatan*. Indonesian Journal of Primary Education. 2(2).14-22. 2018.

⁵Suyanto, Kasihani K.E. *English For Young Learners: Melejitkan Potensi Anak Melalui English Class Yang Fun,Asyik, dan Menarik*. Jakarta: Bumi Aksara. 2015.

of the study vocabulary. Participants are expected at the MAN Pinrang able to improve the memory retention vocabulary, considering the vocabulary is very important to be able to communicate a foreign language (English). In this study, researchers hope there are efforts of educators to be able to enrich the vocabulary skills of the learners so that can support the success of the learning objectives in the subjects of the English language.

In learning the English language, one of the roles of teachers in an effort to improve memory for the learners to be able to enrich the vocabulary is the creativity of the teacher itself. One role of the teacher is creating creativity-creativity in designing tasks that are very necessary to achieve the goal of communicative language learning. The learning process can be communicative if the teacher can create teaching materials that are interesting and meaningful for learners.

The process of learning communicative itself is to optimize the interaction educator-learners, teaching with the spirit, implement the techniques, methods, and strategies that are appropriate, and use the learning media interest in teaching, provide an assessment and evaluation should, reflect on all that happened in the class for the purpose of improvement and enrichment. And teacher-students each trying to solve the problems that occur during the process of learning⁶.

In fact, the lack of motivation of students to remember the vocabulary so that in the learning of English is not a process of learning that allows students who are less motivation to learn, not interested and bored easily studied, less attention readiness, and confidence less, less to understand the order of teachers, lack of discipline, so that in the end students can achieve the learning objectives which communicate using the English language. So it is necessary efforts to improve the memory of the vocabulary of the students.

One of the efforts to increase the memory vocabulary quoted as in previous research is the mastery vocabulary is closely related to the ability to write. If in

⁶Prihartono, N. *Upaya Meningkatkan Keefektifan Pembelajaran Bahasa Inggris Melalui Kreativitas Guru Dalam Merancang Tugas-tugas Komunikatif SMA 2 Wonosari*. No.1.79-101.2005.

expressing ideas, both orally and in writing, students are not able to use the right words, then the student does not know the meaning of certain words. A mistake or misunderstanding will result in the students' difficulty to understand what he had read, or what will be used when he spoke and wrote. Skills students will be better if the students mastered the vocabulary and vice versa. Students are said to have a vocabulary that a lot of people understand or master meaning of those words. essay writing skills of argumentation, things to consider is how students develop an idea in essay writing argument and how is it expressed the idea by using the proper vocabulary⁷.

Based on the problems above, so the researchers to research with the title of the Efforts of teachers in improving the memory of the vocabulary of English language learners MAN Pinrang.

B. Research Question

Based on the background explanation above, the researcher formulates the research question as follow:

How does teacher improve the students' memorizing vocabulary in MAN Pinrang?

C. Objectives of the Research

Relating to the problem statement above, the objectives of the research is intended as follow:

To find how the teacher improve the students' memorizing vocabulary in MAN Pinrang.

⁷Rianti, M., Basri irfani., Nursaid. *Hubungan Penguasaan Kosakata dengan Kemampuan Menulis Karangan Argumentasi Siswa Kelas XI IPS SMA Negeri 1 guguk Kabupaten 50 Kota*. Jurnal Pendidikan Bahasa dan Sastra Indonesia..1(2).477-562.2013.

D. Significant of the Research

The benefits of this research classified into two parts, theoretically and practically.

1. Theoretically Benefit

The finding of this research is intended to contribute to know the effort of teachers in improving students' memorizing vocabulary.

2. Practically Benefit

a. The finding of this research is expects that the results of the study provide useful information in analyzing how the teacher improves the students' memorizing vocabulary.

b. Become a source of information for the next researcher who wants to research on benefits of improving students' English memorizing vocabulary.

CHAPTER II

REVIEW OF RELATED RESEARCH LITERATURE

A. Previous Related Research Literature

Thesis Alkhansa Munawwarah Islamic University Darussalam-Banda Aceh 2018 with the title “Teacher’s Effort in Building Students’ Motivation in Learning English” The result of this study revealed that the teacher become the important factor in building students’ motivation in SMA Teuku Nyak Arif Fatih Bilingual School Banda Aceh. The teacher gives the strong argumentation for the students about the importance of English for the future. With learning goal, students study Purposefully and make the great effort into English learning. The learner must believe that the strong capability will not happen automatically, without a marked increase in expended effort. It means that, delivery from teacher to students about the importance of the English language to view the future can stimulate student motivation to learn English. The teacher also opens the students’ mindset about learning English. Therefore, the students will think that they are not wasting time, power, and thinking to learn English. Besides that, the teacher argues that teacher has to make her students become like her first, the teacher models herself as the source of motivation creating the fun classroom atmosphere then they will like the subjects.⁸

Thesis Elviani Islamic University of Sultan Syarif Kasim Riau Pekanbaru 2011 with the title “Teachers’ Efforts in Increasing Students’ Vocabulary at Mts Muhammadiyah 02 Pekanbaru” How the Teachers’ Efforts in Increasing Students Vocabulary at MTs Muhammadiyah 02 Pekanbaru is observation findings, the researcher conclude the can be category into Fair with percentage 57.14%. The teachers apply only half of the total aspects of the teachers’ efforts in increasing

⁸Alkhansa Munawwarah, *Teacher’s Effort in Building Students’ Motivation in Learning English*. 2018

students' vocabulary. To make it clear, the percentage of the item "Yes" is (57.14%) and "No" is (42.85%).

What are the factors that influence the teachers' efforts in increasing students' vocabulary at MTs Muhammadiyah 02 Pekanbaru is interview between the researcher with teachers and informants, there are three factors is The teachers seldom asks the students to practice English and the teachers seldom give writing vocabulary test for the students. It is make the students can't master much vocabulary difficult in learning English. This can be seen from the interview with the teachers, the students is results of interview between researcher and English teachers, the students of Mts Muhammadiyah 02 Pekanbaru lack in mastery of vocabulary. It is proved by only a few of the students can answer the homework well, and some of students seldom bring English dictionary, and The facilities is one of the important aspects that can support teaching and learning process. If a school limited of the facilities, automatically the teaching and learning process can't run successfully. This happens at MTs Muhammadiyah 02 Pekanbaru especially the facility to support the teachers' efforts in increasing students' vocabulary.⁹

Thesis Tri Cahya Ningrum Pancasakti University Tegal 2020 with the title "Teachers' Strategies Applied in Teaching Vocabulary for Vocational High School" The research results, it was found that the teachers in SMK Satya Praja 03 Pemasang used four strategies in teaching vocabulary. They were teaching through students characteristics, memorizing vocabulary, teaching vocabulary by using a song and games. The implementation of the teaching and learning of English vocabulary was through three stages. They were pre activity, main activity and closing.

The first strategy that was used by teacher was teaching through students characteristics. It means that teacher have to know about the students' characteristics

⁹Elviani, *Teachers' Efforts in Increasing Students' Vocabulary at Mts Muhammadiyah 02 Pekanbaru*. 2018

for each students, Second strategy that was used by the teacher was using memorizing in teaching vocabularies. The step of teaching through memorize were the teacher gave a list of words and then the students memorize some of words. The students were divided into one group then the students make a conversation with their group and Third strategy that was used by the teacher was using a song and games in teaching vocabularies. The step of teaching by using a song were the teacher play a song then the students and teacher play guessing game. The teacher play a song then the teacher gave a question in the form of fill in the blank. Then the students then students come forward and fill in the blank song lyrics. The activity continue until the time runs out.

The students had a good responses to the teacher strategies in teaching vocabularies as a result of the research result also it was began that they could enjoy the process in teaching and learning process. By using memorizing, a song and games strategies the students could remember the new word easier.¹⁰

Thesis Hafni Zuraida Ihsan 2019 with the title “Teacher’s Efforts to Overcome the Students’ Difficulties in Speaking Ability” The result of interview to the teacher, the researcher get some efforts of the teacher to overcome their students difficulties in speaking ability such as; making a speaking group, making additional time to study English, memorizing the vocabulary, memorizing some dialogue and practiced in front of class, making a specific program like speaking club and some activity that related to speaking skill, it could be improved the speaking skill and overcome the students difficulties in speaking ability. From the results of questionnaire of the students, the researcher found many reasons of the students difficulties in speaking ability, such as the habitual to study English especially in vocabulary, from 15 students only 2.3% students’ always memorize vocabulary every day, 4.8% seldom to memorize the vocabulary, 1.9 difficult when memorizing the

¹⁰Tri Cahya Ningrum, *Teachers’ Strategies Applied in Teaching Vocabulary for Vocational High School*. 2016

vocabulary, 60% of the students very difficult to make a sentence using the vocabulary that they had been memorized, 3% of the students ever memorizing the vocabulary everyday and 2.1% never study English. It was the problem in our country the students lazy to study, there is no motivation to study before the teacher gave them task. Teacher asked the students to memorize the vocabulary but the students difficult to memorizing it. If the teacher asked the students to practice speaking by using the vocabulary that have been memorized by the students, it would be improved the students speaking ability.

The students had many difficulties in speaking ability such as; lack of vocabulary, pronouncing the word, fluency and difficult to string up the word to be a sentences. Generally it was the problem in every student in speaking ability that should be overcome of the teacher. Because if the teacher did not tried to overcome that problem the students speaking ability did not would be improve. Based on description above, the teacher should have an efforts and strategies when they were teaching speaking to overcome their students' difficulties in speaking ability. There are some efforts that could be applied by the teacher to overcome the students' difficulties in speaking ability and improve the students speaking ability such as making speaking group, memorizing the vocabulary, practiced speaking using English, and teaching English by smiling. Thus, if the teacher tried to apply the efforts and the strategies above it could be overcome the students' difficulties in speaking ability and improve the students speaking ability.¹¹

Thesis Marthina Alvia Trianasari UIN Satu Tulungagung 2021 with the title "Teachers Efforts to Support Students in Learning English at MTSN 9 Blitar" The result of data analysis in the previous part it is concluded that the teacher employs various and constructive activities in motivating students learning. The teacher's activities to motivate students learning are (a) The teacher setting activities, (b)

¹¹Hafni Zuraida Ihsan, *Teacher's Efforts to Overcome the Students' Difficulties in Speaking Ability*. 2020

Reviewing the previous material, (c) Inviting students to demonstrate their speaking skill and knowledge, (d) Guiding the students, (e) Using teaching media, and (f) Giving students feedback.

Practically, the teacher's various and constructed activities positive results on students learning. (a) In which the students becomes active in learning and they can memorize the material satisfactorily. (b) The students becomes more creative and they can participate their cognitive can practice using language maximally. (c) The students have a positive perception on the teacher's teaching and consequently they can learn better in the classroom. (d) The students become more interested in learning English in the classroom for they can learn the language from the different media. (e) The students become aware of how to use language correctly and they can improve their language proficiency under the given feedback from the teacher.¹²

The conclusion from the results of previous research shows that the use of capable media and effective methods can improve learning outcomes in students' vocabulary mastery. For the research to be carried out, it is hoped that the teacher can provide learning that can increase student motivation and interest in learning to enrich their vocabulary.

B. Some Pertinent Ideas

1. Language learning

Learning is one of the ways to get knowledge and education in both formal and non-formal. Learning is a series of actions of teachers and students on the basis of the interaction or relationship of reciprocity that takes place in educational situations to achieve certain goals¹³. The activities of the learning planned by the teachers/educators regularly involving the interaction of the teacher with students that

¹²Marthina Alvia Trianasari, *Teachers Efforts to Support Students in Learning English at MTSN 9 Blitar*. 2021

¹³Moh Uzer Usman. *Menjadi Guru Profesional*. Bandung: Remaja Rosdakarya.2004

are educational to achieve the learning objectives. There is a lot of learning, including language learning English. Where in learning English, there are a series of activities carried out by students learners to achieve skills in the foreign language (English).

English is an international language that is used by the world community as a means of communication orally and in writing. English is one language that is used widely in various aspects of human life which has a vital role in the development of intellectual, social, cultural, economic, and education¹⁴. The government's decision to establish English as a subject at various levels of education is very reasonable in order to prepare the Indonesian generation to compete globally. English language education is taught at every level of education in Indonesian. School elementary school, middle school, to college, having a right of subjects of English as one of the flagship programs. The purpose of language learning Inggris so that students gain knowledge and skills in speaking as well as able to realize the younger generation who are able to compete globally.

If a student is able to receive good English language learning is given, then the student has the ability to speak. The ability to speak is "the extent to which an individual master symbol and the meaning of language¹⁵." The definition of ability comes from the word "able" which means power or ability to do something, along with the "to" and the suffix "an" be the ability that can be interpreted also with the ability; skill; and the strength¹⁶. Thus in language ability can be interpreted also with "genius", and "skills". A person can be said to be capable if he can do something to do. With the presence of foreign language skills, so that a person is able to communicate with others in a group of people who are different. It is because of the

¹⁴Windarti. Budiningsih Asri. *Upaya Meningkatkan Perolehan Kosakata Dalam Pemahaman Membaca Bahasa Inggris Menggunakan Vss pada Siswa SMP*. (1). Jurnal Inovasi Teknologi Pendidikan.106-115. 2016

¹⁵Departemen Pendidikan Nasional. *Panduan Pengembangan Model Pembelajaran BerbasisKompetensi*. Jakarta: Direktorat PPTK dan KPT Dirjen Dikti. 2005.

¹⁶Departemen Pendidikan Nasional. 2007. *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.2007.

different languages used by them so that the process of communication goes well. Whereas if a person does not have the ability to speak well, They wouldn't be able to understand each other and can't catch the message. Therefore, they should learn and master another language. Language has a wide variety of goals that can improve the quality of human life better individually or in groups. Therefore, the need for special attention in order to improve the language skills of a person.

2. Understanding Remembering Vocabulary

Communication is the need of all human beings. To perform the communication, the necessary skills and ability to master the language. In mastering the language, one needs to know is the vocabulary. Vocabulary (*Vocabulary*) are the fundamental things that need to be mastered by students in learning, without the mastery of a sufficient vocabulary students will have difficulty in communicating. *Vocabulary is the collection of words that an individual knows.* Vocabulary is a collection of words that a person can understand the vocabulary of the very need to be taught to the students to support English language skills¹⁷. Mastery of the vocabulary that is less than optimal students will have difficulty understanding English reading and understand the meaning contained in it, so it's difficult in answering the questions given by the teacher. So also with the talk, the students will be hampered in the conversation even though the student has listened well to what is expressed by the other students¹⁸.

Vocabulary is very necessary for getting information as well as communication in everyday life. vocabulary is very necessary because without vocabulary then there will be no language. The better and the more the number of vocabulary in mind, then the better way to communicate. Teaching vocabulary is very

¹⁷Linse, C. T. *Practical English Language Teaching Young Learners*. New York: MC. Graw-Hill Companies, Inc. 2005.

¹⁸Windarti., Budiningsih Asri. *Upaya Meningkatkan Perolehan Kosakata Dalam Pemahaman Membaca Bahasa Inggris Menggunakan Vss pada Siswa SMP*. (1). Jurnal Inovasi Teknologi Pendidikan.106-115. 2016.

important to be taught to the learners to help me today for problem nails developed the ability to speak.

Language development and abilities will develop better if trained if taught in school learning. Department of National Education, in Curriculum 2004, stipulates that the ability that must be owned by Indonesian students is to understand and express information, thoughts, feelings, and develop science, technology, and culture with the use of the English language. Learners can hone the ability to speak English if the vocabulary they had given the handling or the appropriate education and support the learning process. By having a mastery of the vocabulary that is adequate then the communication process will go well so that it can establish social interaction with the community. To be able to master the vocabulary to¹⁹ express speaking skills (or language arts, language skills) in the curriculum at the school usually include the four aspects, namely: a. Listening (*listening skills*); b. Speaking (*speaking skills*); c. Reading (*reading skills*); and d. Writing (*writing skills*). To master the language better is required skills.

- a. Listening (Listening skills) some learners will feel difficulty at the time of listening. Such difficulties will be helped if what is presented by the teacher is accompanied by hand gestures, facial expressions, and movement of the body²⁰. This will make them motivated to participate in learning activities.
- b. Speaking (Speaking skills) in learning the English language, are expected to have some instinct. One is the instinct for interaction and talk is the most important for learning English. With the instinct of a person to interact and talk, usually a person wants to immediately use the language they learn to communicate.
- c. Reading (Reading skills) learners need to get an explanation of the purpose of reading activities. In carrying out the activities of reading learners should

¹⁹Tarigan. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung Angkasa. 2008.

