

CHAPTER I

INTRODUCTION

A. Rationale

Every person in the world has a language-a mother tongue. In every city, town, or village of the world people are always talking to one another. They very often express the same ideas, but they all use their own language. People from Nairobi can convey the same message as people from London or Tokyo. But in Nairobi, the message is conveyed in Swahili; in London, it's in English; and in Tokyo, it's in Japanese. Each person will use different sounds and words because each language has its own sounds system and its own vocabulary. People who share the same language have a great deal in common. Language brings people together.¹

Language is important learnt because it is tool of communication certainly, that there are many kinds of nations and tribes in the world, which need a communication tool to know one another. As Allah said in holy Qur'an:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ
لِتَعَارَفُوا (الحجرت: ١٣)

It is mean, he said that he created you from a man and a woman and from different nations and tribes so that you need to know each other,

¹Conrad J. Schmitt, *Invitation to Languages (Foreign Language Exploratory Program)*, (Glencoe/McGraw-Hill, 1998), p.8-9

language can meet together the people from different country and everyone must use the language for communication each other.

In its broadest sense, language is the exchanger or transfer of meaning. It is a tool of communication. Spoken language or human speech is produced by human speech organs and received by ears. Each day we spend hours speaking and listening to friends, relatives, or stranger. Why do we spend so much time talking and listening to each other? We converse to exchange information, to communicate, and to interact. Language lets us exchange ideas, facts, and even emotions. It is a source of knowledge and source of enjoyment. Language is one of the most fascinating and essential tools possessed by humans. It is our ability to use language that separates us from the rest of the animal world.² Of course we use language to express our idea and to interact with someone in daily speaking and activity. Language used as tool in describing our opinion, emotion.

A language is considered a rich language if it has an extensive vocabulary-if it has many words. English, for example, is considered to be a rich language. It is estimated that there are about 500,000 words in English language! Of course, no one knows or uses all of the words. Estimates vary greatly as to the number of words the average person uses on a daily basis.³ Vocabulary is all about words. When we use language we use words all the time, thousands of them. If we know a language well, we know how to write

²*Ibid*, p. 3

³*Ibid*, p.14-15

its words and how to say its words.⁴ When we communicate each other, surely unconsciously we spend many words or vocabulary that uncountable.

Vocabulary has been seen as a major resource for language use. Early foreign language learning offers the chance for learners to build up a solid core of words useful for further learning, together with words that are learnt because they interest or excite young learners at the age. However, early vocabulary learning may be ineffective if words are not consolidated and used regularly. Children entering secondary education will have varying amounts of words, some they have mastered really well, some only partially learnt and some that they have met once or twice but not remembered. It should not be assumed that children know what they have been taught, i.e, the content of their course books or syllabus. They know what they have learnt.⁵

Building up a useful vocabulary is central to the learning of a foreign language at primary level. While opinions differ as to how much grammar of the foreign language can be taught, children are clearly capable of learning foreign language words through participating in the discourse of classroom activities.

Children are still building up their first language vocabulary, and this development is intimately tied up with conceptual development. In planning and teaching a foreign language, we need to take account of this first language background to know what will work and what may be too difficult for

⁴Michael McCarthy, Anne O’Keeffe, Steve Walsh, *Vocabulary Matrix: Understanding, Learning, Teaching*, (Heinle: Cengage Learning, 2010), p. 1

⁵Lynne Cameron, *Teaching Language to Young Learners*, (New York: Cambridge University Press, 2001), p. 94

children. It also becomes quickly apparent that learning a new word is not a simple task that is done once and then completed.

Vocabulary development is about learning words, but it is about much more than that. Vocabulary development is also about learning more about those words, and about learning formulaic phrases or chunks, finding words inside them, and learning even more about those words. Even the idea of what counts as a 'word' starts to become confused when linguists try to produce watertight definitions (Singleton 1999). However, we will start from words in the recognition that infants, children and adults talk about 'words' and think in terms of a word as a discrete unit. Children will ask what a particular word means, or how to say a word in the foreign language, and, in learning to read, the word is a key unit in building up skills and knowledge.⁶

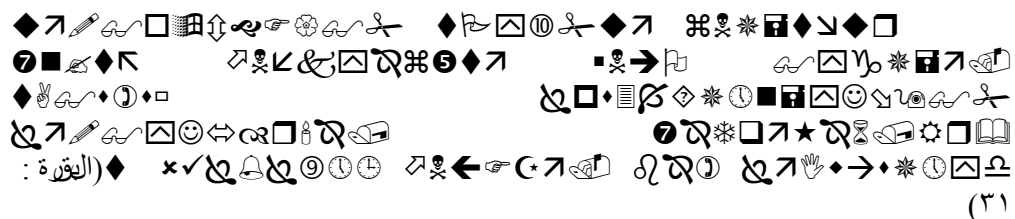
It would be impossible to learn a language without vocabulary-without words. One could learn about a language through some symbol system which would demonstrate relations and how they are realized, but this would be like examining the skeletal remains of a dinosaur and believing that one had actually encountered the creature. Language is not dry bones. It is a living, growing entity, clothed in the flesh of words.

Vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, but it must be learned by the individual. The vocabulary we understand and the vocabulary we can use varies in nature and in quantity from one person to another even in our native language. As

⁶*Ibid*, p. 72-73

language teachers, we must arouse interest in words and a certain excitement in personal development in this area (that is, motivation to learn ways of expressing meanings that are important to the individual student, even if not to others in the group). We can help our students by giving them ideas on how to learn vocabulary and some guidance on what to learn.⁷

These are suitable with what we learnt in the Holy Qur'an. The Qur'an states that one of the privileges which God bestowed to the human being is his or her readiness to learn. The readiness to learn happened in cooperation with various innate and acquisition factors, these are: The sense, special intelligence, various *mauhibah*, encouragement etc.⁸ Allah said in *surah Al-Baqarah* verse 31:



Therefore, every student has readiness to learn. So, the main problem that must be overcome previously namely how to make students want to learn. When students want to learn English and vocabulary, they will have desire and wish to learn English. Then, learning process will be going smoothly.

For Indonesia, English is a foreign language that has been taught from elementary school until university. Learning a foreign language is an

⁷Wilga M. Rivers, *Teaching Foreign Language Skills*, Second Edition, (Chicago: The University of Chicago Press, 1981), p. 42-43

⁸H. Yunahar Ilyas and Muhammad Azhar, *Pendidikan dalam Perspektif Al-Qur'an*, (Yogyakarta: Lembaga Pengkajian dan Pengamalan Islam Yogyakarta Universitas Muhammadiyah Yogyakarta, 1999), p. 33

integrated process that the learners may not ignore one or more aspects of the four basic skills: listening, speaking, reading and writing.

In many Elementary School today, they feel very important to teach foreign language competence from early beginning, although most of them only teaching English. But sometimes English teaching is only as a completion of the other lesson that has been taught. So that, the student's competence is ignored and the student does not have spirit to learn English.

Based on the fact and the importance of vocabularies, the writer wants to know how good the teaching and learning vocabulary proces and the writer is interested to observe and make a research entitled:

“TEACHING AND LEARNING VOCABULARY AT THE FIFTH GRADE OF INTEGRATED ISLAMIC FULL-DAY SCHOOL UKHUWAH BANJARMASIN ACADEMIC YEAR 2009/2010”.

To avoid misinterpretation toward the title, the writer will explain some terms in the title as follow:

1. Teaching: Refers to the process by which knowledge by imparted to students.⁹
2. Learning: Defined as an effort to gain a certain number of knowledge.¹⁰
3. Vocabulary: Total number of words in a language and list of the words with their meaning.¹¹
4. At the Fifth Grade: In class 5 C & D special class for boys.

