

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This study is conducted to answer two statements of problem about techniques in teaching English vocabulary at the eight grades students at MTs SMIP 1946. They are : techniques that the English teacher is used in teaching English vocabularies and the teacher applies the techniques in teaching vocabulary at Mts SMIP 1946 .

Based on the researcher's research result in MTs SMIP 1946 Banjarmasin. To know about the techniques that the English teacher use in MTs SMIP 1946 Banjarmasin and teacher applies the techniques, the researcher conduct class observation of English teacher using observation sheet. The researcher finds the result as follow in order to answer of researcher's two research questions :

1. The English Teacher Techniques In Teaching English Vocabularies At Eight Grader Students At Mts SMIP 1946 Banjarmasin

Based on the observation that had been conducted by the researcher in MTs SMIP 1946 Banjarmasin , there are some techniques that were used by the English teacher in teaching vocabulary. Based on the observation that researcher have conducted, as follow as the table of observation sheet

Table 4.1 Techniques In Teaching English Vocabulary

No	Observed Aspect	Applied	Not applied
1	Synonym		√
	a. Teacher writes some similar words		√
	b. Teacher pronounces the word		√
	c. Teacher defines the word/ tells the meaning of the word		√
	d. Teacher explains to the students about synonym of word in English		√
	e. Teacher gives some example about synonym word in English		√
	f. Teacher makes an evaluation, with game or quiz, or other evaluation techniques		√
2	Antonym		√
	a. Teacher writes some opposite words		√
	b. Teacher pronounces the word		√
	c. Teacher defines the word or told the meaning of the word		√
	d. Teacher explains to the students about antonym of word in English		√
	e. Teacher makes an evaluation, with game or quiz, or other evaluation techniques		√
3	Fill In The Blank	√	
	a. Teacher prepares a song or a story, with some missing word on it	√	
	b. Teacher gives/writes the vocabulary that missing on the text/lyrics		√
	c. Teacher pronounces the word		√
	d. Teacher explains to the students about fill in the blank	√	
	e. Teacher defines the text/lyrics	√	
	f. Teacher asks the students to fill the missing text/lyrics	√	
	g. Teacher gives the answer and the explanation about it	√	
4	Memorization	√	
	a. Teacher gives some new words	√	
	b. Teacher pronounces the word	√	
	c. Teacher defines the word		√
	d. Teacher asks the students to memorize 5-10 words	√	
	e. Teacher erases the word on the whiteboard	√	
	f. Teacher asks the students to say the word on the whiteboard		√

	g. Teacher does cross check to the students about their memorization		√
	h. The student goes in front of the class to submit their memorization word	√	
	i. Teacher makes an evaluation, with game or quiz, or other evaluation techniques		√
5	Use Word In A Sentence	√	
	a. Teacher gives some words on the white board	√	
	b. Teacher defines the word	√	
	c. Teacher pronounces the word	√	
	d. Teacher asks the students to use those word and make a sentence	√	
	e. Teacher does cross check to the students work	√	
	f. Teacher asks some students to write down on the whiteboard		√
	g. Teacher makes an evaluation, with game or quiz, or other evaluation techniques	√	
6	Reading Aloud	√	
	a. Teacher prepares a shor dialog with some new vocabularies	√	
	b. Teacher reads the dialog first	√	
	c. Teacher asks the students to make a group	√	
	d. Teacher asks the students in the front of the class to read aloud		√
	e. Teacher defines the word and explain the condition of this dialog	√	
	f. Teacher makes an evaluation, with game or quiz, or other evaluation techniques	√	
7	Dictation		√
	a. Teacher prepares some sentences		√
	b. Teacher asks the students to write down what the teacher say in their own book		√
	c. Teacher reads the sentence 3 times (normal speed, lower speed, and very slow)		√
	d. Teacher does cross check to the student work		√
	e. Teacher writes down the word he/she dictates and pronounces it		√
	f. Students asks to cross check their work with right word on the whiteboard		√
	g. Teacher makes an evaluation, with game or quiz, or other evaluation techniques		√
8	Picture Matching		√