²⁰Linse, C. T. *Practical English Language Teaching Young Learners*. New York: MC. Graw-Hill Companies, Inc. 2005.

understand the goal of these activities, whether they should read the reading activity or to get information specific course²¹. A person must not understand the meaning of each word, what is important they can understand the context of a reading. Preferably for reading selected topics related to the interest of the students' participants, something related to the environments, something interesting and related to the topics discussed at that time²². General knowledge and vocabulary words that have been owned by very helpful in understanding reading.

d. Writing (Writing skills) students that have reading skills usually also have the skills to write. Writing skills is a continuation of the activities of the past. This activity should be a tailored level of ability of students in using the English language. Writing is a complex skill as it requires the ability to spell, structure, and vocabulary usage.

3. Strategy teaching of vocabulary.

In grammar, there are some groups of words are often used, namely noun, verb, greetings, adjectives, numbers, pronouns, conjunctions, and adverbs. Vocabulary is a component of language that contains all information about the meaning and use of words of a language²³. Indirectly, vocabulary is an important component that must be mastered by humans to be able to interpret and use the information gained from the environment. So, the Selection of vocabulary that is taught should also consider the level of difficulty, not too easy or not too hard, or the grains of the vocabulary level of difficulty is worth it. Following the level of cognitive development of the students, of course, the difficulty level of vocabulary is not the same for the students

²¹Slamet Suyanto. *Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: Dinas Pendidikan Nasional. 2005.

²²Wina Sanjaya. *Penelitian Tindakan Kelas*. Jakarta: Kencana Prenada Media Group. 2009.

²³Henry G.Tarrigan. *Pengantar Kosakata*. Bandung: Angkasa. 1984.

to different schools. A vocabulary for students of low-level may be felt difficult, but perhaps not for the students of a higher level.

In the teaching of the selection of vocabulary should consider whether he intended to mastery the vocabulary is active or passive. Passive vocabulary is the vocabulary for mastery of receptive vocabulary that is only to be understood and not to be used. While the active vocabulary is the vocabulary for mastery of the productive vocabulary that is used to generate the language in communication activities. To be able to consider the use of vocabulary is a necessary right strategy in the teaching of English language learning.

In the process of learning, it is expected that teacher has a learning strategy as a pattern-a common pattern of activity of teachers and students in achieving the learning activities to achieve the learning objectives. Learning strategies²⁴ include a plan, method, device activity yang planned to achieve a specific goal. Learning methods are how the teacher creates learning situations in a fun and support the smooth process of learning. Therefore, for students to achieve goals in the process of teaching and learning, the selection of a strategy or technique is very important to note. If a teacher is not right in preparing this, the learning objectives can not be achieved.

A lot of strategies that can help students to develop their vocabulary better. Another strategy they can use that may be more effective and help students. On the taxonomy of learning strategies vocabulary²⁵, taxonomy, including (a) Discovery Strategy; (b) Social Strategy; (c) Memory Strategy and (d) Cognitive Strategy.

²⁴Holidazia , R., Rodliyah , S. *Strategi Siswa dalam Pembelajaran Kosa Kata Bahasa Inggris*. Jurnal Penelitian Pendidikan.111-120. 2020.

²¹Asyiah, D. N. *The vocabulary teaching and vocabulary learning: perception, strategies, and in fluences on students' vocabulary mastery*.Journal Language Lingua Scientia, 9(2). 2017.

²⁵Schmitt, N. *Vocabulary learning strategies*. In Schmitt, N. and McCarthy, M. (eds.), *Vocabulary:Description, acquisition, and pedagogy*(pp.199-227). 1997.

- a. Discovery Strategy: the Strategy of determination, which refers to how the students find the meaning of new words without the help of experts. There are few examples of the strategy of determination used by the students, as; guessing the meaning from the text and search for meaning in the dictionary. A student likes reading English text. Although he did not understand the meaning of every word in the text. When he was enjoyed reading, he tries to capture the meaning of words from the context of his reading then interfere with his own to find the meaning in the dictionary or the like. Then, when he finished reading, he's trying to find the true meaning of the difficult words which he found. Two strategies, namely find the meaning of the reading and use dictionaries in learning new words mostly found as a strategy for learning vocabulary, in which students prefer to learn on their own rather than asking the teacher or their friends²⁶. In other words, reading passages from the book and dictionary help students improve vocabulary knowledge through their independent learning. In addition, that guessing the meaning from context and using a dictionary is the strategy that is most preferably used by the students successfully.²⁷
- b. Social Strategy refers to how the students practice using vocabulary that is known by practice with their friends²⁸. the participants' students showed that learning with friends more interesting than just learning with a teacher. Although learning with a teacher can give them a lot of input languages, but learning with friends will encourage their self-confidence. In addition, other students said that listening to a friend talk a lot of help in improving vocabulary knowledge. Instead of

²⁶Al-Khasawneh, F. M. *Vocabulary learning strategies: A case of Jordan University of science and technology*. English for Specific Purposes World, 12(34). 2012.

²⁷Nematollahi., Behjat., & Kargar. *A Meta-analysis of Vocabulary Learning Strategies of EFL Learners*. English Language Teaching; Canadian Center of Science and Education, 10:5. 2017.

²⁸Schmitt, N. *Vocabulary learning strategies*. In Schmitt, N. and McCarthy, M. (eds.), *Vocabulary: Description, acquisition, and pedagogy*(pp.199-227). 1997.

learning the vocabulary of its own with the read or memorize, he agreed that studying with friends can avoid learning strategies monotonous.

- c. Memory Strategy refers to the use of strategies memory, students use the strategy of memorizing English words in the learning of vocabulary. The first information indicates that the students try to memorize the words that are related to lessons in the class to make it easier to understand the learning material. In addition, memorize words that relate to the lesson taught by the teacher to help him understand the text and the passages as learning materials.
- d. Cognitive Strategy refers to the strategy of cognitive used by students, some of the responses pointed to the type of strategy used by the students. The first response said that students often try to talk to themselves or with the animals (cats) in the vicinity to practice English. Have exercise talk in English might have a significant impact on building the student's confidence in using the language.

4. Mastery of Vocabulary

Mastery of English Vocabulary is required habituation in using the vocabulary of the English language. Habituation can be either the use of new words during the learning process. The mastery of English vocabulary does not only use the ability of memory but teachers should give exercises on vocabulary. There are five stages that helping students in learning to master the vocabulary²⁹ that is:

- a. Have a source to integrate with the new word

New words that can be known and understood students need a source. The source can be from the teacher or can be in the form of images, diagrams, photos, and so forth. The pictures assist students in recognizing new words because of the student's picture can be formed of his knowledge.

²⁹Cameron, Lynne. *Teaching Languages to Young Learners*. New York: Cambridge University Press. 2005.

b. Has a clear image both visual and voice or both to help in recognizing new word

The image which has high clarity helps students to recognize words and to master the vocabulary. So the pictures help students to know and recognize the shape of the words in the vocabulary are being studied. Students should know the pronunciation, reading, and writing a word. This is done to minimize the errors that occur in the mastery of the vocabulary of English.

c. Learn to Interpret Words

Students who are unfamiliar with foreign language vocabulary taught by the teacher can be invited to learn together in interpreting this vocabulary. Students who initially do not understand a word if it has been understood, the student is interested in expanding learning the vocabulary. Interpreting new words is very important for students because students still need encouragement to interpret words from a foreign language. Defining words can help students to store new words that they acquire in memory. The meaning of a foreign language can be remembered by students if the meaning of the word taught is in accordance with the language that the student has acquired.

d. Make Memories with a strong link between form and meaning

The Process of vocabulary learning begins when students have understood the new words they learned and pay attention to regarding the form of the word new. At first, a new word learned to go on short-term memory of students then the teacher should be able to build the memory of the word to be used so it can be a long-term memory. The activities of memorizing are the main activity in the learning of vocabulary in early learning and then repeated regularly so that the vocabulary can be kept in mind.

5. The teacher's efforts to improve vocabulary mastery

Learning English vocabulary will be more effective and fun if it is supported by appropriate methods according to student needs. The vocabulary taught in schools should be identical to real (concrete) objects or objects, something close and known to students by directly showing and showing real objects through colored pictures that can attract students' attention so that the material being taught can be digested at the same time easy for students to understand, giving some examples through simple sentences. The teacher's efforts to improve vocabulary through Introducing, Modeling, Practicing, and Implementing.

Introducing, namely the teacher introducing new words with clear and correct speech and pronunciation, using the media of pictures or real objects. Modeling, namely the teacher giving examples that act as models, the teacher giving examples of the words being taught, even spelling them correctly. Practice, namely the teacher trains students to imitate and practice. The teacher provides training to students to imitate how to pronounce the words being taught and to apply, that is, students apply to the right situation with the help of the teacher where students can use the vocabulary taught following the right conditions.

6. Factors that affect vocabulary

In the study and have the ability vocabulary that is adequate is also influenced by several factors that must be considered that the ability of the vocabulary also helps the development of language and speech students.³⁰ Factors that affect the mastery of the vocabulary in them, namely:

- a. Psychological factors-internal: Concerning aspects of intelligence, interest in something that is seen, touched, felt, desired, which is expressed by it. The

³⁰Edja Sadjaah. *Pendidikan Bahasa Bagi Anak Gangguan Pendengaran Dalam Keluarga*. Jakarta: Depdiknas Dirjen PT Direktorat Pembinaan Pendidikan Tenaga Kependidikan dan Ketenagaan Perguruan Tinggi. 2005.

ability to imitate, the ability of thinking, and the ability of emotional reaction to something in the environment.

- b. Physiological factors: Concerning auditory acuity (the ability to use residual hearing) to perceive sound which is called the language or word-a word. The condition of the device tool talk and the arrangement of the nerves that serve better, able to control the muscles-muscles of speech to express the speech of a word with the good.
- c. Environmental factors: The existence of people around who can speak well and correctly in accordance patterns linguistics, the ability of the people closest to express the language, speak clearly articulated in accordance with the standard pattern of speech sounds of language, the ability of the closest people in motivating the courage to express his language.

Vocabulary between Indonesian and English are very different so as to make learners difficult to learn the language, Some cases other learning difficulties as has been proposed by Abin Syamsudin M, are: (1) Case of difficulties with the background of a lack of motivation and interest in learning. (2) the Case of difficulties with the background of a negative attitude towards the teacher, lesson, and learning situation. (3) in the case of difficulties with the background study habits that wrong. (4) the Case of difficulties with a background of incompatibility between the objective conditions of the diversity of personal with the objective conditions of the instrumental impulse and the environment. The difficulty is associated with the motivation to learn because the meaning is difficult to change be a challenge if the motivation of a person is greater than the barriers obtained. Motivation is the driving factor and encouragement that can trigger the onset of the spirit and is also able to change human behavior or the individual towards the better things for himself.

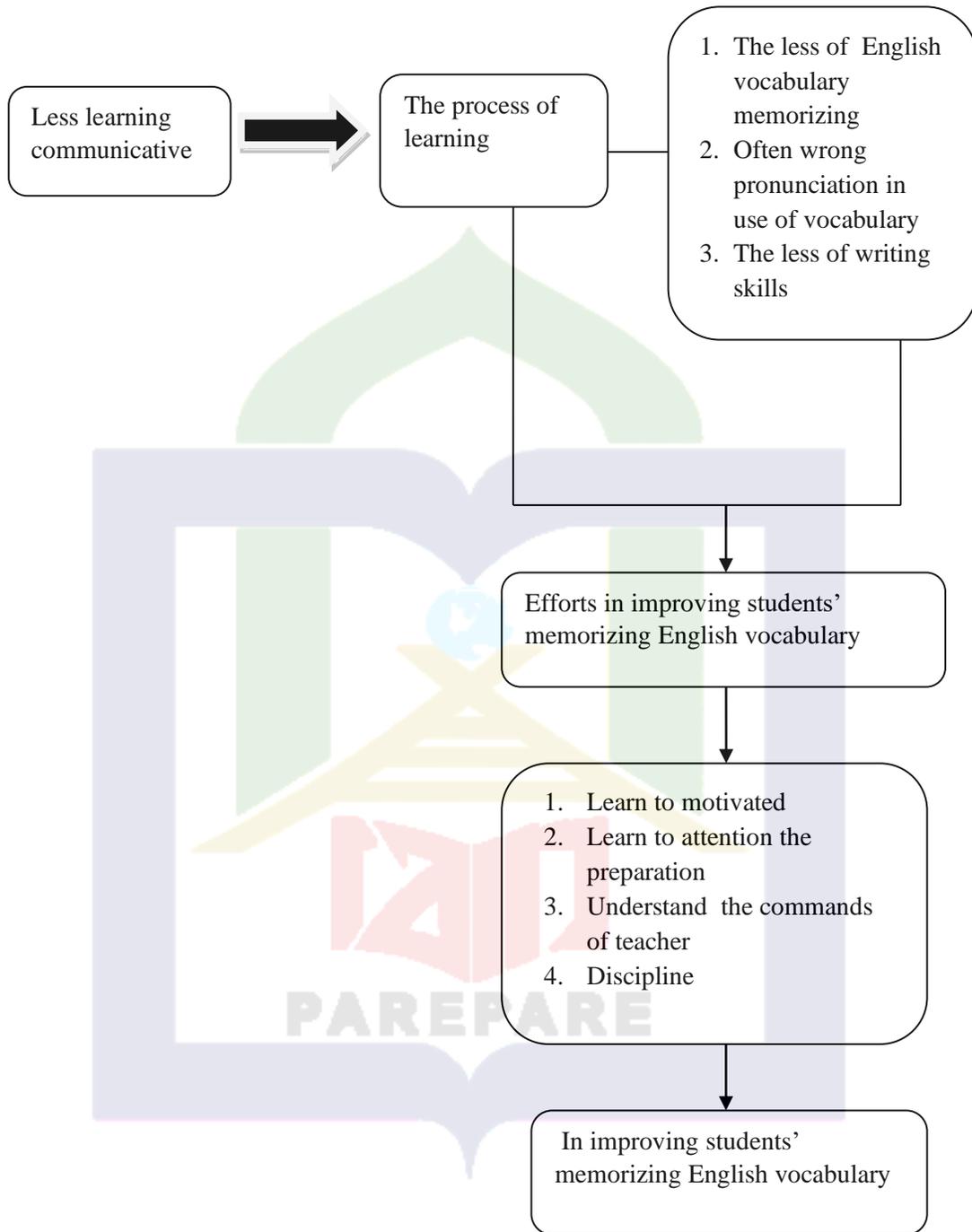
explain the motivation to learn is a factor psychic non-intellectual³¹. The role that is typical in terms of the growth of the passion, feel the love and passion for learning³².

C. Conceptual Framework

In this study, researchers hope there are efforts of educators to be able to enrich the vocabulary skills of the learners so that can support the success of the learning objectives in the subjects of the English language. Lack of motivation of students to remember the vocabulary so that in learning the English language so that the cause of the learning process that is not communicative because the students are less motivated to learn, not interested and bored easily studied, less attention readiness, and confidence less, less to understand the order of teachers, lack of discipline, so that in the end students can achieve the learning objectives which communicate using the English language. So it is necessary the efforts to improve students memory vocabulary. With the teacher as the most required for creating creativity in designing tasks that improving the students' motivation to study, discipline in the learning so that learning objectives in English achieved in terms of learning communicative with the improving students memorizing vocabulary.

³¹Sardiman, A *Interaksi dan Motivasi Mengajar*. Jakarta: Rajawali Pers.1986.

³²Lubis Tasnim. *Faktor Yang Mempengaruhi Mahasiswa Dalam Menyelesaikan Kesulitan Daily English Vocabulary*. Jurnal Bisnis Administrasi. 6(1). 29-36.2017.



CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

Research design is all process needed in doing research. The research design in this study will guide the researcher in collecting and analyzing the data. The research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. This research was conducted to how does efforts of teachers in improving students memorizing vocabulary in MAN Pinrang. In this research, the researcher were collecting data from the field, and process the data into the word.

The type of this research is descriptive qualitative research. The researcher used qualitative research to conduct this study, because the researcher look for observation and interview. In this research, the researcher wants to describe the efforts of teachers in improving students memorizing vocabulary in MAN Pinrang by interviewing the teachers and students.

B. Location and Time

The researcher conducted this research in MAN Pinrang. It located in Jl. Bulu Pakoro No.429, Paleteang District, Pinrang City, South Sulawesi 91218. In this research, the researcher interviewed the sample directly and was taken for 1 month to collect the data.

C. Source of the Research

The respondents were taken from the English teachers and Students in MAN Pinrang. The Teachers consisting of 5 English teachers and 10 Students they were taken as to be interviewed as a source of data or respondents. Later, the teachers and students were interviewed to get the data.

D. Focus of the Research

This research focused on The Effort of Teachers in Improving Students' Memorizing Vocabulary in MAN Pinrang. These focuses are the main research question of this research.