⁹Peter Salim, *The Contemporary English Indonesia Dictionary*, (Jakarta: Modern English Press, 1985), p. 2012

¹⁰Ali Imran, *Belajar dan Pembelajaran*, (Jakarta: Dunia Pustaka Jaya, 1996), p. 2

¹¹Elaine Higgleton Chamber, *Essential English Dictionary*, (Edinburgh: British National Corpus, 1995) p. 461

5. Integrated Islamic Full-Day School Ukhuwah Banjarmasin: One of the schools that apply the subject of teaching and learning English, which becomes the location of the research carried out by the writer. Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin is located on Jl. Bumi Mas Raya Kompleks Bumi Handayani XII A Banjarmasin. It is a foundation that concern in education, social, and *dakwah* (religious proselytizing). Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin was built in 2001 year under territorial region of Yogyakarta which centralized in Jakarta.

So, the meaning of the title is the actions or activities of English teachers in teaching and students learning vocabulary at the Fifth Grade of Integrated Islamic Full-Day School Ukhuwah Banjarmasin Academic Year 2009/2010.

B. Statement of the Problem

In this study, the writer tries to organize the statement of the problems of the study, they are:

1. How does the teacher teach in teaching and learning vocabulary at the fifth grade of Integrated Islamic Full-Day School academic year 2009/2010?
2. What are the factors that support the teacher in teaching and learning vocabulary at the fifth grade of Integrated Islamic Full-Day School academic year 2009/2010?

C. Reason for Choosing the Title

There are some reasons that makes the writer to choose this title, they are:

1. English is one of the most popular languages in the world that has become the main communication device the field of the science and technology.
2. In teaching and learning a foreign language, vocabulary is one of the important components for someone to be successful in four language skills.
3. Vocabulary is one of the important things to be mastered in order the teacher and students can speak English well.
4. Integrated Islamic Full-Day School Ukhuwah Banjarmasin is One of the schools that apply the subject and system of teaching and learning English. Cause of that I want to know more how the quality of their vocabulary.

D. Purposes of Research

Based on the problem above, there are many purposes that writer has, they are:

1. To know how does the teacher teach in teaching and learning vocabulary at the fifth grade of Integrated Islamic Full-Day School Ukhuwah Banjarmasin academic year 2009/2010.
2. To know the factors that support the teacher in teaching and learning vocabulary at the fifth grade of Integrated Islamic Full-Day School Ukhuwah Banjarmasin academic year 2009/2010.

E. Significance of Research

In this study, the writer tries to organize the significances of research as follow:

1. To enrich knowledge and experience in scientific research especially for teacher and students' in teaching and learning vocabulary.
2. To gave the information about the application of using proper methods, techniques and media in teaching and learning vocabulary at the fifth grade of Integrated Islamic Full-Day School Ukhuwah Banjarmasin academic year 2009/2010.
3. To enlarge and improve the writer understanding about vocabularies in teaching and learning English.
4. To give contribution for the libraries of Antasari State Institute of Islamic Studies and Education Faculty, so that this thesis can give a new contribution, especially for the next researchers in using this thesis as literature on their research.

F. Organization of Contents

This study is divided into five chapters as follow:

The first chapter contains introduction, which is consisting of rationale, statement of the problems, reason for choosing the title, purposes of research, significance of research, and organization of contents.

The second chapter contains theoretical review on related field, which is consisting of definition of teaching and learning vocabulary, the methods in

teaching and learning vocabulary, techniques in teaching and learning vocabulary, media in teaching and learning vocabulary, and the factors that support the teacher in teaching and learning vocabulary.

The third chapter contains method of research, which is consisting of subject and object of research, data and source of data, techniques of data collecting, design of measurement, techniques of data processing and analysis, and research procedure.

The fourth chapter contains report of research result, which is consisting of general description of the research location, data presentation, and data analysis.

And the last chapter is the fifth chapter contains closure, which is consisting of conclusion, and suggestions.

CHAPTER II

THEORETICAL REVIEW ON RELATED FIELD

A. Definition of Teaching and Learning Vocabulary

1. Teaching

Teaching is a verbal noun gerund it is compound word “teach” and “ing”. In *Webster’s New Twentieth Century Dictionary*, teaching means the action of a person who teaches profession of teacher.¹²

According to *Oxford Advanced Learner’s Dictionary of Current English*, teaching means “to give instruction to some body, cause somebody to know or be able to do something; give to somebody knowledge, skill, etc; give lessons (at school).”¹³

Brown in his book explains that teaching defined as ”showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand”.¹⁴ Hamalik stated: “*Pengajaran adalah kombinasi yang tersusun meliputi unsur manusiawi, material, fasilitas, perlengkapan, dan prosedur yang saling mempengaruhi dalam mencapai tujuan pengajaran.*”¹⁵

¹²Simon and Schuster, *Webster’s New Word College Dictionary*, (New York: Mac Milan Company, 1998) p. 1372

¹³A.S. Hornby, *Oxford Advanced Learner’s Dictionary of Current English*,(New York: Oxford University Press, 1987), p. 886

¹⁴H. Douglas Brown, *Principles of Language Learning and Teaching*, Fourth Edition (USA: Addison Wesley Longman, Inc, 2000), p. 10

¹⁵Oemar Hamalik, *Kurikulum dan Pengajaran*, (Jakarta: Bumi Aksara, 1995), p. 57

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques.¹⁶

Based on some definition above, the writer concludes that teaching is a teacher profession through an activity to give the knowledge, skill, science, or the information to the students systematically, helping the students to know and understand something, so the students are able to master and can use or implement its as well.

The teacher's job is to help learners learn. This related both to the formal classroom process and learning outside the classroom.

Teachers are responsible for a large amount of what happens in the classroom – what is taught, the resources used, the type and order of activities, classroom management, assessment, feedback, correction, and so on. It is also part of the teacher's job to encourage learners to take responsibility for their own learning and become 'active learners'.¹⁷

For a number of years, the teaching of vocabulary was neglected in language classroom, despite the importance that learners attach to the task of building and maintaining an adequate vocabulary. It could be argued that in a second, as opposed to foreign language context, the initial stages

¹⁶H. Douglas Brown, *op.cit.*, p. 7

¹⁷Cora Lindsay and Paul Knight, *Learning and Teaching English(A Course for Teachers)*, (New York: Oxford University Press, 2006), p. 3

of language learning should be devoted almost entirely to vocabulary work.¹⁸

English is a foreign language in Indonesia, so English language taught and learnt in high school and university, for the elementary school try to taught and learnt it only in some latest years, but only some elementary schools apply English as part of the subject to be taught and learnt. Introducing the English language to the young children at the school to make them be early to mastery the foreign language.

The main reasons usually advanced for teaching languages to young children are as follow:

- a. Learning a foreign language effectively is a lengthy process. An early start is one way of following more time to be spent on the acquisition of this skill.
- b. It is often considered self-evident that because young children are more unselfconscious than adolescents and have a gift of vocal mimicry, they can learn a foreign language more easily.
- c. Closely allied to this is the notion that young children can learn a foreign language 'painlessly', in very much the same way that they acquire their mother tongue. Although under certain very special conditions – for instance when the family moves to a foreign country – young children do become quickly fluent in a second language, it is

¹⁸David Nunan, *Language Teaching Methodology*, (London: Prentice Hall International Ltd, 1991), p. 141

obviously impossible to reproduce such a situation in normal school and home surroundings.

