

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

On this data presentation, the writer describes about the techniques are used for teaching vocabulary and the factors that support the application of those techniques. Therefore, the writer presents this data presentation based on the statements of problem, as follow:

1. The technique are used for teaching vocabulary at SMPIT Ukhuwah Banjarmasin

There are some techniques that are used in teaching vocabulary at this school. Based on the observation and interview, the writer concludes there are nine techniques applied in this teaching learning activities which are explained below:

a. Finding Synonym

Based on the observation and the interview, the writer knows that in this technique teacher asks the students to find similar word when finding the meaning of a word, e.g, what is the similar word of pair?.

b. Finding Antonym

Based on the observation and the interview, the writer knows that in this technique teacher asks the students to find opposite of word when finding the meaning of a word, e.g, what is the opposite word of dark complexion?

c. Memorization

Based on the observation and interview, the writer knows that in this technique the teacher asked the students to write the 10 difficult words that have taught in their books. Then the words memorized in the next meeting.

d. Fill in the blank

Based on the observation and interview, the writer knows that in this technique students were given a series of sentences with word missing. They filled in the blanks with new vocabulary items or with items of particular grammar type such as preposition or verbs with different tenses.

Example : Alma goes to market today. (simple present)

Alma to market today (simple past)

e. Use word in sentence

When the teacher taught some new words, the students are asked to make some sentences using those new words. Example: I wear eyeglasses.

f. Question and answer exercise

The teacher asked the student by the target language after explaining a lesson, e.g. any question? If the students want to ask, they have opportunity to ask questions using English. The teacher can also asked the students some questions then they answered in English.

g. Enumeration

The teacher explains a new word by listing other words related to that word, such as hobbies , teacher may list a number of hobbies e.g. swimming, traveling, singing, dancing, etc and the meaning of the word will be come clear.

h. Using dictionary

Students opened dictionary when they don't know the meaning word. In using the dictionary the students will have the correct information about the meaning of some word.

i. Action sequence

Based on the observation, teacher give student command directly. This technique teacher used to know of response from student what do they understand what teacher said. In this observation writer sees teacher gives command student to stand up then and give respect to the teacher.

2. The factors that support the application of techniques for teaching vocabulary at SMPIT Ukhuwah

Beside presenting the data about the techniques used English teacher in teaching vocabulary at seven grade of SMPIT Ukhuwah Banjarmasin, the writer will describe the influential factors as follows:

a. Teacher educational Background

One the most important factors that influence in teaching vocabulary is teacher. The English teacher at the first grade of SMPIT Ukhuwah Banjarmasin is only one. He is Sigit Haryadi, S.Pd who graduated from English Department UNLAM Banjarmasin.

b. Teacher Experience

Based on the interview with English teacher, the writer knows that the English teacher is an experienced teacher. He has taught English for more than 2 years at SMPIT Ukhuwah. Before he taught at SMPIT Ukhuwah, he taught at Elite Course. Also, he has followed Australia – Indonesia youth exchange programme for 6 months. And he has followed some training for the teacher of English teacher.

c. Teacher's facility on teaching English

The facilities factor, which aimed are the supported facilities to the teaching-learning activity in the classroom. The supported facilities in the classroom such as teacher's guide book, student's hand

book and other supplement book, and the supported facilities out of the classroom such as library and laboratory.

Based on the observation and interview it is known that SMPIT Ukhuwah have library and laboratory can use by teacher in teaching-learning process. Teacher said that the materials for English teaching were taken from book “Bahasa Inggris *When English Rings a Bell*” that suitable with curriculum 2013. Teacher used LCD to explain the lesson and give print out the materials.

d. Classroom environment

Environment is also one of the influential factors to interaction of teaching and learning process. Peaceful situation and controlling will create the process teaching and learning as good as possible and the students can concentrate in the lesson. In SMPIT Ukhuwah classroom environment enough support, it can be showed that every class contains of not more than thirty students. So, process teaching-learning can be effective.

B. Discussion

After all the obtained are presented, they need to be analyzed based on the order of issues that have introduced earlier in this study.

1. The technique are used for teaching vocabulary at SMPIT Ukhuwah Banjarmasin

In applying the techniques, the English teacher pay attention on how to deliver the materials well. In this case, the English teacher deliver the materials trough techniques.

There are some techniques used by English teacher in teaching vocabulary, namely finding synonym, finding antonym, memorization, fill in the blank, use word in sentence, question and answer exercise, enumeration, using dictionary and action sequence. This technique can make the effective ways to understand English vocabulary.

According to Diane (2000), finding antonym and synonym techniques are students are given one set of the words and are asked to find the antonyms and synonyms in reading passage. In this research, the teacher shows the some vocabularies with uses LCD based on the materials at the chapter. in this chapter the materials mostly are formed dialog not passage. The teacher asks the students to says the synonyms and antonyms of the some vocabularies that have available but not at all. Because, not all vocabularies have the synonyms and antonyms. This technique can enrich the students' English vocabularies.

In the memorization techniques, the teacher asks the students to memorize the difficult word that teacher takes from the material. There are 10 words and their meaning that must memorize by students. But the words are memorized in the next meeting. So that, students have time to memorize. If the students can not memorize all of the words so will have

replied in the next meeting. But only the words that forgotten. Then added with 10 words that will must be memorized in the next meeting.

Fill in the blank technique is the teacher gives a series of sentences with word missing. They filled in the blanks with new vocabulary items or with items of particular grammar type such as preposition or verbs with different tenses. In this research, the words that use to fill in the blank are noun and adjective.

Use word in sentence technique head for to show that students understand the meaning and use of new vocabulary item, they make up sentences in which they use the new words. The teacher asks the students to make sentences use the new vocabularies or the difficult words orally.

Question and answer exercise is conducted only in target language. The teacher gives question in the target language. Students are asked questions and answer in full sentences in target language so that they practice with new word in grammatical structure.

According to Jack C Richard (1986) enumeration technique can be used when any word is difficult to explain visually. This technique can also be mentioned as mapping. In this research, the teacher asks students to list other words related to that word in table.

Action sequence technique is the teacher gives some connected commands. The students try to understand the teacher command and act

as well. The students easier to understand the vocabulary in command expression.

According to Pikulski & Templeton (2000) exploring dictionary entries can be one important and effective component of understanding a word deeply. The entries can also help determine the precise meaning of a word. in using the dictionary the students will have the correct information about the meaning of some words.

2. The factors support on the application of techniques for teaching vocabulary at SMPIT Ukhuwah Banjarmasin

a. Teacher's factor

Based on the interview with Mr. Sigit Haryadi, the teacher of the seventh grade of SMPIT Ukhuwah Banjarmasin. It is known that the teacher has experience in teaching English and he has good English skill. So, has many experience support his professional job as an English teacher.

b. Facility factor

The facilities which are often used by the teacher in class are whiteboard, English textbook, dictionary, and so on.

Based on the observation and interview it is known that students of seventh grade SMPIT Ukhuwah have their own English book.

Based on the interview result, it is also known that SMPIT Ukhuwah Banjarmasin has a library with has a very good function

and condition. And also has laboratory that used to practice English lesson. The facilities in SMPIT Ukhuwah enough support in teaching-learning English.

c. Environment

Based on the observation classroom environment in SMPIT Ukhuwah Banjarmasin is good. It can be seen from amount of the students that no more than thirty students in every class. It is effective for teaching learning process.