E. Types and Data Source

Source of the data is the needed item to research. This source is needed to complete, support the research and help the successful of the research itself. There are two types of data based on Sugiyono, mention as follows:

1. Primary Data

That the primary data is a direct data from the source of information without collaborating with third parties. This data is taken from the subject of the research by using various instruments such as questionnaire or interviews. This research only focuses on using the interview to collect the data to find the Effort of Teachers in Improving Students Memorizing Vocabulary in MAN Pinrang.

2. Secondary Data

Secondary data is a type of the data that did not directly taken from the source of information. This source is taken from the various sources such as company document, report, book, articles, journal and other supporting information which has relevant information toward the research question in this research which is to find out the Effort of Teachers in Improving Students Memorizing Vocabulary in MAN Pinrang.³³

³³Bernard, H. Russel, Analyzing Qualitative Data: Systematic Approach. Thousand Oaks.Calif: Sage. 2009.

F. Research Instrument

1. Observation

The Observation took a very important role in this study since the researcher wants to find how the teachers improve the students' memorizing vocabulary in MAN Pinrang. Through this observation, the researcher observed directly and collect data by interviewing teachers and students' at MAN Pinrang. The question asked that related to how did teachers improve the students' memorizing vocabulary in MAN Pinrang.

2. Interview Guide

In order to understand the phenomenon based on the research question, the interview was conducted. Interview guide was used as a path to complete the research question. This lead the researcher to give the question to respondent. In conducting interview, the researcher used semi-structured interview. Bernard states these types of interview are the best option to give more question to research subject deeply without any limitation of chance.

3. Documentation

Documentation is one way that can be used to collect data or sources of useful information for researchers in the form of notes, important documents that helped researchers. According to Arikunto writes the documentation method can be implemented by (a) Guidelines for documentation which contains the outlines or categories for which you want to lookup data. (b) Check-list research using this documentation method was used by the researcher to obtain data in the form of photos which would be evidence that the researcher properly the research.³⁴

³⁴Arikunto, S. Produser Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta. 2010.

G. Technique of Data Analysis

1. Interview Analysis

In general, qualitative research in many data analysis using analytical model proposed by Sugiyono often referred to as interactive data analysis method. He revealed that the activities carried out in the analysis of qualitative data in an interactive and take place continuously until complete, so the data is already saturated. There were three activities in analyzing the qualitative data, such as the stage data reduction, data display, and conclusion or verification.

a. Data Reduction

The data obtained in the field probably a lot, so it needs to be noted carefully in detail. As noted earlier, the longer the researcher to the field, the amount of data will be a lot, complex, and complicated. For that, the researcher made the analysis through data reduction. Summarize the data means chose the basic thing, focus to the important one and sough themes and patterns/ this the data that have been reduced, would give a clearer picture and would facilitate the researcher to conduct further data collection. It could be helped with the equipment such as computer, notebook and more.

In reducing the data, the researcher was guided by the objectives to be achieved; the main objective of qualitative research is the finding. Therefore, if the researcher in conducting the study find everything considered unknown yet has pattern, that was precisely what should be the concern of the researcher in performing data reduction because it is the process of thinking that requires sensitive intelligence, flexibility, height and depth of insight. For the new researcher, he could discuss about performing data reduction with his students or others.

b. Data Display

After the data reduced, the next step is presenting the data. In Quantitative research, the presentation data will use the table, graphs, pictograms, and so on. However, in qualitative research, the presentations of data use the form of short description chart, among categories, relationship. According to Miles and Huberman, the narrative text is more often to be used to present the data.

By the data presentation, it is easier to understand what was happening and plan further work based on what we have understood about it. Furthermore, by Miles and Huberman suggest that in conducting the data display, in addition to narrative text, can be graphics, matrix, network and chart.

c. Conclusion

The third step in analysis of qualitative data is the study by Miles and Huberman is drawing conclusion and verification. Preliminary conclusions presented were temporary, and were amended if not find the strong evidence to support the next phase of data collection, but if the conclusions set out in the initial stages are supported by evidence and when researcher returned to the field in order to collect the data, the conclusions put a credible conclusion.

Conclusion in qualitative research is a new finding that has not previously existed. The findings may be a description or picture of an object that previously dimly light or dark, so that after investigation, it becomes clear so the conclusion of this research can be casual or interactive, hypothesis and theory.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Teaching and learning activities were a condition that intentionally created. The teacher or tutor who created it to teach students or students. Teachers who teach and teach students who learn. The combination of these two human elements was born and educational interaction with utilize the material as the medium. All the components teaching is carried out optimally in order to achieve teaching goals that has been determined before teaching is carried out.

In teaching and learning activities there must be two-way communication between teachers and students in a conducive learning atmosphere. No again teacher centered but student centered so that the learning process teaching will be directed towards achieving learning objectives. Paradigm so far, the learning that has been carried out is only centered with the teacher as a teacher learning resources are not student centered so the teacher will dominate the learning process in the classroom while the students are only passive. The teacher as a facilitator has not been seen in the learning process. As a teacher should be able to master the four basic competencies that it is hoped that there will be two-way communication so that the learning objectives can be achieved.

The Efforts of Teachers in Improve the Students' Memorizing Vocabulary in MAN Pinrang

Likewise in learning English at MAN Pinrang learning can run interactively, vocabulary mastery is a which is very important, in that case the teacher should pay attention to 4 aspects, namely student learning motivation, student learning readiness, understanding of teacher orders or instructions and finally discipline, These 4 aspects describe the efforts made by a teacher to improve *vocabulary* mastery. These efforts are carried out indirectly so that the learning process is not hampered so that its

implementation is carried out through methods, models, media, approaches and learning strategies as well as providing structured assignments outside of learning hours. As the result of interview with resource 1 teacher English 1, resource person 2 teacher English 2, resource person 3 teacher English 3, resource person 4 teacher English 4 and resource person 5 English teacher 5 at MAN Pinrang as a teacher of English lessons in class X,XI, and XII. Preparation what I do before learning is to understand readiness student learning in this case I find out what are the obstacles students in remembering *vocabulary*. There are some obstacles first their low interest is due to more external cultural influences dominant such as Korean and their native language, namely Bugis (mother tongue) which is still thick so the number of *vocabulary* they have know still little and their vocabulary is mostly words that are easiest to find in everyday life so that still not varied. In addition, awareness from within students still very low, they rarely do repetitions words that they have memorized both orally, in writing and pronunciation so as not to activate their long term memory. Their bravery is also a factor in the lack of their vocabulary. The feeling of being afraid of being wrong said or look for meaning so that more students silence. Another obstacle is that sometimes students have difficulty in interpret a reading text because most vocabulary have double meaning that can be interpreted correctly when our pay attention to the structure other constituent sentences.

Informant Another English Teacher and Respondent Students:

From: Nurlailah, S.Pd.,M.Pd.

“Minatnya ke bidang bahasa inggris itu masih kurang mereka lebih cinta dengan ee negara-negara yang seperti drama korea dan juga bahasa ibu mereka yang masih membudaya, jadi mereka cenderung menggunakan bahasa-bahasa diluar bahasa inggris.

“kurangnya kesadaran mereka yah karena ee vocabulary-vocabulary yang biasa digunakan adalah vocabulary dasar.

From: Fitri,S.Pd.i.

“agar vocabulary dapat tinggal lama di ingatan mereka memang harus banyak pengulangan baik secara lisan, audio maupun tulisan , namun kendala terbesar adalah kurangnya kesadaran siswa bahwa vocabulary itu sangat penting dalam pembelajaran bahasa inggris.

From: Dra.Nasirah

“biasanya anak-anak yang kemampuan bahasa inggrisnya rendah lebih banyak ii diam, lihat temannya berdebat itu biasa paling sering terjadi.

From: Fitriyani Alwi,S.Pd

“hambatan-hambatan di kelas yang sering terjadi itu ada beberapa siswa yang kurang berani dalam menyebutkan kata-kata tersebut karena takut

From Nurwinda

“kendalanya terutama saat mengingat pengucapannya eee karena kosa kata yang tertulis emm sangat beda dengan pengucapan atau artikulasinya. Saya juga terkadang bingung dengan kosa kata yang memiliki banyak arti kak misalnya kata right biasanya artinya itu kanan ternyata setelah mengerjakan tugas artikel dari ibu guru kata right berarti benar.

Based on the statement above, it can be seen that the teacher pays attention to students' learning reading business, especially obstacles become a barrier to increasing vocabulary in class X, XI and XII in students MAN Pinrang which can be the Basis (efforts) for taking decisions in determining learning methods, learning models, techniques, and learning strategies that attract students so that they can remember a lot of *vocabulary* especially *vocabulary* related to learning themes so that learning becomes more interactive.

- a. The First Aspects is Related to Students Learning Motivation, In Learning Implementation Plan Which Consists of Opening, Core and Closing.

Motivation is the starting point for smooth running learning to provoke students' curiosity, curiosity about something, and their interests. The preparations make by the teacher for improving student learning motivation, one of which is through the labeling Method various themes. For example, First

week the theme is vocabulary related to adjectives so teacher changes the names of all students become adjectives according to the description of each character students. Likewise, the meetings in the following weeks with the various themes, for example, Good verbs and nouns vocabulary which are often used at school, at home or elsewhere. The teacher uses a conceptual approach in the form of media that varied so that it attracts students' interest in learning and Teachers as well apply the discussion method by providing a trending topic so that students become enthusiastic when exchanging opinions and arguing. Then students' motivation is also trained with treatment especially for students who are very lacking in vocabulary mastery by giving structured independent assignments and forming learning partners for students who do not have the courage to ask the teacher. Application games in learning are also one of the highest factors students' motivation in learning vocabulary. Usually the teacher gives games at the beginning of learning before entering the core learning one of the games given is scramble besides that when Students feeling sleepy and bored, the teacher also interspersed with applying ice breaking in class. Not only that, reading book review assignments to become one of the strategies applied by teachers to improve motivation of students where the books being reviewed are books which generally students like to read such as comics, novels, etc.

Informant Another English Teacher and Respondent Students:

From: Nurlailah,S.Pd.,M.Pd.

“eee jadi sebagai guru bahasa inggris, saya dituntut harus lebih kreatif dengan berbagai inovasi ee salah satu alternatif yang saya terapkan ee pada setiap siswa saya, saya akan memberikan mereka nama panggilan yang berbeda-beda misalkan siswa A saya berikan nama eee panggilan solve jadi nanti akan mereka itu akan mencari tahu nama mereka apa artinya eee dan mengingat nama-nama teman mereka jadi ketika berada di dalam kelas bahasa inggris, cmm si A akan memanggil si B dengan nama panggilan bahasa inggrisnya tidak boleh eee memanggil eee temannya dengan eee nama panggilan sehari-harinya. dengan metode seperti itu saya melihat eee murid-murid saya lebih antusias untuk eee menghafalkan vocabulary.

tadi itu salah satu metode yang saya gunakan ee untuk ee menarik minat mereka jadi mereka dalam kesehariannya lebih sering menyebutkan jadi mereka juga lebih sering mengingat. Selain itu saya sering menyelipkan games dalam pembelajaran agar mereka tidak bosan.

From: Fitri,S.Pd.i.

“ketertarikan mereka memang lebih kelihatan ketika saya menerapkan pendekatan konseptual dengan menggunakan media-media yang bervariasi tiap pertemuan dibandingkan ketika saya hanya memberikan daftar kosa kata lalu menyuruh mereka menghafalkannya.

From: Dra.Nasirah

“yah sangat antusias apalagi kalau saya melemparkan suatu topik yang lagi panas-panasnya di media sosial nanti tiap kelompok memaparkan argumennya masing-masing dan terjadi perbedaan pendapat di stulah hebohnya itu mereka berdebat.

From: Rahma Sanda

“untuk kosa katanya kak biasanya kuhafal mmm 5-10 perhari tapi kalau ada topik diberikan biasa sekitar 50 an ku hafal sebelum mulai pembelajaran besoknya.

From: Ahsanul Khalikin,S.Pd.i.

“memberikan treatment khusus. Dengan memberikan penugasan secara terstruktur mmm dan mencari partner khusus yaitu temannya yang nantinya membimbing ketika ia mendapat kendala dalam penyelesaiannya. Jadi mereka nanti saling sharing begitu yaa.

From: Fitriyani Alwi,S.Pd.

“upaya yang biasanya saya lakukan itu melakukan games di awal pembelajaran sekitar 15-20 menit. Nama gamesnya itu scrambel. Setelah itu baru masuk materi pokok, mengapa demikian karena penguasaan kosa kata ini sangat penting ananda, pembelajaran di kelas itu dapat berjalan lancar kalau siswa pnguasaan kosa katanya bagus.

From: Nurwinda

“metode yang diajarkan ibu guru di kelas sangat menarik dan variatif disertai games-games jadi pembelajaran di kelas tidak membosankan dan sangat mudah untuk dipahami.

From: Fitriyani Alwi,S.Pd

“terkadang ibu melakukan ice breaking kalau mereka kelihatan mengantuk lagi

From: Bintang M.Yasin

“setelah belajar bahasa inggris kaya banyak di buku-buku bacaan, salah satunya komik yang di bagikan ibu oww jadi saya tahu banyak kosa kata baru karena tertarik dengan jalan ceritanya

Based on the statement above, students are very enthusiastic in learning English Taught by the teacher, it can trigger fluency in learning English in class, can also facilitate the learning steps given by the teacher. While regarding the learning of the labeling method there are Steps learning steps using this method, namely: Teachers preparing the themes of learning materials, taking notes on the vocabulary is important and relates according to the personality or character of students so that the process of remembering becomes easier, then labeling all students with this vocabulary, students are given about 10-15 minutes to remember the names of other students as well as the teacher. But to make it easier, usually the teacher gives a nameplate that large to be attached to each student when learning takes places offline (*offline*) but in online learning (*online*) through *google form* or *zoom* teacher record the names of students and their nicknames each. Even though in the learning process students become interested and enthusiasm, there are also disadvantages in using this method.

When conducting an interview with the Teacher as a language teacher English MAN Pinrang explains the Shortcomings of *labeling* method, one of which is limited Vocabulary mastery according to the number of students in the class. In addition to the *labeling* method, The application of the discussion method also makes students very enthusiastic about learning. The steps of the discussion method applied by the teacher starting from giving a *trending* topic on Social media. Then, before learning begins, Students are assigned to look for *vocabulary* related topics given by the teacher. Next, form groups and invite each group present

their arguments related to these topics so that later they will agree with each other or argue when their opinion is not in line. The use of this method can train participants *speaking* skills. However, the use of the discussion method in language learning English also has a disadvantage that not all students dare to express their arguments out of fear of being wrong when speaking.

b. Student Learning Readiness is the Second Important Aspect in Implementation of a Learning

Readiness to learn is an initial condition a learning activity that makes him ready to give responses/answers that exist in students in order to achieve the purpose of the teaching. So that educators have an important role to stimulate or stimulate students' learning readiness educators good learning readiness can be seen from the physical readiness of patients educate like a healthy body, far from being lethargic, sleepy, and so on the psychological readiness of students such as the desire to learn and concentrate and have intrinsic motivation and material readiness, namely materials what students learn or do in the form of reading books, notes, etc before learning begins. As for the readiness to learn by the teacher at MAN Pinrang such as the preparation of methods, strategies, learning models according to the analysis of student needs. Then the teacher implemented supporting media, one of which is a *word wall* and observe the ability of students in order to provide treatment that can improve their learning readiness. Then the teacher also notified the materials that will be taught beforehand so that students can prepare themselves to receive learning. The teacher also observes the learning styles of student then group them so that it is easy to apply media, strategies, methods that are suitable for each type of learning style and the last students' readiness to learn can be seen from the vocabulary preparation he does independently both related to the learning theme and general vocabulary outside the learning theme.

Informant Another English Teacher and Respondent Students:

From: Nurlailah,S.Pd.,M.Pd.

“cari alternatif lain baik itu metode, media maupun strategi lain tadi itu salah satu metode yang saya gunakan ee untuk ee menarik minat mereka jadi mereka dalam kesehariannya lebih sering menyebutkan jadi mereka juga lebih sering mengingat. Selain itu saya sering menyelingkan games dalam pembelajaran agar mereka tidak bosan.

From: Fitri,S.Pd.i.

“iyah salah satunya itu saya menggunakan wordwall , wordwall itu sebuah media pembelajaran dimana didalmnya terdapat kosa kata yang terorganisir misalnya kata sifat, kata benda, kata kerja beraturan, kata kerja tidak beraturan kemudian di tempelkan di dinding agar siswa itu bisa melihatnya setiap hari dan masih banyak media-media lainnya. hmm, jika ada siswa yang sulit dalam mengingatnya saya memberikan treatment khusus pada siswa-siswa tersebut dibandingkan teman-temannya yang lain biasanya sih dalam bentuk penugasan mandiri.