- d. It was once thought that primary education should be vernacular education in the sense that a child must attain proficiency in one language and settle down in one culture before branching out into foreign language study. Many people now feel that with a changed national and world situation in which other languages and others cultures are a part, and are seen to be a part, of our everyday life, primary education should reflect this reality.¹⁹

Teaching a foreign language to the young learner is more easier, because the young learner has good willingness to learn a foreign language, also the young learner has a fresh brain that be good preparation to learn a foreign language for long time.

2. Learning

Learning is a verbal noun gerund it is compound word “learn and ing”. In *Webster’s New Twentieth Century Dictionary*, learning means the act of gaining knowledge or skill, acquired knowledge or skill; especially, much knowledge in a special subject; erudition; as a judge of great learning in law.²⁰ “Learning is acquiring of knowledge or skill.”²¹

A search in contemporary dictionaries reveals that learning is “acquiring or getting of knowledge of a subject or a skill by study,

¹⁹David Webb, MA, *Teaching Modern Languages*, (London: Newton Abbot, 1974), p. 35-37

²⁰Jean L. Mc. Kechine, *Webster’s New Twentieth Century Dictionary*, Second Edition, (USA : William Collins Publishers, 1980), p. 1032

²¹Simon and Schuster, *op. cit.*, p. 769

experience, or instruction”. A more specialized definition might read as follows: “Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice” (Kimble & Garnezy 1963: 133).²²

Based on definition above, the writer concludes that learning is relatively change in behavioral potentially that occurs as a result of reinforced practice. Also, learning is an effort from someone to know something, to get knowledge or skill of a subject by study. In this case is effort from beginner students to know and to learn or to master English vocabulary, of course, should be concerned with how an English teacher’s ability to teach them.

Learning can take place both inside and outside the classroom. It can be an informal process – picking up words from the TV, magazines, books, or friends; or it can be a formal process – attending lessons and taking part in classroom activities where language and skills are introduced and practised.

The learner may be conscious that they are learning something, for example, they use a bilingual dictionary to check the meaning of a word or ask a friend to explain. Learning may also happen without the learner being aware of it. They copy expressions and prases from other people

²²H. Douglas Brown, *op. cit.*, p. 7

without consciously checking the meaning or analyzing how the language is used.²³

The age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences, and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults we can reasonably expect a greater use of abstract thought.

There are a number of commonly held beliefs about age. Some people say that children learn languages faster than adults do. They talk of children who appear to pick up new languages effortlessly. Perhaps this has something to do with the plasticity of a young brain.

Another belief is that adolescents are unmotivated, surely, and uncooperative and that therefore they make poor language learners. And there are those who seem to think that adults have so many barriers to learning (both because of slowing effect of ageing and because of their fast experience), that they only rarely have any success.²⁴

Learning vocabulary for young learner believed as a great way to introduce solely the foreign language acquisition earlier, also the learners need to be aware that learning vocabulary in early study make him has capacity to learn language more deeply.

²³Cora Lindsay and Paul Knight, *op. cit.*, p. 1

²⁴Jeremy Harmer, *The Practice of English Language Teaching* Third Edition, (Edinburgh Gate: Pearson Education Limited,2001), p. 37

3. Vocabulary

According to *Oxford Advanced Learner's Dictionary of Current English* applied the definition of vocabulary that is 'total number of words which (with rules for combining them) make up a language.'²⁵

The *Oxford Learner's Pocket Dictionary* supplied several definitions of the word 'vocabulary'. The one that I have chosen here: 'list of words with their meaning, especially at the back of a book used for teaching a foreign language'.²⁶

From the explanation above, we can say that vocabulary is a total number of words are used by someone to express idea in a language. We can acquire vocabulary through many ways, such as listening, speaking, reading and writing. Vocabulary is important part in a language, because a rich vocabulary will helps its owner to communicate fluently.

Vocabulary is the range of words that you can use. The larger it is, the better will be your performance in all aspect of English-language work. A large vocabulary helps you to express your ideas precisely, vividly, and without repeating yourself in *composition*. You cannot do well in *comprehension* without a large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation. When *summarizing*, the need to condense make it essential that you have an ample stock of words from which to make an apt selection.²⁷

²⁵A. S. Hornby *op. cit.*, p. 959

²⁶Oxford University Press, *Oxford Learner's Pocket Dictionary*, third edition, (New York: Oxford University Press, 2000), p. 482

²⁷S. H. Burton, *Mastering English Language*, (The Macmillan Press LTD: 1982), p. 98

Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. Although vocabulary has not always been recognized as a priority in language teaching, interest in its role in second language (L2) learning has grown rapidly in recent years and specialists now emphasize the need for a systematic and principled approach to vocabulary by both the teacher and the learner. The increased interest in this topic is evidenced by a rapidly expanding body of experimental studies and pedagogical material, most of which addresses several key questions of particular interest for language teachers. For example, what does it mean to know a word? These questions reflect the current focus on the needs of learners in acquiring lexical competence and on the role of the teacher in guiding them toward this goal.²⁸

Vocabulary consists of the range of words that are always used by many people in their speaking or daily conversation. Large vocabulary can help the people who use it in daily activity or work that addressed them to master the English language especially.

4. Teaching and Learning Vocabulary

The relationship between learning and teaching is complicated and often not direct. Learners often don't learn what we teach and equally often learn what we don't teach. One way to help overcome this problem

²⁸Heinle & Heinle, *Teaching English as a Second or Foreign Language*, Third Edition, (USA: Thomson Learning, 2001), p. 285

is to create a positive relationship.²⁹ The relationship means between teacher and students.

In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Traditionally, vocabulary learning was often left to look after itself and received only incidental attention in many textbooks and language programs. Thus, although the course curriculum was often quite specific about aspects of teaching such as grammar, reading, or speaking, little specification was given to the role of vocabulary.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching television. Research on vocabulary in recent years has done a great deal to clarify to level of vocabulary learning learners need to achieve in order to read both simplified and unsimplified materials and to process different kinds of oral

²⁹Cora Lindsay and Paul Knight, *op. cit.*, p. 4

and written text, as well as the kinds of strategies learners use in understanding, using, and remembering words.³⁰

Vocabulary is the component of language proficiency acquisition, to master language we can not leave the vocabulary, because when we want to master listening, speaking, reading, and writing skills, unconsciously we learn vocabulary too. So teaching and learning vocabulary is very important and we can learn it from many ways, such as listening to the radio, watching TV that apply the English program, also try to speak with the native speakers when we meet them and so on.

B. The Methods in Teaching and Learning Vocabulary

Ricards and Rodgers stated: “Method is an overall plan of the orderly presentation of language material. No part of which contraries and all of which is upon the selected approach”.³¹ Surachman sated: “ *Metode ialah cara pelaksanaan dari suatu proses yang diberikan kepada peserta didik*”.³²

More than three decades ago, Anthony (1963) gave us a definition that has quite admirably withstood the test of time. His concept of method was the second of three hierarchical elements, namely, *approach*, *method*, and *technique*. An approach, according to Anthony, was a set of assumptions dealing with the nature of language, learning, and teaching. Method was

³⁰Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching (An Anthology of Current Practice)*, (New York: Cambridge University Press, 2002), p. 255-256

³¹Jack C. Ricards and Theodare S. Rogers, *Approaches and Method in Language Teaching*, (New York: Cambridge University Press, 1986), p. 15

³²Winarto Surachman, *Metodologi Pembelajaran Bahasa Asing*, (Jakarta: Bulan Bintang, 1974), p. 7

defined as an overall plan for systematic presentation of language based on a selected approach. It followed that techniques were specific classroom activities consistent with a method, and therefore in harmony with an approach as well.³³

From some information above, it can be concluded that the method is the ways or steps used to implement the presentation. In this case the teacher has a way that will be use in teaching and learning vocabulary.