	a. Teacher prepares a sheet of paper contains 15-20 pictures with random explanation		√
	b. Teacher gives the paper to the student		√
	c. Teacher asks the students to match the picture with the correct explanation		√
	d. Teacher does cross check to the student work		√
	e. Teacher gives the right answer and the explanation about it		√
	f. Teacher makes an evaluation, with game or quiz, or other evaluation techniques		√
9	Repetition		√
	a. Teacher writes some difficult word		√
	b. Teacher pronounces the word		√
	c. Teacher defines the word		√
	d. Teacher asks the students to pronounce it after the teacher say		√
	e. Teacher asks the students to repeat the word alone 3-5 times		√
	f. Teacher makes an evaluation, with game or quiz, or other evaluation techniques		√
10	Word Shapes		√
	a. Teacher writes down on the whiteboard some word about fruits or vegetables or others		√
	b. Teacher pronounces the word		√
	c. Teacher defines the word		√
	d. Teacher asks the students to tell the shape of the word that the teacher say		√
	e. Teacher makes an evaluation, with game or quiz, or other evaluation techniques		√
11	Define And Match		√
	a. Teacher prepares two sheets of paper, first paper contain definition of the word, second paper contain list of word		√
	b. Teacher asks the student to work by pairs		√
	c. Teacher gives the paper to the student, someone get the list of word, someone get the definition		√
	d. Teacher asks the students to match it		√
	e. Teacher gives the answer and explanation about it		√
	f. Teacher makes an evaluation, with game or quiz, or other evaluation techniques		√
12	Word Wall		√

	a. Teacher prepares a cartoon with some new thematic vocabularies		√
	b. Teacher puts it in the front of the class		√
	c. Teacher pronounces the word		√
	d. Students asks to pronounce the word after the teacher says		√
	e. Teacher defines the word		√
	f. Teacher makes an evaluation, with game or quiz, or other evaluation techniques		√
13	Guess The Meaning	√	
	a. Teacher prepares a picture of the topic	√	
	b. Teacher shows the picture about the topic	√	
	c. Teacher asks students to guess the picture	√	
	d. Teacher asks the students to repeat and memorize the word of the object	√	
	e. Teacher explains or define the meaning of the object to the students	√	
	f. Teacher pronounces the word to the students	√	
	g. Teacher makes alot of repetition with the name of the objects		√
	h. Teacher makes an evaluation, with game or quiz, or other evaluation techniques	√	
14	Translation Of Literary Passage	√	
	a. Teacher explains about the topic	√	
	b. Teacher asks the students to read a passage in their book	√	
	c. Teacher asks the students to read aloud alternately	√	
	d. Teacher asks the students to tranlate the passage into their language (indonesian language)	√	
	e. Teacher does crosscheck with their work on their book	√	
	f. Teacher and the students read the passage together with correct pronunciation		√
	g. Teacher makes an evaluation, with game or quiz, or other evaluation techniques	√	

Based on this data, these are 14 techniques of teaching English vocabularies, those are : (1) Synonym, (2) Antonym, (3) Fill in the blank, (4) Memorization, (5) Use word in a sentence, (6) Reading aloud, (7) Dictation, (8)

Picture matching, (9) Repetition, (10) Word shapes, (11) Define and match, (12) Word wall. (13) Guess the meaning, and (14) Translation of literary passage. Based on the result of the researcher observation, there are 6 (six) techniques is used by the English teacher in MTs SMIP 1946 Banjarmasin, those are :

a. Memorization

Based on the observation done on Friday, 11th January 2019, the researcher found this techniques used by the teacher is Memorization technique that used by the teacher in teaching vocabulary in the classroom.

Table 4.2 Memorization Technique

Memorization	Applied	Not applied
a. Teacher gives some new words	√	
b. Teacher pronounces the word	√	
c. Teacher defines the word		√
d. Teacher asks the students to memorize 5-10 words	√	
e. Teacher erases the word on the whiteboard	√	
f. Teacher asks the students to say the word on the whiteboard		√
g. Teacher does cross check to the students about their memorization		√
h. The student goes in front of the class to submit their memorization word	√	

From the table's result there are five steps that the teacher applied on this technique, they are : (1) teacher gives some new word, (2) teacher pronounces the

word, (3) teacher asks the students to memorize the word, (4) teacher erases the word on the whiteboard, and (5) the student goes in front of the class to submit their memorization word. From the table's result too there are three steps that the teacher not applied, they are : (1) teacher defines the word, (2) teacher asks the students to say the word on the whiteboard, and (3) teacher does crosscheck to the students about their memorization.

b. Fill In The Blank

Based on the observation done on Tuesday, 15th January 2019, the researcher found this techniques used by the teacher is Fill in the blank tehcnique that used by the teacher in teaching vocabulary in the classroom.