From: Dra.Nasirah

“Yaa.... sebelum kelas dimulai saya memberitahukan di grup wa bahwa besok tema yg diwakan tentang kasus narkoba misalnya jadi mereka harus mempersiapkan kata-kata yg terkait dengan narkoba dan saya menyuruh cari itu artinya serta golongan kata-kata itu.... eee kedalam kata benda, kata sifat,

From: Ahsanul Khalikin,S.Pd.i.

“menerapkan berbagai strategi, tapi sebelumnya emm saya mengamati gaya belajar siswa tersebut, kalau mereka memiliki gaya belajar membaca maka biasanya saya menerapkan strategi determinasi kalau gaya belajar kinestetik biasanya saya menerapkan strategi metakognitif dimana mereka harus mendengarkan lalu menuliskan setelah itu mengucapkan.

From: Dra.Nasirah

“saya itu kalau mengajar umumnya menggunakan metode diskusi, dimana... dalam diskusi saya bagi rata siswa dengan kemampuan di atas rata-rata dan akan bergabung nantinya ee dengan siswa yang memiliki kemampuan di bawah. Supaya apa ? supaya mereka dapat saling sharing dan mengimbangi.

In the Description above it, it explains that the preparation is carried out by English teacher at MAN Pinrang blonde is very nice. They have creativity and innovate ideas in learning to develop students' abilities in English in particular

knowledge of *vocabulary*. It is very good for shape the readiness of students. The application of discussion methods, strategies conceptual, scramble games and the application of the *word wall* make students motivated or take the initiative in preparing things related to learning previously, then from that the readiness of students is formed by itself. So that it affects student learning outcomes become better and can also increase class activity, sense of responsibility and student productivity in the learning process.

- c. The Role of the Teacher in a Learning as a Mediator or Connection Between On Student and Other Students as Well a Facilitator in Learning That Conveys All Forms of Knowledge, Knowledge or Skills They Have.

Students as agents of change should follow every direction from the father or teacher. For that is one of the Important aspects in supporting the achievement of goals learning, namely the understanding of water students against the instructions given by teacher. As for the instructions given by teacher at MAN Pinrang including: Imposing sanctions if they violate the agreement that has been made one of them memorize the vowel independently by the number of vocabulary agreed upon with the teacher, giving additional points to active students when learning takes place, directing and remind students to always bring books, dictionaries or cell phones who has Google translate as a tool to make it easier in learning, ask them to review the books/reading texts they enjoy such as comics, novels in English and others, directs to first memorize or know the vocabulary in the form of verbs to make it easier for them to form or make a sentence both orally and in writing and instructing to memorizing vocabulary or vocabulary regularly with a targeted amount or according to the ability limit of each student.

Informant Another English Teacher and Respondent Students:

From: Nurlailah,S.Pd.,M.Pd.

“sebelum kelas dimulai kan sudah ada kesepakatan yah bahwa ee menghafal nama teman itu ee vocabulary yang sebagai nama teman itu sudah kewajiban jadi ketika mereka tidak menghafal mereka mendapatkan sanksi.

From: Dra.Nasirah

“bagi anggota kelompok yang tidak bicara tidak ada nilainya terpaksa mi hehehe mereka hafalki tapi ada jg yg tetap masa bodoh. mmm biasanya saya suruh terus bawa kamus jadi setiap tidak tahu cari, catat, sebut miasalnya pertemuan pertama 5 tidak na tahu pertemuan kedua 10 jadi di pertemuan ketiga na ulang lagi itu 15 kosa kata yang tidak na tahu begitu seterusnya pada akhirnya nanti karena dia sering sebut, lihat dengar tersimpan sendiri di memorinya.

From: Fitriyani Alwi,S.Pd.

“itumi juga tadi caranya dek yang saya bilang selain itu penugasan mandiri saya berikan untuk riview semua kosa kata-kosa kata yang asing mereka lihat, dengar atau baca pada teks bacaan yg mereka sukai, komik ka, novel ka dll.

From: Amelia Sarah

“emm cukupji peningkatan yang saya alami eee terutama eee ibu guru itu menyarankan untuk eee lebih menghafal vocabulary yang berhubungan dengan kata kerja dulu supaya eee lebih mudah nantinya susun kalimat kalimat misalnya pakai rumus-rumus tenses

From: Kiki Cantika

“biasanya kita dalam sehari untuk menghafalkan kosa kata dalam sehari itu biasanya kita d suruh guru menghafalkan 20 sampai 50 kosa kata, minimal 20 maksimal 50 dan setelah itu kita akan diberikan nilai yg bagus untuk kita sendiri kalau dituntaskan apa yang diberikan ibu guru.

From the explanation above, the teacher stated that understanding to orders or instructions the teacher can encourage students to become more disciplined with various achievements or targets given along with sanctions when they do not implement it, besides that students become more directed, knowing what to do to make it easier for them in learning and what not to do because it can hinder

them in learning and Students can get more contribute to learning provide *feedback* from instructions that have been given by the teacher.

d. Discipline Carried Out by the Teacher English at MAN Pinrang So That Students Can Know and Mastering Many Vocabulary

Discipline is a condition in which feelings of obedience and obedience arise adhere to the values that are believed to their responsibility, disciplined that is carried out by the teacher solely to instill values or coercion so that students have the ability to obey a rule or instruction. Discipline carried out by the teacher English at MAN Pinrang so that students can know and mastering many vocabulary, one of which gives a target to students to memorize 10-20 vocabularies on a daily basis and deposit 5 minutes before learning. If there are students who do not discipline with agreed rules, students will get punished. Then discipline is also carried out through application of the labeling method by targeting the number of vocabulary must be controlled by students indirectly through labeling the names students in one class with good vocabulary work, adjectives and nouns. Furthermore, the teacher also applies the choices to students to memorize vocabulary according to the limit ability, but the students must do repetition continuously to train their long-term memory as well giving advice regarding the media they like is wrong the only music by listening to songs in English where indirectly train their listening skills on the pronunciation of each *vocabulary*.

From: Fitriyani Alwi,S.Pd.

“biasanya siswa-siswa yang pemalas itu, saya khususkan menyuruh hafal 10 kosa kata setiap pembelajaran di mulai dengan artinya, kalau tidak hafal mereka berdiri terus di bangkunya sambil berjalan pembelajaran nanda nanti bisa duduk kalau sdh na hafalki.

From: Amelia Sarah

“dalam sehari itu karena jumlah teman kelasku kak 30 orang jadi eee di suruhki ibu guru itu hafalki juga 30 namanya itu teman kelasku jadi sekitar 30 kak yang saya hafal dan saya ulang-ulangi setiap pertemuan bahasa inggris.

From: Adindah Tri Pramurista

“ee tidak menentu sih cuman setidaknya lebih sepuluh lah

From: Zurahman Jafar

“ kalau sehari-hari nda rutin ka hafal kosa kata kak, tapi rata-rata penambahan kosa kataku itu bisa sampai 50 kosa kata, semnejak itu juga ku suka dengar lagu-lagu bahasa inggris jadi lebih banyak ii

Based on the explanation above it, it explains that the discipline carried out by the teacher is expected to familiarize the participants educate, from things that are forced, then get used to it and then become cultured until it becomes a routine that is not hard to do. Habituation or this discipline can improve participants English learning outcomes educated because when in practice it spurs long-term memory students to save these vocabularies in time the old one because of the repetition that is carried out continuously. Therefore, disciplined students will get results maximum in learning.

B. Discussion

The researcher briefly explains some of the pedagogical implications regarding vocabulary learning for students' language development. Self regulation plays an important role in learning strategies vocabulary. Students are required to know at least 5 vocabulary everyday to support fluency in the process learning. However, if the teachers do not emphasize the motivation of students to learn their language, there will be no significant effect for them to learn a language. For this reason, innovative ideas are needed and creativity from the teacher in managing early learning. Efforts in terms of motivation is carried out by English teacher at MAN Pinrang the efforts her made were very diverse, such as the application of games, media learning, media and the use of interesting strategies and methods. Teachers at MAN Pinrang have high creativity and to see problems and responsive in providing solutions to problems vocabulary at school. This can be seen from the results of interview that done is very much interesting efforts that are used when teaching such

as the use of labeling methods, discussion methods with topics who are trending, doing games at beginning of learning and so on, this is make students more enthusiastic when learning so that increase their interest and motivation to learn English.

The importance of increasing the awareness of teachers and students about the existence of materials and opportunities in language learning helps teachers and students develop their language learning³⁵. The teachers in this study stated that they tended to do good preparation before learning begins so as to make students have good learning readiness before starting learning by directing students to read books, articles and others to improve vocabulary, assignment system or through selection of media that can facilitate students to understand quickly and easily. Therefore, the role of school too very important in helping to provide devices or media technology to support the implementation of learning smoothly. But on the other hand, due to the lack of technological media in schools, so that teachers must be creative and innovative in providing media in learning their own language.

Creating an English environment is a practical way to help students get more language input. Teacher factor as a language model is an important part in student language learning as conveyed³⁶. Therefore, understanding of orders or instructions teacher is one of the important efforts because the teachers as a role model in to be considered learning so that with the command or instruction students become more focused on what they are going to do. In addition, the instructions given can also be used as a basis or benchmark students in making decisions in learning and through teachers instructions orders can provide a deterrent effect or constructive sanctions for students.

³⁵Gil,J, *English Language Environment English Language Teaching* 1(1),pp.3-9

³⁶Kancani, L & Cyfeku, J. *Developing EFL Vocabulary Through Speaking and Listening Activities. Academic Journal of Interdisciplinary Studies* 4 (3)

Based on the three efforts above, the last and most important effort to maintain consistency in a learning is discipline. The teacher has applied the expected *treatments* able to train the disciplinary attitudes of the students, especially in learning English regarding *vocabulary*. Discipline is being carried out from assigning task regularly. This is done so that the formation of indirectly self awareness students to control themselves so that learning will be full of awareness, without coercion and full of joy/gratitude. Besides that, discipline is also expected to be able to increase student learning achievement in the classroom so that the learning outcomes they get can be maximized.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research and discussion that has been presented, the following conclusions are:

Efforts that have been made by the English teacher at MAN Pinrang in increasing the *vocabulary* mastery of students can be seen from the four aspects, namely learning motivation, readiness to learn, understanding to the teacher's instructions and discipline. Based on the results of good interviews with English subject teachers at MAN Pinrang and students at MAN Pinrang obtained that efforts in the aspect of learning motivation carried out by applying methods, learning media strategies that creative and innovative so as to make students become enthusiastic lead to increased interest and motivation to learn. The second aspect namely readiness to learn where this effort can be seen when starting the learner, the teacher has the role of providing a stimulus or response so that students have preparation before the start of learning.

Understanding of the teacher's orders or instructions is the third aspect. As for the real efforts made by teacher MAN Pinrang, namely by providing sanctions for students who do not follow the rules in learning besides the teacher give instructions for memorizing vocabulary regularly and always bring media or help in learning English, such as dictionaries, notes or *google translate* tools. The last is the aspect of discipline, where this aspect is a key aspect in the implementation learning English, especially *vocabulary* mastery.

B. Suggestion

After conducting research and finding related conclusions, with The Efforts of Teachers in Improving Students' Memorizing Vocabulary in MAN Pinrang. So the compilers give some suggestions which can improve the quality of learning, especially in Madrasa.

1. Suggestions for Madrasa

The actual research results can be used as input and consideration for madrasa, so that they can show new policies in the world of education.

2. For Teachers

Teachers should be able to manage the learning process more creative again so that learning can take place well and fun, one of them is by using a learning model which is innovative and creative that can make students not bored with monotonous learning.

3. For Researchers

Other researchers hope that they can benefit from the results of this research and there may be a shortage and should be developed more further through other research with a research focus, research techniques that different, and a wider scope so that it has a better impact on increasing student competence.

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VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Research Instrument

In this research, the instrument that will be used to collect

NAMA MAHASISWA : SRY MARISSA

NIM : 16.1300.048

FAKULTAS/PRODI : TARBIYAH/PBI

JUDUL : THE EFFORTS OF TEACHERS IN IMPROVING STUDENTS'
MEMORIZING VOCABULARY IN MAN PINRANG

data are:

1. Interview



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VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Interview Guide for another English Teacher

Day/Date : _____
Time : _____
Place : _____
Teacher : _____
Researcher : _____

1. Bagaimana upaya upaya bapak/ibu dalam meningkatkan Vocabulary peserta didik?
2. Apakah peserta didik antusias mengikuti pembelajaran Vocabulary?
3. Apa hambatan dalam pengajaran Vocabulary?
4. Apa yang menyebabkan peserta didik mengalami kesulitan mengingat Vocabulary?
5. Bagaimana upaya bapak/ibu dalam mengatasi kesulitan mengingat Vocabulary peserta didik?
6. Bagaimana cara bapak/ibu menghadapi kesulitan peserta didik dalam mengingat Vocabulary?



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VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Interview Guide for students

Day/Date : _____
Time : _____
Place : _____
Students : _____
Researcher : _____

1. Apakah adek mengalami kesulitan dalam menghafal kosa kata baru?
2. Bagaimana peningkatan kosa kata adek setelah melakukan pembelajaran?
3. Seberapa banyak kosa kata yang harus anda hafalkan dalam sehari?
4. Apakah menurut adek guru telah memberikan metode menghafal kosa kata yang mudah bagi adek?
5. Apakah adek sudah bisa menuliskan sebuah kalimat atau sebuah paragraph dari kosa kata yang adek hafalkan?

Parepare, 14 April 2021

Mengetahui,-

Consultant

Drs. Amzah, M.Pd
NIP. 196805232000032005

Co-Consultant

Dra. Hj. Nanning, M.Pd
NIP. 196713100311011

Interview Guide for another English Teacher

Day/Date : Selasa 14 September 2021

Time : 12.39

Place : MAN PINRANG

Teacher : Nurlailah, S.Pd.,M.Pd.

Researcher : Sry Marissa

P : Assalamualaikum warahmatullahi wabarakatuh, eehhh pada kesempatan hari ini saya ingin mewawancarai Ibu terkait bagaimana upaya seorang guru dalam meningkatkan ee penghafalan *vocabulary* siswa di MAN Pinrang, key pertanyaan pertama bagaimana upaya-upayata bu dalam meningkatkan *vocabulary* peserta didik ?

GR : hehe jadi sebagai guru bahasa inggris saya dituntut harus lebih keratif dengan berbagai inovasi hmm salah satu alternatif yang saya terapkan ee pada setiap siswa saya, saya akan memberikan mereka nama panggilan yang berbeda-beda misalkan siswa A saya berikan nama eee panggilan solve jadi nanti akan mereka itu akan mencari tahu nama mereka apa artinya eee dan mengingat nama-nama teman mereka jadi ketika berada di dalam kelas bahasa inggris, cmm si A akan memanggil si B dengan nama panggilan bahasa inggrisnya tidak boleh eee memanggil eee temannya dengan eee nama panggilan sehari-harinya.

P : Okey, Pertanyaan kedua apakah peserta didik antusias mengikuti pembelajaran *vocabulary*?

GR : ya dengan metode seperti itu saya melihat eee murid-murid saya lebih antusias untuk eee menghafalkan *vocabulary* dibandingkan dengan eee ketika saya menyuruh mereka eee menyetor hafalan *vocabulary* setiap minggu.

P : key, eee Pertanyaan ketiga apakah hambatan dalam pengajaran *vocabulary*?

GR : eee jadi hambatan dengan metode saya itu karena siswa saya cukup terbatas dalam satu ee kelas jadi ee otomatis untuk ee hafalan *vocabulary* mereka juga cukup terbatas dibandingkan ketika mereka menyetor hafalan tiap minggu.

P : key, selain itu apakah masih ada hambatan lain ee diluar dari metode yang ibu gunakan?

GR : eee kalau hambatan lain sih... mungkin karena siswa-siswanya masih kurang tertarik yah sama bahasa inggris mereka lebih cenderung, ee daya minatnya ke bidang

bahasa inggris itu masih kurang mereka lebih cinta dengan ee kaya negara-negara yang seperti drama korea dan juga bahasa ibu mereka yang masih membudaya, jadi mereka cenderung menggunakan bahasa-bahasa diluar bahasa inggris .