As a prelude to the study of techniques for teaching the various language skills, we shall examine some of the major methods which have held sway in the past century: the grammar-translation method, the direct method, and audio-lingual or aural-oral method. We shall relate these to recent studies in linguistic and cognition and show where new trends are leading.³⁴

There are some methods commonly used in teaching and learning language as follow:

1. Grammar Translation Method

The grammar-translation method aims at inculcating an understanding of the grammar of the language, and training the student to write the new language accurately by regular practice in translating from the native language. It aims at providing the student with a wide literary vocabulary, often of an unnecessarily detailed nature. It aims at training the student to extract the meaning from text in the new language by

³³Jack C. Richards and Willy A. Renandya, *op.cit.*, p. 9

³⁴Wilga M. Rivers, *op. cit.*, p. 27

translation into the native language and at advanced stages, to appreciate the literary significance and value of these texts.³⁵

The principle characteristic of the Grammar-Translation Method was these: Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization. In a typical Grammar-Translation text, the grammar rules are presented and illustrated, a list of vocabulary items are presented with their translation equivalents, and translation exercises are prescribed.³⁶

There are some techniques such as translation of the literary passage, reading comprehension question, antonyms, synonyms, fill in the blank, memorization, use word in sentence, and composition are the implementation or parts of the grammar translation method that the teacher can apply in teaching and learning vocabulary.

2. Direct Method

This renewed emphasis on the target language as the medium of instruction in the classroom meant that correct pronunciation became an important consideration. Since the study of phonetics had developed during the second half of the nineteenth century, teachers were able to make use of its newly developed system of notation. Direct-method teachers frequently began a language course with an introductory period during which students were taught the new sound system.³⁷

³⁵*Ibid*, p. 29

³⁶Jack C. Richards and Theodore S. Rodgers, *op. cit.*, p. 4

³⁷Wilga M. Rivers, *op. cit.*, p. 32

The principal characteristics of the Direct Method were these:

- a. Only everyday vocabulary and sentence were taught.
- b. Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
- c. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.³⁸

There are some techniques of the direct method that the teacher can uses in teaching and learning vocabulary; as following: Reading aloud, question and answer exercise, dictation, and paragraph writing.

3. Audio-Lingual Method

The native language as learned behavior was acquired by the infant in spoken form first, and this led to the assumption that students will acquire a second language more easily if it is presented in the spoken form before the written form. The new emphasis on being able to communicate in another language led to the coining of the term “aural-oral” for a method which aimed at the developing listening and speaking skills first, as the foundation on which to build the skills of reading and writing.³⁹

Here are some features of a typical lesson:

- a. Lessons often began with dialogues
- b. The emphasis was on the form (or structure) of language rather than on content and meaning.

³⁸Jack C. Richards and Theodore S. Rodgers, *op. cit.*, p. 9-10

³⁹Wilga M. Rivers, *op. cit.*, p. 40

- c. Correct pronunciation was strongly encouraged from the beginning.
- d. Vocabulary was severely limited in the early stages.
- e. Drills were the main way new language was practice.⁴⁰

Complete the dialog and repetition are the implementation or parts of audio-lingual method that the teacher can applies in teaching and learning vocabulary.

4. Silent Way

The Silent Way is the name of a method of language teaching devised by Caleb Gattegno. Gattegno's name is well known for his revival of interest in the use of colored wooden sticks called cuisenaire role rods and for his series Words in Color, an approach to the teaching of initial reading in which sounds are coded by specific colors.⁴¹

The Silent Way is perhaps as well known for the unique nature of its teaching materials as for the silence of its teachers. The material consist mainly of a set of colored rods, color-coded pronunciation and vocabulary wall charts, a pointer, and reading writing exercises, all of which are used to illustrate the relationships between sound and meaning in the target language. The materials are designed for manipulation by the students as well as by the teacher, independently and cooperatively, in promoting language learning by direct association.⁴²

⁴⁰Cora Lindsay with Paul Knight, *op. cit.*, p. 18

⁴¹Jack C. Richards and Theodore S. Rodgers, *op. cit.*, p. 99

⁴²*Ibid*, p. 108

Vocabulary card technique can use in teaching and learning vocabulary with the silent way method. Silent way method also used by the teacher when the class condition be noise, so the teacher keep quite to overcome it.

5. Suggestopedia

Suggestopedia is a method developed by the Bulgarian psychiatrist educator Georgi Lozanov. Suggestopedia aims to deliver advanced conversational proficiency quickly. It apparently bases its learning claims on student mastery of prodigious lists of vocabulary pairs and indeed, suggests to the students that it is appropriate that they set such goals for themselves. Lozanov emphasizes, however, that increased memory power is not an isolated skill but is a result of “positive, comprehensive stimulation of personality” (Lozanov 1978: 253). Lozanov states categorically, “The main aim of teaching is memorization, but the understanding and creative solution of problems” (1978: 251). As learner goals he cites increased access to understanding and creative solutions of problems. However, because students and teachers place a high value on vocabulary recall, memorization of vocabulary pairs continues to be seen as an important goal of the suggestopedia method.⁴³

Role-play is the implementation or part of suggestopedia method that the teacher can apply in teaching and learning vocabulary.

⁴³*Ibid*, p. 147

6. Total Physical Response Method

Learners in Total Physical Response have the primary roles of listener and performer. They listen attentively and respond physically to commands given by teacher. Learners are required to respond both individually and collectively. Learners have little influence over the content of learning, since content is determined by the teacher, who must follow the imperative-based format for lesson.

The teacher plays an active and direct role in Total Physical Response. “The instructor is the director of a stage play in which the students are the actor” (Asher 1977:43). It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use.⁴⁴

There are some techniques that the teacher can apply in teaching and learning vocabulary such as action sequence, words and actions as the implementation or parts of total physical response method.

7. Community Language Learning

Most of what has been written about CLL described its use in introductory conversation courses in a foreign language. The assumption seems to be that through the method, the teacher can successfully transfer his or her knowledge and proficiency in the target language to the learners,

⁴⁴*Ibid*, p. 93

which implies that attaining near-native like mastery of the target language is set as a goal.⁴⁵

Community Language Learning is the most responsive of the methods we have reviewed in the terms of its sensitivity to learner communicative intent. It should be noted, however, that this communicative intent is constrained by the number and knowledge of fellow learners.⁴⁶

There are some techniques such as scrabble, crosswords puzzle, story retelling as the implementation or parts of community language learning and teacher can use its in teaching and learning vocabulary.

8. Communicative Language Teaching

Communicative language teaching developed mainly as a reaction to the limitations of previous methods which put little, if any, emphasis on the ability to communicate or interact. It was also influenced by developments in the way the language was described – taking into account the communicative function of language, i.e. that we use language to do things like suggest, invite, agree, request, criticize, predict, and so on.

Here are some of the main features of CLT:

- a. The goal is to learn to communicate in the target language.
- b. There is an emphasis on meaning and *using* the language rather than on the structure and form of the language.

⁴⁵*Ibid*, p. 119

⁴⁶*Ibid*, p. 126

- c. Oral and written activities may be used from the start, for example, role plays, dialogues, games, and problem solving.
- d. One role for the teacher is that of a ‘facilitator’ who help learners to communicate in English and motivates them to work with the language. Learners often interact with each other through pair of group work.
- e. The four skills are developed simultaneously.⁴⁷

Role play, scrabble, crosswords puzzle are also the implementation or parts communicative language teaching method that can be applied by the teacher in teaching and learning vocabulary.