Table 4.3 Fill In The Blank Technique

Fill In The Blank	applied	Not applied
a. Teacher prepares a song or a story, with some missing word on it	√	
b. Teacher gives/writes the vocabulary that missing on the text		√
c. Teacher pronounces the word		√
d. Teacher explains to the students about fill in the blank	√	
e. Teacher defines the text/lyrics	√	
f. Teacher asks the students to fill the missing text/lyrics	√	
g. Teacher gives the answer and the explanation about it	√	

From the table's result there are five steps that the teacher applied on this technique, they are : (1) teacher prepares a song or a story with some missing word on it, (2) teacher explains to the students about fill in the blank, (3) teacher defines the text/lyrics, (4) teacher asks the students to fill the missing text/lyrics, and (5) teacher gives the answer and the explanation about it. From the table's result too there are two steps that the teacher not applied, they are (1) teacher gives/writes the vocabulary that missing on the text/lyrics, and (2) teacher pronounces the word.

c. Guess the Meaning

Based on the observation done on Friday, 25th January 2019, the researcher found this techniques used by the teacher is Guess the meaning technique that used by the teacher in teaching vocabulary in the classroom.

Table 4.4 Guess The Meaning Technique

Guess the meaning	applied	Not applied
a. Teacher prepare a picture of the topic	√	
b. Teacher shows the picture about the topic	√	
c. Teacher asks students to guess the picture	√	
d. Teacher asks the students to repeat and memorize the word of the object	√	
e. Teacher explains or define the meaning of the object to the students	√	
f. Teacher pronounces the word to the students	√	
g. Teacher makes a lot of repetition with the name of the objects		√

h. Teacher makes an evaluation, with game or quiz, or other evaluation techniques	√	
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From the table's result there are seven steps that the teacher applied on this technique, they are (1) teacher prepares a picture of the topic, (2) teacher shows the picture about the topic, (3) teacher asks students to guess the picture, (4) Teacher asks the students to repeat and memorize the word of the object, (5) Teacher explains or defines the meaning of the object to the students, (6) Teacher pronounces the word to the students, and (7) Teacher makes an evaluation, with game or quiz, or other evaluation techniques. From the table's result too there is only one step the teacher not applied, it is : (1) teacher makes a lot of repetition with the name of the object.

d. Translation of Literary Passage

Based on the observation done on Tuesday, 29th January 2019, the researcher found this techniques used by the teacher is Translatio of literary passage tehcnique that used by the teacher in teaching vocabulary in the classroom.

Table 4.5 Translation Of Literary Passage Technique

Translation of literary passage	applied	Not applied
a. Teacher explains about the topic	√	
b. Teacher asks the students to read a passage in their book	√	
c. Teacher asks the students to read aloud alternately	√	

d. Teacher asks the students to translate the passage into their language (indonesian language)	√	
e. Teacher does crosscheck with their work on their book	√	
f. Teacher and students read the passage together with correct pronunciation		√
g. Teacher make an evaluation, with game or quiz, or other evaluation techniques	√	

From the table's result there are six steps that the teacher applied on this technique, they are : (1) teacher explain about the topic, (2) teacher ask the students to read a passage in their book, (3) teacher ask the students to read aloud alternately, (4) teacher ask the students to translate the passage into their language (indonesian language), (5) teacher doing crosscheck with their work on their book, and (6) teacher make an evaluation, with game or quiz, or other evaluation techniques. From the table's result too there is only one step that the teacher not applied, it is : (1) teacher and students read the passage together with correct pronunciation.

e. Reading aloud

Based on the observation done on Friday, 1st February 2019, the researcher found this techniques used by the teacher is Reading aloud technique that used by the teacher in teaching vocabulary in the classroom.