- P:** key, pertanyaan ke-empat apa yang menyebabkan peserta didik mengalami kesulitan mengingat *vocabulary*?
- GR :** eee untuk mengingat *vocabulary* sebenarnya ee menurut saya mungkin kurangnya kesadaran mereka yah karena ee *vocabulary-vocabulary* yang biasa digunakan adalah *vocabulary* dasar, cuman karena ee kurangnya ee kesadaran mereka untuk terus menghafal dan menghafal dan memperbanyak *vocabulary* jadi yah mungkin itu saja kendalanya.
- P:** Pertanyaan kelima, bagaimana upaya ibu dalam mengatasi kesulitan mengingat *vocabulary* pada peserta didik?
- GR :** yah itu tadi, jadi ee untuk menumbuhkan kesadaran mereka yah otomatis saya harus cari alternatif lain baik itu metode, media maupun strategi lain tadi itu salah satu metode yang saya gunakan ee untuk ee menarik minat mereka jadi mereka dalam kesehariannya lebih sering menyebutkan jadi mereka juga lebih sering mengingat. Selain itu saya sering menyelipkan games dalam pembelajaran agar mereka tidak bosan
- P:** Okey, *the last question* bagaimana carata bu menghadapi kesulitan peserta didik dalam mengingat *vocabulary*? misalnya siswa anda sulit, ee yang terjadi dalam kelas ibu berhadapan dengan siswa yang sangat sulit mengingat *vocabulary* bagaimana caranya bu untuk menghadapi siswa yang seperti itu?
- GR :** Jadi ketika saya menghadapi ee siswa seperti itu ee sebelum kelas dimulai kan sudah ada kesepakatan yah bahwa ee menghafal nama teman itu ee *vocabulary* yang sebagai nama teman itu sudah kewajiban jadi ketika mereka tidak menghafal mereka mendapatkan sanksi. Jadi sanksi yang diberikan itu merupakan ee menulis ee misalkan di akan menceritakan pengalaman, pengalamannya dalam bahasa inggris jadi ketika mereka melanggar ee ada sanksi tambahan yang dapat ee memacu mereka ee untuk eee ss eee menghafal lebih banyak kosa kata menggunakan lebih banyak kosa kata bahasa inggris walaupun dengan ee membaca dari kamus atau mencari google-google translate setidaknya ee ada ilmu tambahan yang dapat mereka serap.
- P:** Oo iya, okey terima kasih atas waktunya bu, mungkin cukup sekian untuk ee pertanyaan-pertanyaan mengenai *vocabulary*.

Interview Guide for another English Teacher

Day/Date : Kamis 16 September 2021

Time : 10.51

Place : MAN PINRANG

Teacher : Fitri, S.Pdi

Researcher : Sry Marissa

P : Assalamualaikum warahmatullahi wabarakatuh bu, ehhh perkenalkan saya Marissa dari universitas IAIN Pare-pare. Tabe bu hari ini saya ingin mewawancarai ibu terkait bagaimana upaya seorang guru dalam meningkatkan mm penghafalan *vocabulary* siswa di MAN Pinrang, pertanyaannya yaitu upaya-upaya apa yang ibu lakukan untuk meningkatkan kosa kata bahasa inggris peserta didik di MAN Pinrang?

GR : iya terimah kasih atas pertanyaannya, jadi... dalam melakukan pembelajaran di kelas secara offline maupun secara online di masa pandemi seperti sekarang ini, ee saya melakukan dua pendekatan. Yang pertama pendekatan dengan mengirimkan daftar kata serta artinya agar dihafalkan oleh siswa. Yang kedua saya melakukan pendekatan secara konseptual melalui variasi-variasi media, strategi, metode

P: OO iye bu, emm apakah peserta didik antusias ketika mengikuti pembelajaran *vocabulary* dengan cara tersebut?

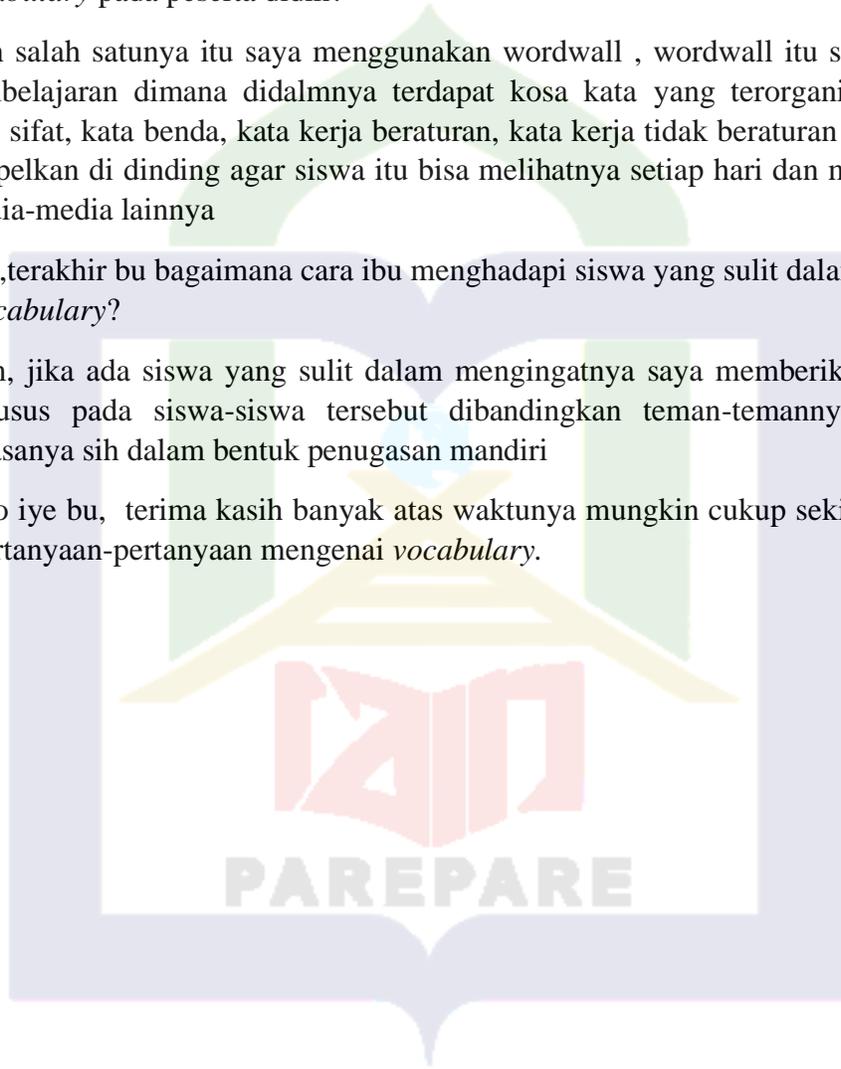
GR : Ya, namun ketertarikan mereka memang lebih kelihatan ketika saya menerapkan pendekatan konseptual dengan menggunakan media-media yang bervariasi tiap pertemuan dibandingkan ketika saya hanya memberikan daftar kosa kata lalu menyuruh mereka menghafalkannya.

P: okey pertanyaan selanjutnya bu, ketika ibu menerapkan pendekatan tersebut apakah hambatan atau kendala yang ibu temui dalam pengajaran *vocabulary*?

GR : tentu saja, pendekatan konseptual memerlukan kreativitas dan ide-ide yang menarik serta penggunaan media yang banyak dan variatif, sehingga dalam pelaksanaannya memerlukan teknik-teknik tertentu dan waktu yang cukup lama untuk menyampaikannya

P: kira-kira bu,apa yang menjadi penyebab siswata mengalami kesulitan mengingat *vocabulary*?

- GR :** ummm agar vocabulary dapat tinggal lama di ingatan mereka memang harus banyak pengulangan baik secara lisan, audio maupun tulisan , namun kendala terbesar adalah kurangnya kesadaran siswa bahwa vocabulary itu sangat penting dalam pembelajaran bahasa inggris
- P:** Pertanyaan kelima, bagaimana upaya ta bu dalam mengatasi kesulitan mengingat *vocabulary* pada peserta didik?
- GR :** iyah salah satunya itu saya menggunakan wordwall , wordwall itu sebuah media pembelajaran dimana didalmnya terdapat kosa kata yang terorganisir misalnya kata sifat, kata benda, kata kerja beraturan, kata kerja tidak beraturan kemudian di tempelkan di dinding agar siswa itu bisa melihatnya setiap hari dan masih banyak media-media lainnya
- P:** Okey,terakhir bu bagaimana cara ibu menghadapi siswa yang sulit dalam mengingat *vocabulary*?
- GR :** hmm, jika ada siswa yang sulit dalam mengingatnya saya memberikan treatment khusus pada siswa-siswa tersebut dibandingkan teman-temannya yang lain biasanya sih dalam bentuk penugasan mandiri
- P:** Oo iye bu, terima kasih banyak atas waktunya mungkin cukup sekian untuk ee pertanyaan-pertanyaan mengenai *vocabulary*.



Interview Guide for another English Teacher

Day/Date : Senin 15 September 2021

Time : 10.30

Place : MAN PINRANG

Teacher : Dra. Nasirah

Researcher : Sry Marissa

P : Assalamualaikum warahmatullahi wabarakatuh, selamat pagi bu mohon maaf mengganggu waktunya bu, tabe bu saya Marissa mahasiswa IAIN Pare-pare mau melakukan wawancara mengenai pembelajaran bahasa inggris di sekolah ibu MAN Pinrang. Untuk mengefisienkan waktu bu langsung saja, pertanyaan pertama bagaimana upaya yang telah ibu lakukan dalam meningkatkan ee penghafalan *vocabulary* siswa di MAN Pinrang ?

GR : iya nak, saya itu kalau mengajar umumnya menggunakan metode diskusi, dimana... dalam diskusi saya bagi rata siswa dengan kemampuan di atas rata-rata dan akan bergabung nantinya ee dengan siswa yang memiliki kemampuan di bawah. Supaya apa ? supaya mereka dapat saling sharing dan mengimbangi.

P: oo iye bu, pertanyaan kedua apakah peserta didik antusias mengikuti pembelajaran *vocabulary* yang ibu bawakan?

GR : yah sangat antusias apalagi kalau saya melemparkan suatu topik yang lagi panas-panasnya di media sosial nanti tiap kelompok memaparkan argumennya masing-masing dan terjadi perbedaan pendapat di stulah hebohnya itu mereka berdebat.

P: key, eee apakah hambatan yang ibu dapat saat melakukan pengajaran *vocabulary*?

GR : hmm hambatan-hambatan yah, biasanya anak-anak yang kemampuan bahasa inggrisnya rendah lebih banyak ii diam, lihat temannya berdebat itu biasa paling sering terjadi.

P: key, pertanyaan ke-empat apa yang menyebabkan peserta didik mengalami kesulitan mengingat *vocabulary*?

GR : hmm ini karena kurang sekali... itu kesadarannya siswa belajar di rumah, ulang-ulangi pembelajaran yg sudah di berikan, nah dalam belajar *vocabulary* pengulangan itu sangatlah penting untuk melatih ingatan jangka panjangnya mereka itu.....

- P:** Pertanyaan kelima, bagaimana upaya bu dalam mengatasi kesulitan mengingat *vocabulary* pada peserta didik?
- GR :** Yaa.... sebelum kelas dimulai saya memberitahukan di grup wa bahwa besok tema yg dibawakan tentang kasus narkoba misalnya jadi mereka harus mempersiapkan kata-kata yg terkait dengan narkoba dan saya menyuruh cari itu artinya serta golongan kata-kata itu.... eee kedalam kata benda, kata sifat, jadi ketika pertemuan secara offline ka tatap muka sementara atau online melalui zoom nda bingung-bingung lagi mereka pergi cari di kamus atau google dan bagi anggota kelompok yang tidak bicara tidak ada nilainya terpaksa mi hehehe mereka hafalki tapi ada jg yg tetap masa bodoh
- P:** hehehe iye bu,okey lanjut ke pertanyaan terakhir bu bagaimana cara ta menghadapi kesulitan peserta didik dalam mengingat *vocabulary*? misalnya siswa ibu sulit, ee yang terjadi dalam kelas ibu berhadapan dengan siswa yang sangat sulit mengingat *vocabulary* bagaimana carata untuk menghadapi siswa yang seperti itu?
- GR :** Jadi ketika saya menghadapi ee siswa seperti itu mmm biasanya saya suruh terus bawa kamus jadi setiap tidak tahu cari, catat, sebut miasalnya pertemuan pertama 5 tidak na tahu pertemuan kedua 10 jadi di pertemuan ketiga na ulang lagi itu 15 kosa kata yang tidak na tahu begitu seterusnya pada akhirnya nanti karena dia sering sebut, lihat dengar tersimpan sendiri di memorinya
- P:** okey terima kasih banyak ini atas waktu ta bu mungkin cukup sekian untuk ee pertanyaan-pertanyaan hari ini. Assalamualaikum bu
- GR:** Waalaikumsalam warahmatullahi wabarakatuh nak

Interview Guide for another English Teacher

Day/Date : Selasa 21 September 2021

Time : 09.00

Place : MAN PINRANG

Teacher : Ahsanul Khalikin, S.Pd.I.

Researcher : Sry Marissa

P : Assalamualaikum warahmatullahi wabarakatuh, selamat siang pak. Perkenalkan saya Marissa dari IAIN Pare-Pare mohon maaf sebelumnya pak saya mengganggu waktunya, tabe pak sehubungan dengan tugas akhir saya, saya ingin mengajukan beberapa pertanyaan terkait pembelajaran bahasa inggris di sekolah khususnya tentang vocabulary siswa? langsung saja, bagaimana upaya-upaya bapak dalam meningkatkan vocabulary siswa yang bapak ajarkan?

GR : upaya-upaya yah, emm dalam mengajar hal-hal yang biasa saya lakukan agar anak-anak itu mudah mengetahui vocabulary-vocabulary yang banyak itu seperti menyusun strategi belajar mandiri karena begitu pentingnya vocabulary untuk menunjang pembejaran di kelas

P: Okey, Pertanyaan kedua apakah peserta didik antusias mengikuti pembelajaran *vocabulary*?

GR : sebagian besar antusias tapi ada juga tidak, karena hanya beberapa siswa yang memiliki inisiatif

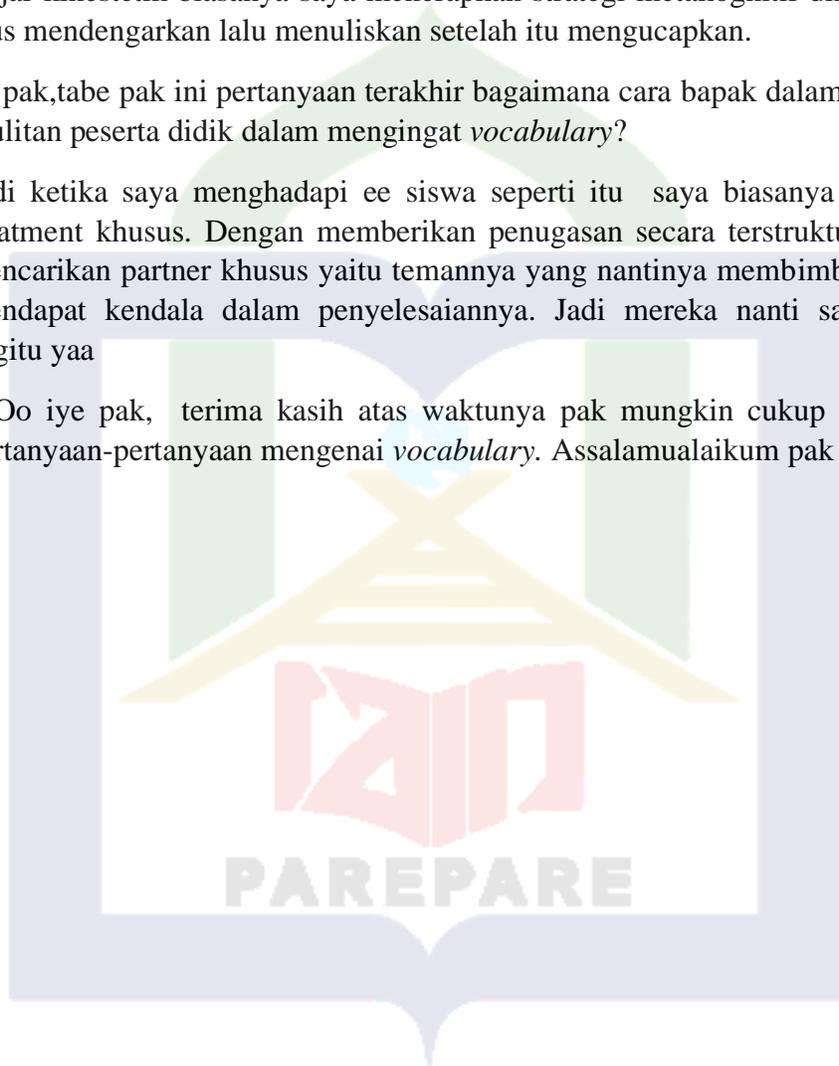
P: hambatan atau kendala-kendala seperti apa yang bapak temukan selama melakukan pengajaran *vocabulary*?

GR : hambatan-habatannya itu seperti yang saya katakan, inisiatif siswa masih sangat kurang ketika belajar secara mandiri mencari tahu melalui teks, lagu, maupun menghafal kosa kata kosa kata baru

P: key, pertanyaan selanjutnya apa yang menyebabkan peserta didik mengalami kesulitan mengingat *vocabulary* pak?