The methods such as grammar translation method, direct method, audio-lingual, silent way, suggestopedia, total physical response, community language learning, and communicative language teaching help the teacher in systematic presentation of teaching language. Teacher can choose one or some of them, on the other side when the teaching and learning process runs, the teacher unconsciously use one or more of the method above. But using method not enough for implementation of teaching and learning without including the technique as the specific way to implement and reach the teaching and learning language goal.

⁴⁷Cora Lindsay with Paul Knight, *op. cit.*, p. 20

C. The Tehniques in Teaching and Learning Vocabulary

A.S Hornby in *Oxford Advanced Learner's Dictionary of Current English* said that “Techniques is a method of doing something expertly”.⁴⁸

Anthony as quoted Richards said that “Technique is implementation that which actually takes place in a classroom. It is particularly trick, strategy, or contrivance used to accomplish an immediately objective.”⁴⁹

Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.⁵⁰

So, it can be comprehended that technique is the way which more detailed in the implementation of teaching and learning process directly.

Especially at beginning levels, the teaching of word lists through word association techniques has proven to be a successful way to learn a large number of words in a sort period and retain them over time.

Word association activities can also be constructed with lists of words that are to be learned. For example, students could be given word-match lists such as the following and asked to draw lines from words in the left column to those that seem most closely related in the right column.

Cough	Blue
Grass	Pepper
Red	Tea

⁴⁸A.S Hornby, *op. cit.*, p. 889

⁴⁹Jack C. Richards and Theodore S. Rodgers, *op. cit.*, p. 10

⁵⁰H. Douglas Brown, *op. cit.*, p. 14

Salt	Kitten
Puppy	Sneeze
Coffee	Green

The pairs to be matched should have a clear association link, such as those given in the list, but closely related synonyms or antonyms should probably be avoided. Research shows that similarities between words can make learning more difficult because of interference, or “cross associations.” In particular, care should be taken with pairs whose meanings are very similar.⁵¹

Some techniques and exercises that are suitable for beginners look less appropriate for students at higher levels—for example, the use of repetition. Teachers find it quite effective to get beginner students to repeat sentences in chorus, but at higher level this usually seems strange and patronizing. At advanced levels it is easy to organize discussion—whether preplanned or opportunistic, whereas for beginners this option will not be available.⁵²

Teacher of beginner students will necessarily use activities whose organization and content is less complex than those for more advanced learners. And although discovery learning, for example, is seen as desirable at any level, it is more widely used at intermediate levels and above than it is at beginner and elementary levels.

⁵¹Heinle & Heinle, *op. cit.*, p. 288

⁵²Jeremy Harmer, *op. cit.*, p. 45

There are some techniques can be applied in teaching and learning vocabulary as follows:

1. Translation of the Literary Passage

Students translate a reading passage from the target language into their native language. The reading passage provides the focus for several classes; vocabulary and grammatical structures in the passage are studied in subsequent lessons. The passage may be excerpted from some work from the target language literature, or a teacher may write a passage carefully designed to include particular grammar rules and vocabulary.

The translation may be written or spoken or both. Students should not translate idioms and the like literally, but rather in a way that shows that they understand their meaning.

2. Reading Comprehension Question

Students answer questions in the target language based on their understanding of the reading passage. Often the questions are sequenced so that the first group of questions asks for information contained within the reading passage. In order to answers the second group of questions, students will have to make inferences based on their understanding of the passage. This means they will have to answer questions about the passage even though the answers are not contained in the passage itself. The third group of questions requires students to relate the passage to their own experience.

3. Antonyms

Students are given one set of words and are asked to find antonyms in the reading passage. The antonym is a word that has contrary opposite in meaning to another. Teacher can apply this easily with many examples.

4. Synonyms

A similar exercise could be done by asking students to find synonyms for a particular set of words. Or students might be asked to define a set of words based on their understanding of them as they occur in the reading passage. Other exercises that ask students to work with the vocabulary of the passage are also possible.

5. Fill in the Blank

Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of particular grammar type, such as preposition or verbs with different tenses.

6. Memorization

Students are given lists of target language vocabulary words in their native language equivalents and are asked to memorize them.

7. Use Word in Sentence

In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

8. Composition

The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a précis of the reading passage.⁵³ It also helps students expand their vocabulary.

9. Reading Aloud

Students take turns reading sections of a passage, play, or dialog out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples or other means to make the meaning of the section clear.

10. Question and Answer Exercise

This exercise is conducted only in the target language. Students are asked questions and answer in full sentences so that they practice with new words and grammatical structure. They have the opportunity to ask questions as well as answer them.

11. Dictation

The teacher reads the passage three times. The first time the teacher reads it at normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed and students check their work.

⁵³Diene Larsen - Freeman, *Techniques and Principles in Language Teaching*, (New York : Oxford University Press, 1986), p. 13-14

12. Paragraph Writing

The teacher in this class asked the students to write a paragraph in their own words on the major geographical features. They could have done this from memory, or they could have used the reading passage in the lesson as a model.⁵⁴ The students try to use the vocabulary have learned and expand the new vocabulary.

13. Complete the Dialog

Selected words are erased from a dialog students have learned. Students complete the dialog by filling in the blanks with the missing words.⁵⁵ The words use must have appropriate with the sentences.

14. Role-Play

Students are asked to present temporarily that they are someone else and to perform in the target language as if they were that person. They are often asked to create their own lines relevant to the situation.⁵⁶ The student explains whom people will be performed, so the others understand who he/she is.

15. Action Sequence

At one point we saw the teacher give three connected commands. For example, the teacher told the students to point to the door, walk to the door, and touch the door. As the students learns more and more of the target language, a longer series of connected commands can be given,

⁵⁴*Ibid*, p. 27-28

⁵⁵*Ibid*,p. 47

⁵⁶*Ibid*,p. 84-85

which together comprise a whole procedure.⁵⁷ The student tries to understand the teacher command and acts as well.

16. Guess the Meaning

The aim of this activity is to get learners to listen to a lot of repetitions of new vocabulary while they are interested and attentive. The procedure: put 10-12 object or picture where all class can see them. Call a learner to come to front. Repeatedly say the name of one of the objects while the learner guesses which object has that name by pointing at each object in turn. If the learner points to the wrong object, keep repeating the word. When the learner points to the correct object, say “yes” and repeat the name of the object. Say the name of another of the objects, while the learner points. When the learner eventually points to the correct item, quickly revise the previous items by saying their name and getting the learner to point. Continue until the objects have been named.⁵⁸ The guess the meaning can also apply the teacher to asks the students the meaning of the vocabulary have learned before.

17. Individualized Picture Matching

Prepare a sheet containing about 20 small picture and sentences. The sentences should consist of the word to be learned in a simple context. Highlight the word in the sentence to be matched with the picture. Have each learner work individually to match the sentences with the pictures.

⁵⁷*Ibid*, p. 119

⁵⁸Jack C. Richards, *New Way in Teaching Vocabulary*, (Illionis: TESOL, 1994), p. 15

When they are finished, they mark they work from an answer sheet.⁵⁹ The student tries to understand both sentence and the description of the picture.

18. Repetition

This activity is based on the premise that learning the correct meaning of a word must be followed by sufficient frequency of use. Initial learning should be carried out in the most efficient way possible, and the subsequent practice should be achieved in the most meaningful and diverting of ways. This variation on the game called “Nature Memory” is one way of achieving this goal.⁶⁰ The teacher tries to explain more to the student repeatedly.