Table 4.6 Reading Aloud Technique

Reading Aloud	Applied	Not applied
a. Teacher prepares a short dialog with some new vocabularies	√	
b. Teacher reads the dialog first	√	
c. Teacher asks the students to make a group	√	
d. Teacher asks the students in the front of the class to read aloud		√
e. Teacher defines the word and explain the condition of this dialog	√	
f. Teacher makes an evaluation, with game or quiz, or other evaluation techniques	√	

From the table's result there are five steps that the teacher applied on this technique, they are : (1) teacher prepares a short dialog with some new vocabularies, (2) teacher reads the dialog first, (3) teacher asks the students to make a group, (4) Teacher defines the word and explain the condition of this dialog, and (5) teacher makes an evaluation, with game or quiz, or other evaluation techniques. From the table's result too there is only one step that the teacher not applied, it is : (1) teacher asks the students in the front of the class to read aloud.

f. Use word in a sentence

Based on the observation done on Tuesday, 12th February 2019, the researcher found this technique used by the teacher is Use word in a sentence technique that used by the teacher in teaching vocabulary in the classroom.

Table 4.7 Use Word In A Sentence Technique

Use Word In A Sentence	Applied	Not applied
a. Teacher gives some words on the white board	√	
b. Teacher defines the word	√	
c. Teacher pronounces the word	√	
d. Teacher asks the students to use those word and make a sentence	√	
e. Teacher does cross check to the students work	√	
f. Teacher asks some students to write down on the whiteboard		√
g. Teacher makes an evaluation, with game or quiz, or other evaluation techniques	√	

From the table's result there are six steps that the teacher applied on this technique, they are (1) teacher gives some words on the white board, (2) teacher defines the word, (3) teacher pronounces the word (4) teacher asks the students to use those word and make a sentence, (5) teacher does cross check to the students work, and (6) teacher makes an evaluation, with game or quiz, or other evaluation techniques. From the table's result too there is only one step that the teacher not applied, it is : (1) teacher asks some students to write down on the whiteboard.

2. The Teacher Techniques Application In Teaching English Vocabulary At Eighth Grader Students At Mts SMIP 1946 Banjarmasin.

Based on the observation that the researcher had been conducted, the first step, the researcher came to the school and met the English teacher. Then, the researcher asked lesson plan that made by the English teacher as documentary. After that, the researcher observed in the class of English teacher using

observation sheet. It has purpose to compare the lesson plan with the application. Then the researcher watch how does the teacher applied some techniques of teaching English vocabulary at eight graders students at MTs SMIP1946 Banjarmasin.

To know about techniques of teaching English vocabulary at eight graders students at MTs SMIP 1946 Banjarmasin, the researcher conduct class observation of English teacher using observation sheet. This research conduct this reasearch in sixtimes, began from 11, 15, 25, and 29 January 2019, then 1 and 12 February 2019. Based on the observation that the researcher had been conducted, these are some techniques that were applied by the teacher at MTs SMIP 1946 Banjarmasin :

a. Memorization

Based on the observation result on 11th January 2019. The researcher came to class and observed the class using the observation sheet of lesson plan research. Firstly, the English teacher gave opening like greeting, asked question to memorize the lesson before, asked questions about something related to the lesson today. At the time, the material about occupations. The English teacher gave the material on the English book about the occupations. The English teacher asked students to make list of occupations that his/her like on their book and choose teen (10) words from fifteen (15) words on their book to memorize it, those words were : (1) A doctor, (2) A nurse, (3) A postman, (4) A policeman, (5) A goldsmith, (6) A taxi driver, (7) A soldier, (8) An engineer, (9) A singer, (10)A

mechanic, (11)An actor, (12)A waiter, (13)A postman, (14)A tailor,and (15)A footballer.

First teacher gave the meaning of those words, and then the teacher pronounced the word together. The teacher says the word and then he said “repeat after me” and the students follow it. After that teacher asked the students to make a group by pairs, one student become keeper and the other become memorizer, teacher asked the students to show their performance by pairs about the occupations that he/she already choose on their book in front of the class. The students was pay attention each other with their memorization.