GR : eeemm untuk mengingat *vocabulary* sebenarnya menurut saya mungkin karena mereka jarang mendengarkan atau mendapatkan hal-hal baru tentang bahasa inggris apalagi bahasa hari-hari mereka itu bahasa bugis jadi belum terbiasa dengan kosa kata-kosa kata bahasa inggris

- P:** Pertanyaan kelima, bagaimana upaya yang bapak lakukan dalam mengatasi kesulitan mengingat *vocabulary* pada peserta didik?
- GR :** jadi yang saya lakukan biasanya menerapkan berbagai strategi, tapi sebelumnya emm saya mengamati gaya belajar siswa tersebut, kalau mereka memiliki gaya belajar membaca maka biasanya saya menerapkan strategi determinasi kalau gaya belajar kinestetik biasanya saya menerapkan strategi metakognitif dimana mereka harus mendengarkan lalu menuliskan setelah itu mengucapkan.
- P:** Oo iya pak,tabe pak ini pertanyaan terakhir bagaimana cara bapak dalam menghadapi kesulitan peserta didik dalam mengingat *vocabulary*?
- GR :** Jadi ketika saya menghadapi ee siswa seperti itu saya biasanya memberikan treatment khusus. Dengan memberikan penugasan secara terstruktur mmm dan mencarikan partner khusus yaitu temannya yang nantinya membimbing ketika ia mendapat kendala dalam penyelesaiannya. Jadi mereka nanti saling sharing begitu yaa
- P:** Oo iye pak, terima kasih atas waktunya pak mungkin cukup sekian untuk pertanyaan-pertanyaan mengenai *vocabulary*. Assalamualaikum pak



Interview Guide for another English Teacher

Day/Date : 27 September 2021

Time : 12.30

Place : MAN PINRANG

Teacher : Fitriyani Alwi, S.Pd.

Researcher : Sry Marissa

P : Assalamualaikum warahmatullahi wabarakatuh,

GR: Waalaikumsalam warahmatullahi wabarakatuh

P: mohon maaf sebelumnya bu saya Marissa mahasiswa dari IAIN Pare-Pare, ee mau melakukan wawancara bu terkait pembelajaran bahasa inggris di MAN Pinrang. Tabe bu untuk mempersingkat waktu langsung saja di' bu. Pertanyaan pertama bagaimana upaya yang ibu lakukan untuk meningkatkan vocabulary siswa ?

GR : terima kasih atas pertanyannya dek, emm jadi upaya yang biasanya saya lakukan itu melakukan games di awal pembelajaran sekitar 15-20 menit. Nama gamesnya itu scrambel. Setelah itu baru masuk materi pokok, mengapa demikian karena penguasaan kosa kata ini sangat penting ananda, pembelajaran di kelas itu dapat berjalan lancar kalau siswa penguasaan kosa katanya bagus

P: Apakah peserta didik antusias ketika dilaksanakan pembelajaran seperti itu bu ?

GR : Yaa sangat antusias... apalagi kalau vocabulary yg mereka susun berkaitan dengan pembelajarannya nanti, jadi mereka langsung ingat itu

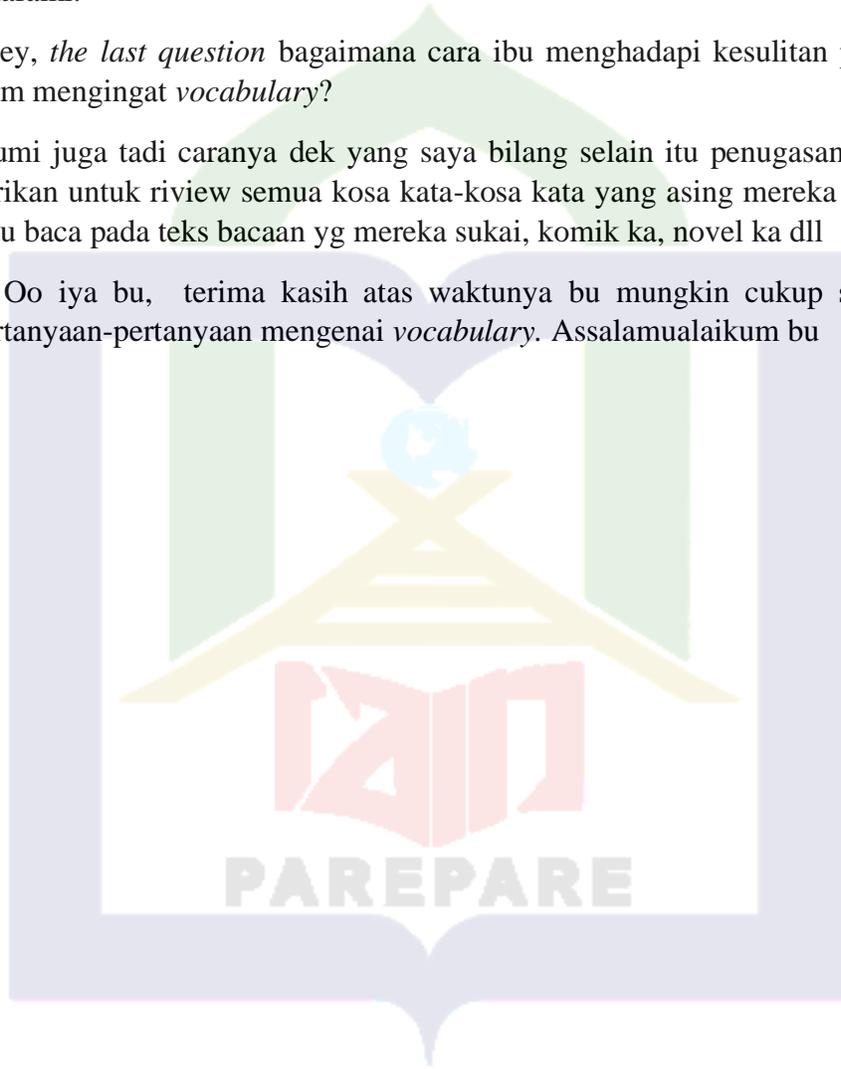
P: iye bu, hambatan seperti apa yang biasa kita dapat bu saat mengajar *vocabulary*?

GR : eeemm hambatan-hambatan di kelas yang sering terjadi itu ada beberapa siswa yang kurang berani dalam menyebutkan kata-kata tersebut karena takut pengucapannya salah, dan ada beberapa siswa yang ribut dan kurang tertib saat permainan sedang berlangsung.

P: key, pertanyaan ke-empat apa yang menyebabkan peserta didik mengalami kesulitan mengingat *vocabulary* bu?

GR : eeemm kesulitannya itu kebanyakan karena rasa malas, jadi kesulitannya itu dominan berasal dari pribadi siswa itu sendiri, makanya terkadang ibu melakukan ice breaking kalau mereka kelihatan mengantuk lagi

- P:** oo iye bu, jadi bagaimana upaya ta bu dalam mengatasi kesulitan mengingat *vocabulary* pada siswa?
- GR :** biasanya siswa-siswa yang pemalas itu, saya khususkan menyuruh hafal 10 kosa kata setiap pembelajaran di mulai dengan artinya, kalau tidak hafal mereka berdiri terus di bangkunya sambil berjalan pembelajaran nanda nanti bisa duduk kalau sdh na hafalki.
- P:** Okey, *the last question* bagaimana cara ibu menghadapi kesulitan peserta didik dalam mengingat *vocabulary*?
- GR :** itumi juga tadi caranya dek yang saya bilang selain itu penugasan madiri saya berikan untuk riview semua kosa kata-kosa kata yang asing mereka lihat, dengar atau baca pada teks bacaan yg mereka sukai, komik ka, novel ka dll
- P:** Oo iya bu, terima kasih atas waktunya bu mungkin cukup sekian untuk pertanyaan-pertanyaan mengenai *vocabulary*. Assalamualaikum bu



Interview Guide for another students

Day/Date : 20 September 2021

Time : 09.30

Place : MAN PINRANG

Student : Bintang M.Yasin

Researcher : Sry Marissa

- P :** Assalamualaikum warahmatullahi wabarakatuh, jadi kali ini ee kakak ingin tanya beberapa pertanyaan terkait tentang pembelajaran kita mengenai *vocabulary* ? Pertanyaan pertama apakah adek mengalami kesulitan dalam menghafal kosa kata baru?
- B :** mmm iya kak cukup sulit kadang dalam pembelajaran bahasa inggris ada bahasa-bahasa yang mirip-mirip, susah pengucapannya, susah juga penyebutannya susah juga menghafalannya.
- P:** Okey, Pertanyaan kedua bagaimana peningkatan kosa katata dek setelah melakukan pembelajaran?
- B :** eee setelah belajar bahasa inggris lumayan banyak saya tahu kak karena sebelumnya kan misalkan nda saya tahu apa bahasa inggrisnya ee berlari tapi setelah belajar bahasa inggris kaya banyak di buku-buku bacaan, salah satunya komik yang di bagikan ibu oww jadi saya tahu banyak kosa kata baru karena tertarik dengan jalan ceritanya seperti bahasa inggrisnya berlari itu *run*.
- P:** key, yang ketiga seberapa banyak kosa kata yang harus adek hafalkan dalam sehari?
- B:** kalau sehari itu ada patokannya kak, yang diajarkan ibu guru dikelas itu harus menghafal nama teman kelas kak jadi dalam satu minggu itu paling tidak bisa saya hafal ee sepuluh 10 namanya temanku dalam bahasa inggris jadi dalam satu bulan yah kira-kira bisaka hafal satu kelas kak
- P:** | Pertanyaan selanjutnya apakah menurut adek gurunya telah memberikan metode menghafal kosa kata yang mudah bagi adek?
- B:** Kalau menurutku menarik sahh metodenya kak, daripada harus saya hafal ii ta'satu-satu kak setiap minggu karena kaya terbebani sedding kalau kuhafal ii ta'satu-satu kak baru tidak selalu ii di sebut jadi kalau kuhafal satu-satu kuingat hari itu tapi terus kulupa ii bulan depan atau tahun depan.

- P:** key, pertanyaan terakhir apakah adek sudah bisa menuliskan sebuah kalimat atau sebuah paragraf dari kosa kata yang adek hafalkan?
- B:** eee iye karena saya pernah dapat hukuman kak dan hukumannya itu yang di kasi ki harus menulis, ee menulis kaya karangan jadi saya sudah bisa kak tapi harus membuka buka kamus
- P:** Oo iya terima kasih atas waktunya dek, jadi wawancaranya cukup sekian.



Interview Guide for another students

Day/Date : 20 September 2021

Time : 09.30

Place : MAN PINRANG

Student : Amelia Sarah

Researcher : Sry Marissa

- P :** Assalamualaikum warahmatullahi wabarakatuh, jadi kali ini ee kakak ingin tanya beberapa pertanyaan terkait tentang pembelajaran kita mengenai *vocabulary* ?
Pertanyaan pertama apakah adek mengalami kesulitan dalam menghafal kosa kata baru?
- AS :** eeemmm awalnya susah kak, tapi lama-lama mudah karena cara ibu guru ketika mengajar cukup menarik sehingga bahasa inggris jadi mudah untuk saya pelajari
- P:** Okey, Pertanyaan kedua bagaimana peningkatan kosa katata dek setelah melakukan pembelajaran?
- AS :** emm cukupji kak, peningkatan yang saya alami eee terutama eee ibu guru itu menyarankan untuk eee lebih menghafal *vocabulary* yang berhubungan dengan kata kerja dulu supaya eee lebih mudah nantinya susun kalimat kalimat misalnya pakai rumus-rumus tenses
- P:** key, yang ketiga seberapa banyak kosa kata yang harus adek hafalkan dalam sehari?
- AS :** ee dalam sehari itu karena jumlah teman kelasku kak 30 orang jadi eee di suruhki ibu guru itu hafal ii juga 30 namanya itu teman kelasku jadi sekitar 30 kak yang saya hafal dan saya ulang-ulangi setiap pertemuan bahasa inggris
- P:** | Pertanyaan selanjutnya apakah menurut adek gurunya telah memberikan metode menghafal kosa kata yang mudah bagi adek?
- AS :** ee kalau menurut saya cukup, cukup mudah untuk dipahami kak apalagi dikasiki julukan tiap-tiap orang kak jadi mudah ka ingat oo misalnya itu namanya temanku dirubah menjadi fight kenapa di kasi nama fight karena suka berkelahi jadi ku ingat ii fight itu adalah berkelahi misalnya itu namanya cute kenapa di kasi nama cute oo karena manis ii hehe cantik ii orangnya kak jadi oo mudah ka ingatki itu cute karena manis ii mukanya jadi lebih menarik dalam pembelajaran kak hahahha

- P:** key, pertanyaan terakhir apakah adek sudah bisa menuliskan sebuah kalimat atau sebuah paragraf dari kosa kata yang adek hafalkan?
- AS :** ee insyaallah bisa kak, karena kan yang disuruhkan ibu guru toh ee utamakan hafal kata kerja dan kalau dalam membuat sebuah kalimat itu menggunakan rumus-rumus tenses yang lebih banyak itu kata-kata kerja jadi lebih mudah ka bisa menuliskan sebuah kalimat atau paragraf
- P:** Oo iya terima kasih atas waktunya dek, jadi wawancaranya cukup sekian.



Interview Guide for another students

Day/Date : 20 September 2021
 Time : 09.30
 Place : MAN PINRANG
 Student : Adindah Tri Pramurista
 Researcher : Sry Marissa

- P:** Assalamualaikum warahmatullahi wabarakatuh, jadi kali ini ee kakak ingin tanya beberapa pertanyaan terkait tentang pembelajaran kita mengenai *vocabulary* ? Pertanyaan pertama apakah adek mengalami kesulitan dalam menghafal kosa kata baru?
- A :** walaikum salam kak, eee sejujurnya sih iya karena... karena kan dasarnya cuma bahasa indonesia dan bahasa daerah jadi pas belajar bahasa baru kurang mengerti dan paham
- P:** Okey, Pertanyaan kedua bagaimana peningkatan kosa katata dek setelah melakukan pembelajaran?
- A :** ee peningkatannya tidak signifikan sih cuman setidaknya 3-4 lah bertambah kosa kata baru tiap selesai pembelajaran
- P:** key, yang ketiga seberapa banyak kosa kata yang harus adek hafalkan dalam sehari?
- A :** ee tidak menentu sih cuman setidaknya lebih sepuluh lah
- P:** Pertanyaan selanjutnya apakah menurut adek gurunya telah memberikan metode menghafal kosa kata yang mudah bagi adek?
- A :** Eee sejujurnya saya merasa tidak, karena menurutku gurunya terlalu kaku saat mengajar dan menurut saya hmm pelajaran yang disampaikan tidak terlalu saya resapi atau saya tahu
- P:** key, pertanyaan terakhir apakah adek sudah bisa menuliskan sebuah kalimat atau paragraf dari kosa kata yang adek hafalkan?
- A :** ya tentu saja! hmm contohnya “ *I am handsome and my teacher is very beautiful*”
- P:** Oo iya terima kasih atas waktunya dek, jadi wawancaranya cukup sekian.

Interview Guide for another students

Day/Date : 20 September 2021

Time : 12.50

Place : MAN PINRANG

Student : Nurwinda

Researcher : Sry Marissa

P : Assalamualaikum dek. Perkenalkan dek ee saya mahasiswi dari IAIN Pare-Pare saya ingin mewawancarai adek terkait dengan pembelajaran bahasa inggrisnya di sekolah, langsung saja yah dek pertanyaan pertama ee apakah adek mengalami kesulitan ketika menghafal kosa kata baru dalam bahasa inggris?

N: Waalaikumsalam kak, iya kak

P: Nah, dalam pembelajaran apakah banyak kosa kata baru yang adek temukan?

N: iya kak sangat banyak

P: apakah terdapat masalah ketika menghafal kosa kata baru tersebut?

N: emm iya kak, kendalanya terutama saat mengingat pengucapannya eee karena kosa kata yang tertulis emm sangat beda dengan pengucapan atau artikulasinya. Saya juga terkadang bingung dengan kosa kata yang memiliki banyak arti kak misalnya kata right biasanya artinya itu kanan ternyata setelah mengerjakan tugas artikel dari ibu guru kata right berarti benar.

P: mmm okey selanjutnya apakah terdapat peningkatan kosa kata adek setelah melakukan pembelajaran?

N: peningkatan yang saya rasakan ee sangat tinggi kak, terutama kata kerja, karena ibu selalu menyarankan untuk memperdalam pengetahuan mengenai kata kerja agar pembuatan kalimat dan speaking bisa menjadi mudah

P: berapa banyak kosa kata yang dapat adek hafalkan dalam sehari?