19. Word Shapes

This activity encourages beginning students to consolidate and build on their receptive and productive knowledge of nouns. Speculation about different shapes will generate related vocabulary, for example, different kinds of fruits and vegetables.⁶¹ This way informs the students to classify of some kind of word according to the each shape.

20. Scrabble

The game of Scrabble is an entertaining way to learn and use vocabulary even for native speaker. However, certain adjustment in the rules can improve the teaching value of the game.

Using volunteers from the class, demonstrate how the game will be played. Have each volunteer receive seven Scrabble tiles and play one

⁵⁹*Ibid*, p. 26

⁶⁰*Ibid*, p. 65

⁶¹*Ibid*, p. 64

word on the board. Demonstrate how to calculate the score for each word.⁶² Scrabble just like the game that will entertain the student in teaching and learning vocabulary.

21. Crosswords Puzzle

The crossword puzzle can be based on one vertical word or phrase that may be a hidden message, for example, Happy New Year. Procedure: Give each learner in the pair half the crossword puzzle, with clues for every second line in the puzzle. Have learner A tell learner B the definition of the wanted word. If B cannot figure it out from this clue, use the Hangman game with the letters of the word mixed up. If learner B still cannot guess, A says the last letter is. Reverse the role to work on the next line in the puzzle.⁶³ The crosswords puzzle also an entertain way applies in teaching and learning vocabulary.

22. Define and Match

Give half of the class a list of words and the other half a list of definitions. Ask the learners with the words to try to give a meaning in English and the learners with the definitions to try to think of the defined words. Have the learners from pairs, with one learner having a list of words and the other a list of definitions. They match the words with the definitions and see how many they got correct.⁶⁴ This technique informs the student the definition of the words, so the students can use that words as well.

⁶² *Ibid*, p. 72

⁶³ *Ibid*, p. 80

⁶⁴ *Ibid*, p. 94

23. Words and Actions

Put together a box or paper bag containing cards with commands written on them, for example, *Put the red crayon in the box, Sit on the table, Stand up, Put a book under the chair*. Seat the children in a circle. Ask the first child to select a card from the box, read it aloud, put the card in a pocket chart, and perform the required action. If the child is correct, she or he chooses the next child to pick a card. If the child is not correct, then she or he chooses another child to help perform that action and the two children do it together. Continue the game until everyone has had a chance to pick a card, read it, and do what it says.⁶⁵ The student must acts correctly the word that chosen.

24. Story Retelling

This activity allows teachers to create interesting vocabulary lessons that incorporate the language skills of reading, writing, speaking, and listening. Students focus on a topic while gaining productive vocabulary knowledge. Choose a true, interesting, and short story. Consider all available forms of the media as possible sources. Do not write the story and plan to read it; natural language and spontaneous elaboration aid comprehension.⁶⁶ Before the students retell the story the teacher has to help them to understand more. So, the work runs well.

⁶⁵*Ibid*, p. 97

⁶⁶*Ibid*, p. 164

25. Vocabulary Ranking

Make a ranking activity based on a word that is useful for the learners. The word may be one from a text that the learners are working on. Give the activity to the learners to do in small groups. Get the groups to report and justify the result of their ranking to the rest of the class.⁶⁷ Sometimes the student given the pictures to that will help them to arrange in correctly ranking.

26. Guessing Words in Context

Teacher often try to convince students that they do not need to resort to the dictionary for every unknown word they encounter; however, students are often not easily convinced of this fact. The value of this exercise is that students see for themselves that it wastes time to look up every unknown lexical item because a reader can get an approximate meaning based on contextual clues. Most students also find this exercise lot of fun.⁶⁸ This technique train the student to understand the word without using the dictionary.

27. Using Dictionary

This activity draws attention to words with an easy, or frequent, surface meaning, but which are being used with a less frequent, unusual, or are meaning in a text. Learners are likely to be aware of the common or frequent meaning of the word but unaware of the special usage. The activity combines two independent learning strategies: guessing from

⁶⁷*Ibid*, p. 168

⁶⁸*Ibid*, p. 175

context, and, using a dictionary.⁶⁹ In using the dictionary the students will have the correct information about the meaning of some word.

28. Vocabulary Cards

Using vocabulary cards is a word learning strategy for independent learning in or out of class. On one side of the card is written the word to be learned. On the other side is the word's meaning, usually in the form of a first language translation.⁷⁰ This technique tries to expand the students' vocabulary mastery.

The presentation and implementation of techniques above have relationship with the methods before, because the use of techniques in teaching and learning vocabulary show what method is used too.

The use of techniques will not be complete too, without some aids, tools or media that will make students understand more and easier in teaching and learning vocabulary.

D. The Media in Teaching and Learning Vocabulary

There are many experts of education who give definition about media. Generally, based on the function of the media themselves, media can be said as some aids or things which can help the teaching and learning process even in teaching and learning vocabulary.

Whether the approach, language teachers seem to agree that media *can* and *do* enhance language teaching, and thus in the daily practice of language

⁶⁹*Ibid*, p. 191

⁷⁰*Ibid*, p. 201

teaching we find the entire range of media—from nonmechanical aids such as household objects, flashcard, and magazine pictures all the way up to sophisticated mechanical aids such as video cameras and computers—assisting teacher in their jobs, bringing the outside world into the classroom, and, in short, making the task of language learning a more meaningful and exiting one. Keeping this fact in mind, let us examine the types of instructional media used in the language classroom.⁷¹

In short, media help us to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media can also provide a density of information and richness of cultural input not otherwise possible in the classroom, they can help student process information, and free the teacher from excessive explanation, and they can provide contextualization and a solid point of departure for classroom activities.⁷²

Finally, media are tools to give some information in teaching-learning process. Besides, media are modes to give understanding about structures or principles, tools to dramatize an even, and like a teaching machine to present a problem in a regularly configuration and give a feedback of students' responses. In this study, writer assumes that media are helpful for teaching vocabulary.

⁷¹Heinle & Heinle, *op. cit.*, p. 459-460

⁷²*Ibid*, p. 461

There are some media that can be applied in teaching vocabulary as follows:

1. Chalkboard/Blackboard (Whiteboard, for some schools use it now)

Chalkboard or blackboard as they are often called, come in varying colors and types. Some are placed on easels, many are fixed on classroom walls move on and down or across on wooden structures. Use it to introduce new vocabulary or to write out grammar exerciser or tests, it is in the very areas where it would be most useful (teaching structures, prompting drill, 'explaining' difficult areas of the language, recapitulating language taught earlier).⁷³ In some school have chosen the whiteboard to help teaching in learning process.

2. The Flannelboard

Flannelboard is a piece of soft board (or any other suitable support material) which is covered with a piece of cloth which has adhesive qualities, such as flannel or felt. The flannelboard can be used to present and/or practice almost any structure in a syllabus or any of the language skills. English language teaching and learning become much more effective and fun. It can be used to teach students all ages and of all levels of language proficiency.⁷⁴ The teacher can make it by himself and will interest the student in teaching and learning process that.

⁷³ Noor Azlina Yunus, *Preparing and Using Aids for English Language Teaching*, (New York: Oxford University Press, 1981), p. 1

⁷⁴*Ibid*, p. 9

3. The Magnetboard

A simple magnetboard consists of a sheet of metal, for example, zinc or tin plate, to which figurines can be attached by magnets. Most of the instructional values that can be attributed to the flannelboard can also apply to the magnet board. A distinct advantage over the flannelboard is that magnetboard can be draw on.⁷⁵ The teaching and learning process will be fun using the magnetboard.