After some of the groups done with their performance, because on that day teacher had lack of time, the bell was ringing and the other groups who still not went in front of the class to show their memorization have to submit it next week. The teacher came at the end of the class and like as usual the teacher close the class with saying “alhamdulillah” and “wassalamualaikum warrahamtullahi wabarakatuh”. And the class is over and the teacher went to the office.

b. Fill in the blank

Based on the observation result on 15 January 2019. The researcher came to class and observed the class using the observation sheet of lesson plan research. As usual, firstly, the English teacher gave opening like greeting, asked question to memorize the lesson before, asked questions about something related to the lesson today. And asked the last week task about memorizing words for some of the students who have not submit it. After that, today the material is about

listening. The teacher used the Coldplay song's and the title was A Sky full of stars. This is the full lyrics of coldplay's song : A sky full of stars.

A sky full of stars

'Cause you're a sky, 'cause you're a sky full of stars

I'm gonna give you my heart

'Cause you're a sky, 'cause you're a sky full of stars

'Cause you light up the path

I don't care, go on and tear me apart

I don't care if you do, ooh

'Cause in a sky, 'cause in a sky full of stars

I think I saw you

'Cause you're a sky, 'cause you're a sky full of stars

I wanna die in your arms

'Cause you get lighter the more it gets dark

I'm gonna give you my heart

I don't care, go on and tear me apart

I don't care if you do, ooh

'Cause in a sky, 'cause in a sky full of stars

I think I see you

I think I see you

'Cause you're a sky, you're a sky full of stars

Such a heavenly view

You're such a heavenly view

On that day, the teacher used a speaker and a notebook as media. Then the students were asked to listen to the music and then filled the missing lyric, before the lesson start the teacher was already choose the missing words were the new vocabulary items for the students to know. Then the teacher played the song three times, and asked students to filled the missing lyric. then this was the lyrics that the teacher gave to the students.

Instruction : Listen to the music and then fill the missing lyrics with the correct answer

A Sky Full Of Stars

'Cause you're a sky, 'cause you're a sky full of stars

I'm 1) _____ give you my heart

'Cause you're a sky, 'cause you're a sky full of stars

'Cause you 2) _____ up the path

I don't care, go on and tear me apart

I don't 3) _____ if you do, ooh

'Cause in a sky, 'cause in a sky full of stars

I think I 4) _____ you

'Cause you're a sky, 'cause you're a sky full of stars

I 5) _____ die in your arms

'Cause you get 6) _____ the more it gets dark

I'm gonna give you my 7) _____

I don't care, go on and tear me 8) _____

I don't care if you do, ooh

'Cause in a sky, 'cause in a sky full of stars

I think I see you

I 9)_____ I see you

'Cause you're a sky, you're a sky full of stars

Such a 10)_____ view

You're such a heavenly view

After played the song three times the teacher did crosscheck with the students work, then the students answer the missing lyrics on their book. Then, teacher asked the students to find the definition of the word that missing in the lyrics on the dictionary, after that some students asked by the teacher came in front of the class to write one missing lyric they have found with the meaning of the word.

And then the teacher came at the end of the class and as usual the teacher close the class with closing statement. After that, the teacher asked the students to submit their book in front the class. One of every row asked by the teacher to take his/her friends book and then collect it and gave it to the teacher. After that teacher went back to the office.

c. Guess the meaning

Based on the observation result on 25 January 2019. The researcher came to class and observed the class using the observation sheet of lesson plan research. As usual, firstly, the English teacher gave opening like greeting, asked question to memorize the lesson before, asked questions about something related to the lesson today. After the time the material was about Vacation and the words related to it.

The teacher used notebook and powerpoint as the media in this section, after that teacher told the students to make a group by pairs. The teacher gave some exercise with some pictures on powerpoint, and the students guessed the meaning of the word, the teacher gave example he gave a picture about some fruits like banana, apple, and strawberry. When the pictures showed off in the projector in front of the class, the students guessed the names of the picture and the meaning, on this study teacher showed banana picture, and he said “apa nama buah ini dalam bahasa inggris?” and the students answer “banana, sir” and he said “banana artinya apa?” and students said “pisang, sir”. And repeated for exercising students before the assesment.