N: ee sehari saya menargetkan 10 kosa kata kak emm dan saya mereview nya setiap hari karena saya sangat suka belajar bahasa inggris

- P:** apakah metode yang diberikan gurunya di dalam kelas memudahkan adek untuk menghafal kosa kata tersebut?
- N:** metode yang diajarkan ibu guru di kelas sangat menarik dan variatif sdisertai games-games jadi pembelajaran di kelas tidak membosankan dan sangat mudah untuk dipahami
- P:** pertanyaan terakhir apakah adek sdh bisa membuat sebuah kalimat atau paragraf dari kosa kata yang adek hafalkan?
- N:** iya sudah bisa kak saya juga bisa melakukan percakapan dari kosa kata yang sudah saya hafalkan
- P:** Okey sekian dari saya, Terima kasih banyak atas waktunya dek



Interview Guide for another students

Day/Date : 20 September 2021

Time : 12.50

Place : MAN PINRANG

Student : Kiki Cantika

Researcher : Sry Marissa

P: Assalamualaikum dek. Perkenalkan dek ee saya mahasiswi dari IAIN Pare-Pare saya ingin mewawancarai adek terkait dengan pembelajaran bahasa inggrisnya di sekolah, langsung saja yah dek pertanyaan pertama ee apakah adek mengalami kesulitan ketika menghafal kosa kata baru dalam bahasa inggris?

KC: iya kak kalau ee kalau kita belajar tentang kosa kata baru iya agak sulit kak karena dalam proses pembelajaran agak rumitlah kak, apalagi dari kelas satu sampai kelas tiga SMA masih kurang sekali kosa kata bahasa inggris yang saya tahu, apalagi disetiap harinya itu jadwal bahasa inggris cuman satu kali per minggu lain lagi belajar pembelajaran lain seperti matematika, bahasa indonesia makanya agak kurang produktif ka kak

P: Nah, dalam pembelajaran apakah banyak kosa kata baru yang adek temukan?

KC: setelah melakukan pembelajaran yah begitu kak masih kurang efektif karena itu tadi saya bilang kak, karena dalam seminggunya cuma satu kali pembelajaran terkait dengan bahasa inggris makanya kurang efektif pembelajarannya kak apalagi saya juga tidak les, bantu orang tua di rumah juga membersihkan lain lagi fokus di hobinya saya suka bermain bulu tangkis.

P: Pertanyaan selanjutnya ee seberapa banyak kosa kata yang harus adek hafalkan dalam sehari?

KC: yah tergantunglah kak, kalau kita diberikan tugas sama ibu guru, yah cmcm biasanya kita dalam sehari untuk menghafalkan kosa kata dalam sehari itu biasanya kita d suruh guru menghafalkan 20 sampai 50 kosa kata, minimal 20 maksimal 50 dan setelah itu kita akan diberikan nilai yg bagus untuk kita sendiri kalau dituntaskan apa yang diberikan ibu guru.

- P:** mmm pertanyaan selanjutnya apakah menurut adek, gurunya itu telah memberikan metode menghafal kosa kata yang mudah bagi adek?
- KC:** yah emm tidak menentu kak karena disetiap bulan atau setiap hari biasanya kita menghafal tahap demi tahap jadi pada awalnya mudah terus kemudian selanjutnya agak sulit dan bisa jadi selanjutnya lagi masih mudah sudah itu sulit lagi tergantung dari pribadinya kami juga kak kalau tidak malas pasti akan lancar dan banyak kosa kata yg dihafalkan tapi kalau lagi produktif bisa jadi sampai maksimal 50 kosa kata yang saya hafal
- P:** oo berarti metode disuruh menghafal di rumah sampai maksimal 50 kosa kata masih kurang efektif yah?
- KC:** sebenarnya ibu guru sudah memberikan tugas PR untuk menghafal di rumah sudah ditekankan sama kita semua, tapi ada beberapa teman-teman bahkan saya sendiri juga memang masih kurang efektif untuk belajar di rumah kak karena kalau di rumah saya bantu orang tua terus kemudian saya punya hobi juga. Tapi yah walaupun begitu kak dari 20-50 kosa kata yang diberikan ibu guru sama saya untuk dihafal alhamdulillah sampai sekarang saya tidak pernah menghafal kosa kata di bawah dari 20
- P:** pertanyaan terakhir apakah adek sdh bisa menuliskan sebuah kalimat atau sebuah paragraf dari kosa kata yang adek hafalkan ?
- KC:** Iya kalau ditulis sebuah kalimat atau paragraf sudah bisa kak karena kalau kosa katanya sudah ada di pikiran mudah mi di susun kak
- P :** Okey itulah tadi pertanyaan-pertanyaanya jadi wawancaranya sudah selesai, terima kasih atas waktunya dek
- KC:** iye sama-sama kak

Interview Guide for another students

Day/Date : 27 September 2021

Time : 10.30

Place : MAN PINRANG

Student : Rahma Sanda

Researcher : Sry Marissa

P : Assalamualaikum Warahmatullahi Wabarakatu dek, dan selamat pagi, jadi perkenalkan nama kakak adalah Marissa dari IAIN Pare-Pare hari ini kakak akan melakukan wawancara terkait bagaimana pembelajaran bahasa inggrisnya di sekolah? Okey mm untuk mengefesienkan waktu langsung saja pertanyaan pertama apakah adek mengalami kesulitan ketika belajar bahasa inggris?

RS: Waalaikumsalam kak, iye kak eee saya rasa selama pembelajaran di sekolah saya lebih mudah mengetahui dan memahami kosa kata- kosa kata baru yang telah diberikan

P: Terus bagaimana peningkatan kosa kata yang adek rasakan setelah melakukan pembelajaran di sekolah?

RS: Sangat banyak kosa kata baru yang saya tahu kak apalagi sebelum pembelajaran ada topik yang diberikan sehingga harus ki kuasaii vocab -vocab tentang topik itu kak.

P: seberapa kosa kata yang dapat adek hafalkan dalam sehari?

RS: untuk kosa katanya kak biasanya kuhafal mmm 5-10 perhari tapi kalau ada topik diberikan biasa sekitar 50 an ku hafal sebelum mulai pembelajaran besoknya

P: mmm okey selanjutnya apakah menurut adek gurunya sudah memberikan metode menghafal kosa kata yang mudah bagi adek?

RS: Iye kak menurut saya metode yang dikasi itu menyenangkan membuat saya selalu termotivasi mencari dan mengetahui kata-kata sesuai topik diskusi besoknya dan ibu guru selalu menyelinginya dengan games-games jadi menyenangkan.

P: terakhir dek apakah adek sudah bisa menuliskan sebuah kalimat atau sebuah paragraph dari kosa kata yang adek hafalkan?

RS: Untuk saat ini hanya beberapa kalimat kak karena saya belum menguasai seutuhnya tensis walaupun tidak banyak tetapi saya sudah bisa paham maknanya ketika diberikan teks bacaan

P: Okey dek Terima kasih atas waktunya dek, assalamualaikum dek



Interview Guide for another students

Day/Date : 27 September 2021
 Time : 10.30
 Place : MAN PINRANG
 Student : Syifa Nursabila Syain
 Researcher : Sry Marissa

- P :** Assalamualaikum Warahmatullahi Wabarakatu dek, dan selamat pagi, jadi perkenalkan nama kakak adalah Marissa dari IAIN Pare-Pare hari ini kakak akan melakukan wawancara terkait bagaimana pembelajaran bahasa inggrisnya di sekolah? Okey mm untuk mengefesienkan waktu langsung saja pertanyaan pertama apakah adek mengalami kesulitan ketika belajar bahasa inggris?
- S:** Waalaikumsalam kak, iya kak eeee, awalnya susah sekaligus yang namanya bahasa inggris pas kelas x, di kelas xi saya ketemu dengan ibu guru baru emm ku suka sekarang belajar bahasa inggris.
- P:** Terus bagaimana peningkatan kosa kata yang adek rasakan setelah melakukan pembelajaran di sekolah?
- S:** hmm sangat meningkat sekali kak, dulu 5 saja susah sekali ka hafal ii sekarang sebentar sekali kalau 5 kata kak
- P:** seberapa kosa kata yang dapat adek hafalkan dalam sehari?
- S:** emm kira-kira 30 an paling banyak kak
- P:** mmm okey selanjutnya apakah menurut adek ibu guru sudah memberikan metode menghafal kosa kata yang mudah bagi adek?
- S:** Iye kak caranya ibu guru mengajar sangat ku suka itumi muda ka mengerti kak karena nah berikanki topik tertentu yang harus di pelajari untuk besok jadi ku cari memang mi vocab nya kak tentang topik itu, semakin banyak ku hafal semakin lancarka besok keluarkan ki jadi kaya mudah sekali mi kalau banyak ku kuasai.
- P:** terakhir dek apakah adek sudah bisa menuliskan sebuah kalimat atau sebuah paragraph dari kosa kata yang adek hafalkan?

S: Iye kak sudah bisa, tapi belum semua tenses ku kuasai tapi kalau menyusun kalimat atau paragraf pakai tenses yang gampang-gampang ji rumusnya sdh bisa

P: oke dek terima kasih atas waktunya dek. Assalamualaikum dek

Interview Guide for another students

Day/Date : 04 Oktober 2021

Time : 10.45

Place : MAN PINRANG

Student : Rifky Ardiansyah

Researcher : Sry Marissa

P : Assalamualaikum warahmatullahi wabarakatu dek, hari ini kakak ingin melakukan wawancara dengan adek terkait bagaimana pembelajaran bahasa inggrisnya di sekolah. Sudah siap?

RA: Waalaikumsalam kak, iya sudah siap kak

P: okey langsung saja yah dek, apakah adek biasa mengalami kesulitan saat menghafal kosa kata baru ?

RA: hehehe iye kak, sulit

P: kesulitan-kesulitan seperti apa yang biasanya adek temui?

RA: emm karena banyak sekali kata kak nda ku tau juga artikan kalau dalam kalimat ii kak, karena beda-beda maknanya

P: mmm okey selanjutnya bagaimana peningkatan kosa kata adek selama melakukan pembelajaran?

RA: emmm sangat sedikit meningkatnya kak hehehe

P: berapa banyak kosa kata yang dapat adek hafalkan dalam sehari?

RA: eee kalau bisa ku hafal tiap hari paling banyak 5 kak, tapi saya tidak bisa menghafal tiap hari kak, harinya belajar bahasa inggris baru ku hafalkan

P: apakah metode yang diberikan gurunya di dalam kelas memudahkan adek untuk menghafal kosa kata tersebut?

RA: nda kak, karena nda bisaka belajar sendiri na selalu di kasiki tugas mandiri vocab di hafal, ku hafal ji kak tapi minggu depan ku lupa lagi

P: pertanyaan terakhir apakah adek sdh bisa membuat sebuah kalimat atau paragraf dari kosa kata yang adek hafalkan?

RA: tidak bisa kak nda ku tau tenses kak

P: oo iye dek hehehe terima kasih nah atas waktunya dek. Assalamualaikum dek

Interview Guide for another students

Day/Date : 04 Oktober 2021

Time : 10.45

Place : MAN PINRANG

Student : Zurahman Jafar

Researcher : Sry Marissa

P : Assalamualaikum warahmatullahi wabarakatu dek, hari ini kakak ingin melakukan wawancara dengan adek terkait bagaimana pembelajaran bahasa inggrisnya di sekolah. Sudah siap? .

ZJ: Waalaikumsalam kak, iya kak hehe

P: okey langsung saja yah dek, apakah adek biasa mengalami kesulitan saat menghafal kosa kata baru ?

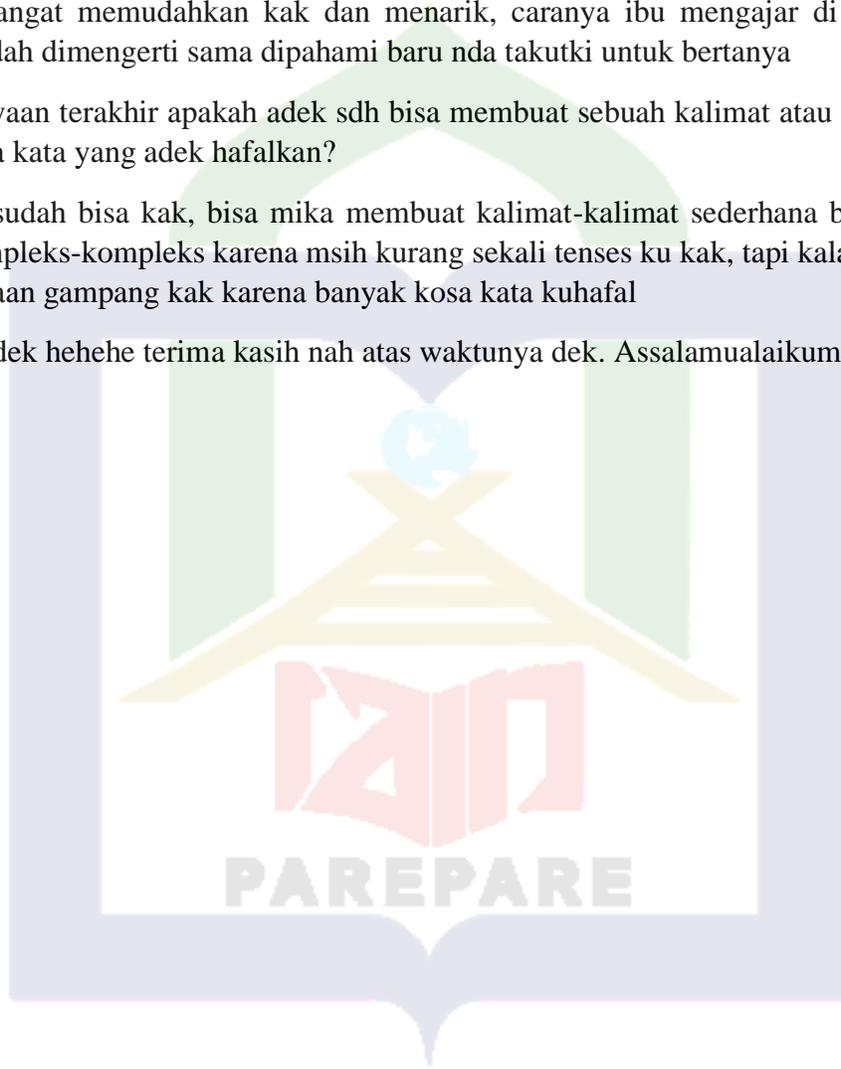
ZJ: iye kak, nda terlalu sulit kak, karena pembelajaran yang dibawakan ibu sangat menarik

P: mmm okey selanjutnya bagaimana peningkatan kosa kata adek selama melakukan pembelajaran?

ZJ: iye ada kak, peningkatan yang saya rasakan eemm sangat besar kak, setiap awal pembelajaran kita main games scramble dulu karena ini games jadi banyak kosa kata- kosa kata baru ku tahu.

P: berapa banyak kosa kata yang dapat adek hafalkan dalam sehari?

- ZJ :** kalau sehari-hari nda rutin ka hafal kosa kata kak, tapi rata-rata penambahan kosa kataku itu bisa sampai 50 kosa kata, semnejak itu juga ku suka dengar lagu-lagu bahasa inggris jadi lebih banyak ii
- P:** apakah metode yang diberikan gurunya di dalam kelas memudahkan adek untuk menghafal kosa kata tersebut?
- ZJ:** Iye sangat memudahkan kak dan menarik, caranya ibu mengajar di kelas bagus mudah dimengerti sama dipahami baru nda takutki untuk bertanya
- P:** pertanyaan terakhir apakah adek sdh bisa membuat sebuah kalimat atau paragraf dari kosa kata yang adek hafalkan?
- ZJ:** iya sudah bisa kak, bisa mika membuat kalimat-kalimat sederhana belumpi yang kompleks-kompleks karena msih kurang sekali tenses ku kak, tapi kalau memaknai bacaan gampang kak karena banyak kosa kata kuhafal
- P:** oo iye dek hehehe terima kasih nah atas waktunya dek. Assalamualaikum dek



Interview Guide for another students

Day/Date : 04 Oktober 2021
 Time : 12.00
 Place : MAN PINRANG
 Student : Muh. Fadil Aksan
 Researcher : Sry Marissa

- P :** Assalamualaikum dek, hari ini kakak akan melakukan wawancara terkait bagaimana pembelajaran bahasa inggris adek di sekoah. Untuk mempersingkat waktu langsung saja yah dek.
- FA:** Waalaikumsalam kak, iya kak
- P:** Saat menghafal kosa kata baru apakah adek memiliki kendala atau kesulitan?
- FA:** kadang-kadang kak
- P:** kesulitan-kesulitan apa yang biasa adek rasakan?
- FA:** emm banyak kak, misalnya kata-kata yang asing eee maksudku kak jarang ku temui di kehidupan sehari-hariku
- P:** mmm okey selanjutnya apakah terdapat peningkatan kosa kata adek setelah melakukan pembelajaran?
- FA:** iye, meningkat ji kak tetapi begitumi sedikit ji peningkatannya
- P:** berapa banyak kosa kata yang dapat adek hafalkan dalam sehari?
- FA:** biasanya kak, kalau menghafalka paling banyak mi itu 10 ku hafal tapi tidak setiap hari
- P:** apakah metode yang diberikan gurunya di dalam kelas memudahkan adek untuk menghafal kosa kata tersebut?
- FA:** iye, bagus caranya ibu mengajar, cuman kadang agak lambatka saya biasa susun katanya kalau sementara bermain orang kak karena sedikit ji kosa kata ku tahu kak
- P:** pertanyaan terakhir apakah adek sdh bisa membuat sebuah kalimat atau paragraf dari kosa kata yang adek hafalkan?