4. Mobile Figures.

Mobile figures are very useful figurines. They can be used on both the flannel board to teach a large number of 'action' words that are not easy demonstrated by the teacher in the classroom.⁷⁶ This media will entertain the students and avoid their boring in teaching and learning English.

5. Pocket Chart

A pocket chart consists essentially of a piece of support material on which pockets have been placed for the purpose of holding word (and letter) cards or pictures. It can be used for developing reading skills through pre-reading and phonetic activities with litter cards and pictures. Students more easily remember words.⁷⁷ This media train and help the students to understand the litter, word, vocabulary and picture.

6. Word/Vocabulary Cards

Although sets of letter or word cards may be purchased from stationery shops, it is better (and economical) for the teacher to produce

⁷⁵*Ibid*, p. 16

⁷⁶*Ibid*, p. 18

⁷⁷*Ibid*, p. 32

his own. Paper rather than card board can be used to make some words, particularly where the cards are not likely to be used very often (as for specialized vocabulary found in a comprehension passage). Although some teachers favor different colored card for writing words of different word classes (nouns, verbs, etc). As with figurines, it is desirable for a teacher to build up sets of word and letter card.⁷⁸ Word card or vocabulary card can apply to introduce the new word or vocabulary.

7. Pictures

Pictures are the most widely available of all teaching materials. There is a veritable goldmine of suitable pictures in newspaper, magazines, old textbooks, catalogues, brochures, calendars etc. ⁷⁹ pictures are useful for presenting grammatical and vocabulary items. Pictorial material allows for meaningful practice of vocabulary and structures presented by the teacher. ⁸⁰ Picture often is the main media used in teaching and learning language.

8. Non Pictorial Material

Non pictorial material is easier to prepare than pictorial material and therefore calls for less artistic skill from the teacher. At the lower levels it can be based on information supplied by students, for example, charts of height and ages. ⁸¹ Pictorial and non-pictorial is extremely helpful at the repetition, reproduction and manipulation stages as it

⁷⁸ *Ibid*, p. 35

⁷⁹ *Ibid*, p. 48

⁸⁰ *Ibid*, p. 53

⁸¹ *Ibid*, p. 60

provides the students with something to talk about.⁸² This media is useful to explain some abstract things easier.

9. Using a Projector

The simplest method of transferring an illustration from a book, newspaper or magazine, is to place it on the plate of an opaque projector and trace the image that is thrown on a large piece of paper attached to a wall chalkboard.⁸³ It is very helpful if the teacher use it in the classroom to show the materials of subject in interesting way.

10. Color and Numbers Charts

Other charts can be made to suit the needs of students. For instance, young children who are beginning to learn colors and numbers may be able to use such charts. These could be made with a plastic pocket at the top or a deep pocket to hold pictures and a variety of number and color words which students place in a pocket under the relevant picture.⁸⁴ Sometimes the young learner need this media in teaching and learning language.

11. Vocabulary Wheels

These are another means of teaching and practicing grammatical structures and expanding vocabulary. They can either be used by students working individually, in pairs or groups (with the students writing out word or sentence combination) or by the teacher controlling them and prompting students to produce sentences.

⁸²*Ibid*, p. 68

⁸³*Ibid*, p. 61

⁸⁴*Ibid*, p. 91

12. Worksheets

The word-card activities that can be conducted on the pocket chart to develop reading and writing skills and the many activity/workbooks available commercially provide the teacher with plenty of material for beginning students of English. These can be supplemented by cyclostyled worksheets containing selection and matching activities to suit the specific needs of students.⁸⁵ The worksheet applied by the teacher to focus the students on what will be learnt.

13. A Clock

This is useful by itself as well as in conjunction with other aids, for example, pictures or the flannelboard. Indeed clocks are essential in lessons where time concepts (telling the time, time phrases, tenses) are being taught or practiced.⁸⁶ A clock will be needed to explain about time.

14. Puppets

Puppets are excellent teaching aids, especially with younger children. Not only can the teacher use them to communicate the important points of a language item but they can increase pupil participation in teacher-dominated class-rooms.⁸⁷ This media also an entertain tool applied to the students.

15. Tape Recorder

Tape recorder can be used in many different ways in the class-room though obviously its greatest use lies in speech and ear training. In

⁸⁵*Ibid*, p. 93-95

⁸⁶*Ibid*, p. 98

⁸⁷*Ibid*, p. 99

the early stages of learning English the teacher can use the tape recorder to train students to hear phonemic distinctions, for instance the differences between long and short sounds etc.⁸⁸ This media used in teaching and learning listening, to introduce the correct pronounce of the words.

16. Scrabble

The game of Scrabble is an entertaining way to learn and use vocabulary even for native speaker. However, certain adjustment in the rules can improve the teaching value of the game.

Using volunteers from the class, demonstrate how the game will be played. Have each volunteer receive seven Scrabble tiles and play one word on the board. Demonstrate how to calculate the score for each word.⁸⁹ The scrabble make a good students interest in learning vocabulary.

17. Vocabulary Bingo

Give each student a bingo grid sheet or have the students draw their own grid sheet. Each square should be big enough to accommodate one of the words. Put a list of words on the board. The list could consist of numbers, the alphabet, part of the body, days of the week, or names of fruit. The list should consist of around 15 items. Students should copy any of the items into any of the squares. Students can write any item more than once if they want, but it is best to set a limit, for example, three times per word. Thus, it is all right if the master list on the board has only 15 items

⁸⁸*Ibid*, p. 109

⁸⁹Jack C. Richards, *op. cit.*, p. 72

because each may be written up to three times. For beginning levels, stick with concrete items such as alphabet, numbers, names of fruit.⁹⁰ This media also entertain the students such scrabble.

18. Crosswords Puzzle

The crossword puzzle can be based on one vertical word or phrase that may be a hidden message, for example, Happy New Year. Procedure: Give each learner in the pair half the crossword puzzle, with clues for every second line in the puzzle.⁹¹ This media to train the student to find the correct word according to the information given.

19. Using Dictionary

This activity draws attention to words with an easy, or frequent, surface meaning, but which are being used with a less frequent, unusual, or are meaning in a text. Learners are likely to be aware of the common or frequent meaning of the word but unaware of the special usage. The activity combines two independent learning strategies: guessing from context, and, using a dictionary.⁹² The using of dictionary is very important to know the meaning of the words.

20. Keeping a Vocabulary book

Students often have difficulty remembering new words or phrases they encounter in their reading or in other language classes. Many students find it useful to keep a vocabulary book in which they record and classify

⁹⁰*Ibid*, p. 74-75

⁹¹*Ibid*, p. 80

⁹²*Ibid*, p.191

words which they want to remember.⁹³ In teaching and learning process students have the book used to record the main information, exercise also vocabulary.

21. Objects Around Class

In teaching and learning vocabulary teacher usually need the object that will be used or show as example of what the teacher explains to the students. So, the students can see easily to understand what the teacher means.

22. Reference/Text Books

Printing media include material prepared on the paper for teaching and information.⁹⁴ Reference or text books are including as printing media an important for teaching and learning process. If the teacher and students have the reference books, they will be easy to conduct and follow the teaching and learning process.

All the media above can be used by the teacher to make teaching and learning process more interesting, the use of media also can support for language acquisition. The teacher can use one or some of the media in one meeting as appropriate with the lesson need, because it is impossible for the teacher to use all of the media just in one meeting of lesson. So, the use of media can periodically to avoid the students boring in teaching and learning English language, even vocabulary skill.