The teacher already picked the new vocabulary items for the students to learn in this section, and then one group of students asked by the teacher to come in front of the class as a quiz guide. The teacher told the names of word and the meaning of the word to this group that role as a quiz guide to guide his/her friend found the meaning. Teacher asked to this group did not went to the next picture if the other group can not guessed the meaning of the word, but when the group can guessed the meaning of the word, stay on that word and repeat it three times than you can went to the next picture.

Then, when the students were ready the teacher gave a new picture with new vocabulary items to learn to the students. Teacher gave the word about vacation, those are : (1) Airport, (2) Lake, (3) Airplane, (4) Museum, (5) Camping, (6) Restaurant, (7) Hotel, (8) Zoo, (9) Island, and (10) Waterfall.

The teacher gave the picture of those words and students guessed those pictures. When some group answer correctly, the quiz guide repeated it three times to tell the other group that is the right answer, and then go to next picture, from one till ten (1-10) objects of pictures that they have to guess. After that the teacher asked the students to write the name of picture they have seen and the meaning the thing they have guess correctly on their book. The last, the teacher did crosscheck to the student's work.

The process in teaching and learning was very fun. Teacher closed the class as usual with saying salam. After that teacher gave his/her comment and assessed students, teacher gave some advice to motivate their students or feedback, and then the bell was ringing then the teacher went back to the office..

d. Translation of literary passage

Based on the observation result on 29 January 2019. The researcher came to class and observed the class using the observation sheet of lesson plan research. As usual, firstly, the English teacher gave opening like greeting, asked question to memorize the lesson before, asked questions about something related to the lesson today. After that, at that time the material was about narrative text.

The teacher used their English book as the text that they will translate. Students were asked by the teacher to read the text alternately from one student to other students to make them focus on the text. This was the text the students read.

Long ago on the top of Mount Kinabalu in Borneo, there lived a dragon. He owned a large and beautiful pearl. People believed that he controlled the weather with it.

The emperor of China heard this and wanted the pearl. He sent his two sons, Wee Ping and Wee San to Borneo to steal it. The princes, together with one hundred soldiers, set sail for Borneo in twelve sailing junks.

When they arrived in Borneo, they set out immediately to find the famous mountain. Their journey up the rugged slopes of Mount Kinabalu proved very difficult. The dragon guarded his cave very fiercely and killed many of their soldiers.

Then Wee San had a clever idea. He climbed a tall tree, so he could see the dragon's cave. He noted what time the dragon left his cave to hunt for food and what time he returned to it.

Next he ordered his men to make a fake pearl and a large kite. He waited until the dragon left his cave. Then he placed the fake pearl in a bag, slung it across his shoulder and flew up to the mountain-top on the kite. He exchanged the real pearl for the fake one and then his brother pulled his kite back to the ground.

The brothers quickly returned to their ships and set sail for China. They sailed safely home. The emperor was thrilled with the pearl and gave a big party to celebrate his sons' return.

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Then, the teacher asked "text ini tentang apa?" students said "tentang naga gunung pak" other students said "Naga yang menjaga mutiara pak". The students answered were very various. After that, teacher explained about narrative text and explained about the characteristic of narrative text.

Teacher then made an assesment on this lesson with asked the students to translate this narrative text passage on their book and students can found the meaning on the dicitionary. So the students can understand the meaning of the txt.

Then the teacher did crosscheck about the meaning of the text and the purpose of the text. After that, teacher and students answered the task behind the text together. Then the teacher asked the students to submit their work in front of the class.

After that, one of their row collected his/her friends book in front of the class teacher gave some advice to motivate their students or feedback, and the last closing teacher saying salam as usual and then brought the students book to the office.

e. Reading aloud

Based on the observation result on 1 February 2019. The researcher came to class and observed the class using the observation sheet of lesson plan research. As usual, firstly, the English teacher gave opening like greeting, asked question to memorize the lesson before, asked questions about something related to the lesson today. After that, at that time the material was about reading section.

The teacher asked the students to make a group by pairs. Students asked by the teacher to make a short conversation on their book with indonesian language about anything consist five till seven sentences. After that, students asked by the teacher to translate their conversation into English language and teacher told them to read aloud the short conversation in front of the class.