- FA:** iya sudah tapi yang dasar-dasar ji kak itupun biasa haruska cari di google translate kata-kata kerjanya karena nda ku hafal
- P:** oke dek terima kasih atas waktunya yah dek. AssalamualaikumWarahmatullahi Wabarakatuh



DOCUMENTATION

MAN PINRANG



Interview with another English Teacher

Nurlailah,S.Pd.,M.Pd



Fitri,S.Pdi



Ahsanul Khalikin,S.Pdi



Dra.Nasirah



Fitriyani Alwi,S.Pd

Interview with students





KETERANGAN WAWANCARA

Narasumber yang bertanda tangan di bawah ini:

Nama : Nurlailah, S.Pd.,M.Pd.
Alamat : Jln.Ahmad Yani
Pekerjaan : Pendidik Bahasa Inggris

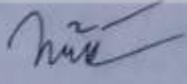
Dengan ini menyatakan:

Nama : Sry Marissa
NIM : 16.1300.048
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Bahwa telah mengadakan wawancara untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **"The Efforts of Teachers in Improving Students' Vocabulary in MAN Pinrang"**

Demikian surat ini saya berikan untuk dipergunakan sebagaimana semestinya.

Pinrang, 14 September 2021


Nurlailah, S.Pd.,M.Pd.

KETERANGAN WAWANCARA

Narasumber yang bertanda tangan di bawah ini:

Nama : Fitri,S.Pd.I
Alamat : Jampoe
Pekerjaan : Pendidik Bahasa Inggris

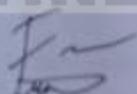
Dengan ini menyatakan:

Nama : Sry Marissa
NIM : 16.1300.048
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Bahwa telah mengadakan wawancara untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul "The Efforts of Teachers in Improving Students' Vocabulary in MAN Pinrang"

Demikian surat ini saya berikan untuk dipergunakan sebagaimana semestinya.

Pinrang, 16 September 2021


Fitri,S.Pd.I.

KETERANGAN WAWANCARA

Narasumber yang bertanda tangan di bawah ini:

Nama : Ahsanul Khalikin, S.Pd.I
Alamat : Paletang
Pekerjaan : Pendidik Bahasa Inggris

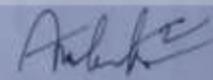
Dengan ini menyatakan:

Nama : Sry Marissa
NIM : 16.1300.048
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Bahwa telah mengadakan wawancara untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **"The Efforts of Teachers in Improving Students' Vocabulary in MAN Pinrang"**

Demikian surat ini saya berikan untuk dipergunakan sebagaimana semestinya.

Pinrang, 21 September 2021



Ahsanul Khalikin, S.Pd.I

KETERANGAN WAWANCARA

Narasumber yang bertanda tangan di bawah ini:

Nama : Dra. Nasirah
Alamat : Paletang
Pekerjaan : Pendidik Bahasa Inggris

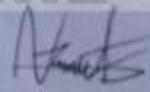
Dengan ini menyatakan:

Nama : Sry Marissa
NIM : 16.1300.048
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Bahwa telah mengadakan wawancara untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **The Efforts of Teachers in Improving Students' Vocabulary in MAN Pinrang**

Demikian surat ini saya berikan untuk dipergunakan sebagaimana semestinya.

Pinrang, 15 September 2021


Dra. Nasirah

KETERANGAN WAWANCARA

Narasumber yang bertanda tangan di bawah ini:

Nama : Fitriyani Alwi,S.Pd.
Alamat : Pinrang
Pekerjaan : Pendidik Bahasa Inggris

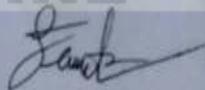
Dengan ini menyatakan:

Nama : Sry Marissa
NIM : 16.1300.048
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Bahwa telah mengadakan wawancara untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **"The Efforts of Teachers in Improving Students' Vocabulary in MAN Pinrang"**

Demikian surat ini saya berikan untuk dipergunakan sebagaimana semestinya.

Pinrang, 27 September 2021



Fitriyani Alwi,S.Pd

KETERANGAN WAWANCARA

Narasumber yang bertanda tangan di bawah ini:

Nama : Bintang M. Yasin
Kelas : X.Sosial 3
Alamat : Jln.Cempaka

Dengan ini menyatakan:

Nama : Sry Marissa
NIM : 16.1300.048
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Bahwa telah mengadakan wawancara untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **"The Efforts of Teachers in Improving Students' Vocabulary in MAN Pinrang"**

Pinrang, 20 September 2021



Bintang M. Yasin

KETERANGAN WAWANCARA

Narasumber yang bertanda tangan di bawah ini:

Nama : Amelia Sarah
Kelas : X.Sosial 3
Alamat : Paletcang

Dengan ini menyatakan:

Nama : Sry Marissa
NIM : 16.1300.048
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Bahwa telah mengadakan wawancara untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **"The Efforts of Teachers in Improving Students' Vocabulary in MAN Pinrang"**

Pinrang, 20 September 2021


Amelia Sarah

KETERANGAN WAWANCARA

Narasumber yang bertanda tangan di bawah ini

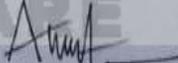
Nama : Adindah Tri Pramurista
Kelas : X.Sosial 3
Alamat : Sulili Barat

Dengan ini menyatakan:

Nama : Sry Marissa
NIM : 16.1300.048
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Bahwa telah mengadakan wawancara untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **"The Efforts of Teachers in Improving Students' Vocabulary in MAN Pinrang"**

Pinrang, 20 September 2021


Adindah Tri Pramurista

KETERANGAN WAWANCARA

Narasumber yang bertanda tangan di bawah ini:

Nama : Rahma Sanda
Kelas : XI MIPA 1
Alamat : Masolo

Dengan ini menyatakan:

Nama : Sry Marissa
NIM : 16.1300.048
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Bahwa telah mengadakan wawancara untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul "The Efforts of Teachers in Improving Students' Vocabulary in MAN Pinrang"

Pinrang, 27 September 2021


Rahma Sanda

KETERANGAN WAWANCARA

Narasumber yang bertanda tangan di bawah ini:

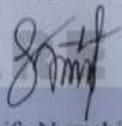
Nama : Syifa Nursabila Husein
Kelas : XI.MIPA.1
Alamat : Paleteang

Dengan ini menyatakan:

Nama : Sry Marissa
NIM : 16.1300.048
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Bahwa telah mengadakan wawancara untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **“The Efforts of Teachers in Improving Students’ Vocabulary in MAN Pinrang”**

Pinrang, 27 September 2021


Syifa Nursabila Husein

KETERANGAN WAWANCARA

Narasumber yang bertanda tangan di bawah ini:

Nama : Rifki Ardiansyah
Kelas : XI Agama 1
Alamat : Jln Kanda

Dengan ini menyatakan:

Nama : Sry Marissa
NIM : 16.1300.048
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Bahwa telah mengadakan wawancara untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul "The Efforts of Teachers in Improving Students' Vocabulary in MAN Pinrang"

Pinrang, 04 Oktober 2021



Rifki Ardiansyah

KETERANGAN WAWANCARA

Narasumber yang bertanda tangan di bawah ini

Nama : Zurahman Jafar
Kelas : XI Agama 1
Alamat : Jln. Teuku Umar

Dengan ini menyatakan:

Nama : Sry Marissa
NIM : 16.1300.048
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Bahwa telah mengadakan wawancara untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul "The Efforts of Teachers in Improving Students' Vocabulary in MAN Pinrang"

Pinrang, 04 Oktober 2021

PAREPARE

Zurahman Jafar

KETERANGAN WAWANCARA

Narasumber yang bertanda tangan di bawah ini:

Nama : Nurwinda
Kelas : XII MIPA 5
Alamat : Jln. Seroja

Dengan ini menyatakan:

Nama : Sry Marissa
NIM : 16.1300.048
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Bahwa telah mengadakan wawancara untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **"The Efforts of Teachers in Improving Students' Vocabulary in MAN Pinrang"**

Pinrang, 20 September 2021


Nurwinda

KETERANGAN WAWANCARA

Narasumber yang bertanda tangan di bawah ini:

Nama : Kiki Cantika
Kelas : XII.MIPA 5
Alamat : Jln Abdullah

Dengan ini menyatakan:

Nama : Sry Marissa
NIM : 16.1300.048
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Bahwa telah mengadakan wawancara untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **"The Efforts of Teachers in Improving Students' Vocabulary in MAN Pinrang"**

Pinrang, 20 September 2021


Kiki Cantika

KETERANGAN WAWANCARA

Narasumber yang bertanda tangan di bawah ini:

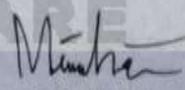
Nama : Muh.Fadil Aksan
Kelas : X.Agama 1
Alamat : Kampung Baru Ongkoe

Dengan ini menyatakan:

Nama : Sry Marissa
NIM : 16.1300.048
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Bahwa telah mengadakan wawancara untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **"The Efforts of Teachers in Improving Students' Vocabulary in MAN Pinrang"**

Pinrang, 04 Oktober 2021


Muh.Fadil Aksan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PINRANG
MADRASAH ALIYAH NEGERI PINRANG
Jalan Bulu Pakoro No. 429 Telp. 0411 921670 Pinrang 91213

SURAT KETERANGAN IZIN PENELITIAN
Nomor : B-722 /Ma.21.17.1/TL.03/09/2021

Berdasar Surat Pemerintah Kabupaten Pinrang Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Nomor: 503/0444/PENELITIAN/DPMPTSP/09/2021 tentang Rekomendasi Penelitian tanggal 31 Agustus 2021, Maka Kepala Madrasah Aliyah Negeri Pinrang menerangkan bahwa:

Nama : SRY MARISSA
Tempat / Tgl Lahir : Madimeng, 15 Mei 1998
Nim : 16.1300.048
Program Studi/Jurusan : Pendidikan Bahasa Inggris / Tarbiyah
Sasaran/Target Penelitian : Guru dan Siswa

Benar siap melaksanakan penelitian di Madrasah Aliyah Negeri Pinrang untuk penyelesaian Strata satu (S1) dengan judul skripsi " *THE EFFORTS OF TEACHER IN IMPROVING STUDENST MEMORIZING VOCABULARY IN MAN PINRANG*" yang dimulai tanggal 13 September 2021.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pinrang, 13 September 2021
Kepala,



Drs. Ansyar, MA
NIP.19660503 199203 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PINRANG
MADRASAH ALIYAH NEGERI PINRANG
Jalan Bulu Pakoro No. 429 Telp. 0411 921670 Pinrang 91213

SURAT KETERANGAN PENELITIAN

Nomor : B- 36/Ma.21.17.1/TL.03/10/2021

Berdasar Surat Pemerintah Kabupaten Pinrang Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Nomor: 503/0444/PENELITIAN/DPMTSP/09/2021 tentang Rekomendasi Penelitian tanggal 31 Agustus 2021, Maka Kepala Madrasah Aliyah Negeri Pinrang menerangkan bahwa:

Nama : SRY MARISSA
Tempat / Tgl Lahir : Madimeng, 15 Mei 1998
Nim : 16.1300.048
Program Studi/Jurusan : Pendidikan Bahasa Inggris / Tarbiyah
Sasaran/Target Penelitian : Guru dan Siswa

Benar telah melaksanakan penelitian di Madrasah Aliyah Negeri Pinrang untuk penyelesaian Strata satu (S1) dengan judul skripsi " *THE EFFORTS OF TEACHER IN IMPROVING STUDENST MEMORIZING VOCABULARY IN MAN PINRANG*" yang dimulai tanggal 13 September sd 13 Oktober 2021.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya

Pinrang, 13 Oktober 2021
Kepala,



Drs. Ansyar, MA
NIP. 19680503 199203 1 001



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
 Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
 Nomor : 503/0444/PENELITIAN/DPMPTSP/09/2021

Tentang

REKOMENDASI PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 07-09-2021 atas nama SRY MARISSA, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

Mengingat :

1. Undang - Undang Nomor 29 Tahun 1959;
2. Undang - Undang Nomor 18 Tahun 2002;
3. Undang - Undang Nomor 25 Tahun 2007;
4. Undang - Undang Nomor 25 Tahun 2009;
5. Undang - Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan :

1. Rekomendasi Tim Teknis PTSP : 0782/RT-Teknis/DPMPTSP/09/2021, Tanggal : 07-09-2021
2. Berita Acara Pemeriksaan (BAP) Nomor : 0443/BAP/PENELITIAN/DPMPTSP/09/2021, Tanggal : 07-09-2021

MEMUTUSKAN

Menetapkan :

KESATU : Memberikan Rekomendasi Penelitian kepada :

1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga : JL. AMAL BAKTI NO. 8 SOREANG PAREPARE
3. Nama Peneliti : SRY MARISSA
4. Judul Penelitian : THE EFFORTS OF TEACHER IN IMPROVING STUDENTS MEMORIZING VOCABULARY IN MAN PINRANG
5. Jangka waktu Penelitian : 1 Bulan
6. Sasaran/target Penelitian : GURU DAN SISWA
7. Lokasi Penelitian : Kecamatan Paletang

KEDUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 07-03-2022.

KETIGA : Peneliti wajib mentaati dan melaksanakan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 08 September 2021



Dilandatangani Secara Elektronik Oleh ;
ANDI MIRANI, AP., M.Si
 NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
 Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSRF

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Arah 25/6 No. 08 Sumpang Parepare 91132 telp (0211) 21307 fax 21404
Jl. Da'ar 909 Parepare 91106 website: www.iainparepare.ac.id email: walis@iainpare.ac.id

Nomor : B.2405/In.39.5.1/PP.00.9/09/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepsek MAN Pinrang
di -
Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Sry Marissa
Tempat/Tgl. Lahir : Madimeng, 15 Mei 1998
NIM : 16.1300.048
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : XI (Sebelas)
Alamat : Suli Barat, Kec. Paleteang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul :

"The Efforts Of teachers In Improving Students' Memorizing Vocabulary In MAN Pinrang"

Pelaksanaan penelitian ini direncanakan pada bulan September sampai bulan Oktober Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 03 September 2021

Walis Dekan I,



Tembusan :

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Ahmad Dahlan No. 105 Sorong Parepare 91133 telp. (0471) 21397 Fax 24404
E-mail : iain@iainparepare.ac.id

Nomor : B.2405/In.39.5.1/PP.00.9/09/2021

Lampiran : 1 Bundel Proposal Penelitian

Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang

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

Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Sry Marissa
Tempat/Tgl. Lahir : Madimeng, 15 Mei 1998
NIM : 16.1300.048
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : XI (Sebelas)
Alamat : Sulili Barat, Kec. Paleteang, Kab. Pinrang

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"The Efforts Of teachers In Improving Students' Memorizing Vocabulary In MAN Pinrang"

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Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Assalamu Alaikum Wr. Wb.

PAREPARE



Parepare, 03 September 2021

Wakil Dekan I,

Muh. Dahlan Thalib
Muh. Dahlan Thalib

mbusan :

Rektor IAIN Parepare
Dekan Fakultas Tarbiyah



CURICULUM VITAE

Sry Marissa, the writer was born on May 15th 1998 in Pinrang, south sulawesi. She is the only one from her Family. Her Fathers name is Muh.Rizal and her Mothers name is Mariana. She is a student of English Educational program in Tarbiyah Faculty at state Islamic Institute of Pare-pare. Her Education background, she began her study on 2004-2010 at SDN 27 Pinrang, and graduated in 2010. While at the same year she continued her study at SMPN 2 Pinrang and graduated on 2013. And then she continued her study in MAN Pinrang and finished on 2016 and after graduated She continued her study at state Islamic College of Pare-pare and choose English majoor. Now she still fight and completed her study with the title “the Efforts of Teachers’ in Improving Students’ Memorizing Vocabulary in MAN Pinrang”