Then the teacher asked the students to come in front of the class to play the dialog out loud alternately. But, before the students came in front of the class, the teacher asked the students who got his turn to write their conversation on the

whiteboard, and teacher asked the other students to write a new vocabulary item on their friends' conversation, and find the meaning on the dictionary.

All students got his turn to read aloud their conversation in front of the class. And the teacher did crosscheck to the students' work and tried to help the students to find the new vocabulary word that they did not understand. Then, the teacher asked the students to submit their short conversation in front of the class. enjoyable process in teaching and learning. After that teacher give his/her comment and assess students, teacher give some advice to motivate their students or feedback, and the last closing.

f. Use word in a sentence

Based on the observation result on 12 February 2019. The researcher came to class and observed the class using the observation sheet of lesson plan research. As usual, firstly, the English teacher gave opening like greeting, asked question to memorize the lesson before, asked questions about something related to the lesson today. After that, at that day the material was about simple present continuous tense.

Firstly, the teacher wrote the simple present continuous tense pattern on the whiteboard, then the teacher also explained about simple present continuous tense. Then, the teacher wrote some words on the whiteboard. After that the teacher told the students to add -ing in the last word to change the word into present continuous tense. Teacher gave example to the students "ini apa" said the teacher "read pak" said the students" then, the teacher said "Nah, sekarang

tambahkan -ing di ujung supaya berubah menjadi present continuous tense” the students said “jadi, reading lah pak?” the teacher said “yes, reading, good”.

Then the teacher wrote 20 words on the whiteboard, those words are : (1) Go, (2) Watch, (3) Fight, (4) Make, (5) Sleep, (6) Play, (7) Drink, (8) Chew, (9) Cook, (10) Eat, (11) Visit, (12) Run, (13) Talk, (14) Laugh, (15) Swim, (16) Relax, (17) Sit, (18) Listen, (19) Ride, and (20) Practice.

After the teacher wrote those words the teacher asked the students to change those words into present continuous tense and wrote it on their book. Then, the teacher pronounced the word together with the students. Like teacher said “go” students said “go” then, the teacher said “jika dirubah ke dalam bentuk continuous menjadi?” then, the students said “going, sir” and teacher repeated this drilling technique to the other words too.

After all of that teacher then asked the students to make a sentence and used fifteen words from twenty words on the whiteboard. Then, the teacher did crosscheck with the students work. After that, the teacher and the students defined those words on the whiteboard together.

At the end in process in teaching and learning. After that teacher gave his/her comment and assess students, teacher gave some advice to motivate their students or feedback, and the last closing teacher saying salam like usual then asked the students to submit their work in front of the class before went back to the office.

B. Discussion

1. The English Teacher Techniques In Teaching English Vocabulary At Eight Grader Students At Mts SMIP 1946 Banjarmasin

Based on researcher observation, teachers has completed teaching preparation (lesson plan), and in teaching process based on the results of the research I have done, Teacher has used six techniques in teaching English vocabularies in MTs SMIP 1946 Banjarmasin, they are : 1. Memorization, 2. Fill in the blank, 3. Guess the meaning, 4. Translation of literary passage, 5. Reading aloud, and 6. Use word in a sentence. The teacher has carried out techniques of teaching English vocabularies inline as well as completing the sections of the lesson plan or the method, or the materials, the teachers have fulfilled almost of all that is be required in the theory.

2. The Teacher Techniques Application In Teaching English Vocabulary At Eighth Grader Students At Mts SMIP 1946 Banjarmasin.

Based on the researcher observation, in the implementation or appllied the techniques of teaching English vocabulary theEnglish teacher appllied inline with the theory or the lesoon plan, however the teacher should have to eliminate some step in appllied the teachniques cause have lacks of time alloacation, because at SMIP 1946 Banjarmasin this subjects just have fourty five minutes of eaach meeting, in that case the teacher have to eliminate some step to reach an effective and efficient teaching and learning process.

Teacher also had to work much harder in appllied the teachniques of teaching English vocabulary because lacks of media. This problem make the teacher sometimes have to do unconsistantly with the theory or the lesson in

applied the techniques of teaching English vocabulary for example, in that case teacher take too much time in explaining the material because the teacher have to explain twice as much to the students, and the teacher have to write on the whiteboard twice as much too, which this problem actually can be solved if the school have facilities like projector or the other learning media.