⁹³*Ibid*, p. 198

⁹⁴Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, 2007), p. 37

E. The Factors that Support Teaching and Learning Vocabulary

1. Teacher Education

Teacher is a main factor in the process of learning especially for building up the student's ability in foreign language, because he or she has great influence upon student's achievement. In other word, the teacher is the most important holder in implementation of education. We need to examine the teacher's role not only in education generally, but in classroom itself.

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community.⁹⁵ Teacher education believed to influence and supports the student's mastery of English vocabulary. Teacher as facilitator in one of the important parts of the students in teaching and learning vocabulary. The teacher guidance will make good result for mastery of the four skills of language by students, including their vocabulary development.

There are many occasions when the teacher will want to be at the front of the class to motivate, instruct, or explain something to the whole class. But there are also many activities where encouraging students to solve their own problems on their own or in pairs or groups, will have enormously beneficial effects both on learning, and on the dynamics and

⁹⁵Wikipedia, the free encyclopedia, http://en.wikipedia.org/wiki/Teacher_education. July 29th, 2010.

atmosphere in the classroom. It is not an ‘either....or’ situation, in other word. Instead our behavior will depend on how we feel about teaching and what we are comfortable with; on the type of activity our students are involved in, and on whom students are and how they feel about what we are asking them to do.⁹⁶

Teacher education the writer means not only got from study at school or university, but can be reached from training and many school programs to develop the teacher skill and education. So, the teacher can plays the role in teaching and learning vocabulary besides mastery the teaching materials.

2. Student Interest

In teaching and learning process we need students’ interest, even in teaching and learning vocabulary, the students’ interest showed with the respond or participation on what the teacher teaches.

In our first language, interest is called as “*minat.*” And according to Syaiful Bachri Djamarah in his book Entitled “*Psikologi Belajar*” stated that: “*minat adalah kecenderungan yang menetap untuk memperhatikan dan mengenang beberapa aktivitas. Seseorang yang berminat terhadap suatu aktivitas akan memperhatikan aktivitas itu secara konsisten dengan rasa senang. Dengan kata lain, minat adalah*

⁹⁶Jeremy Harmer, *op. cit.*, p. 57

suatu rasa lebih suka dan rasa keterikatan pada suatu hal atau aktivitas, tanpa ada yang menyuruh.”⁹⁷

An *interest* has been explained as “something with which the child identifies his personal well-being”. Interest are sources of motivation which drive people to do what to do when they are free to choose. When they see that something will benefit them, they become interested in it.

At all age, interest play an important role in a person’s life and have a great impact on the person’s behavior and attitudes. At no time is this more true than during childhood. What kind of person the child will become is determined to a large extent by the interests developed during the childhood years. Throughout the childhood years, interests provide a strong *motivation to learn*. Children who are interested in an activity, whether it is play or work, will put forth more effort to learn than will children who are less interested or bored. If learning experiences are to tap children’s full resources, they must be timed to coincide with their interests. This is the “teachable moment” the time when the children are ready to learn because they are interested in what learning will bring them in personal advantages and satisfactions.⁹⁸

So, interest is an inclination of a person within channel the emotional like on something. A student who has interest in learning English or vocabulary will unconsciously follow the teaching and learning process because of like.

⁹⁷Syaiful Bachri Djamarah, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2002), p. 132

⁹⁸Elizabet B. Hurlock, *Child Development*, Sixth Edition (USA: McGraw-Hill, 1978),

CHAPTER III

METHOD OF RESEARCH

A. Subjects and Objects of the Research

The Subject and Object of this research are explained in separate points as follow:

1. Subjects of the Research

The subjects in this research are 1 English teacher and 18 students from class C and D at the fifth grade of Integrated Islamic Full-Day School Ukuwah Banjarmasin academic year 2009/2010.

2. Objects of the Research

The object in this research is teaching and learning vocabulary at the fifth grade of Integrated Islamic Full-Day School Ukuwah Banjarmasin academic year 2009/2010.

B. Data and Sources of Data

The data and sources of data of this research as follow:

1. Data

There are two kinds of data in this research, they are:

a. Primary data

- 1) The data relate to the teaching and learning vocabulary at the fifth grade of Integrated Islamic Full-Day School Ukuwah Banjarmasin academic year 2009/2010. Which are:

- a) Techniques of teaching and learning vocabulary.
 - b) Media of teaching and learning vocabulary.
- 2) The data of the factors that support teaching and learning vocabulary at the fifth grade of Integrated Islamic Full-Day School Ukhuwah Banjarmasin academic year 2009/2010, as follow:
- a) Teacher education
 - b) Student interest

b. Secondary data

The data are used as a supplement for primary data. They are about the condition of research location as follows:

- 1) Brief history about Integraed Islamic Full-Day School Ukhuwah Banjarmasin establishment and development.
- 2) Description about teachers, administration staff and students of Integraed Islamic Full-Day School Ukhuwah Banjarmasin.
- 3) Condition of school facilities of Integraed Islamic Full-Day School Ukhuwah Banjarmasin.

2. Sources of data

There are many sources of data in this research, they are:

- a. Respondent : 1 English teacher and 18 students from class C and D at the fifth grade of Integraed Islamic Full-Day School Ukhuwah Banjarmasin who become subject in this research.

- b. Informant : The headmaster, teachers and administration staff of Integraed Islamic Full-Day School Ukhuwah Banjarmasin.
- c. Document : All written report those are relevant to the object in this research.

C. Technique of Data Collecting

1. Observation

This technique is used to observe directly the condition of teaching and learning process on English subject, especially to observe the techniques and media of teaching and learning vocabulary at the fifth grade of Integraed Islamic Full-Day School Ukhuwah Banjarmasin academic year 2009/2010.

2. Interview

Interview is done to some people especially respondent to explore some information about techniques and media used in teaching and learning vocabulary. Interview is done also to the informant to obtain primary data and secondary data to support the research.

3. Documentary

This technique is aimed at looking for the data related to this research and for all written reports or documents such as description about research location, headmaster, the teachers, administration staff, and the students.

For further information about data, sources of data and technique of data collecting can be observed on the table.

Table 3.1 Data, Sources of Data and Technique of Data Collecting

No	Data	Sources	Technique
1	<p>Primary Data</p> <p>The data relate to the teaching and learning vocabulary at the fifth grade. Which are:</p> <p>a. Techniques of teaching and learning vocabulary.</p> <p>b. Media of teaching and learning vocabulary.</p> <p>The data of the factors that support teaching and learning vocabulary at the fifth grade as follow:</p> <p>a. Teacher education</p> <p>b. Student interest</p>	<p>Teacher, students</p> <p>Teacher, students</p> <p>Teacher</p> <p>Students</p>	<p>Observation Interview</p> <p>Observation Interview</p> <p>Observation Interview Observation Interview</p>
2	<p>Secondary data</p> <p>The data are used as a supplement for primary data. They are about the condition of research location as follows:</p> <p>a. Brief history about Integraed Islamic Full-Day School Ukhuwah Banjarmasin establishment and development.</p> <p>b. Description about teachers, students, administration staffs, employees, and school facilities.</p>	<p>Headmaster, annistration staff</p> <p>Headmaster, Annmistration staff.</p>	<p>Interview/ Documentary</p> <p>Interview/ Documentary /Observation</p>

D. Design of Measurement

This design used to measure the teaching and learning vocabulary at the fifth grade of Integraed Islamic Full-Day School Ukhuwah Banjarmasin academic year 2009/2010. To know more about it some indicators are measure as follow:

1) The variation of techniques used by the English teacher:

- a. 01 – 07 techniques : Poor
- b. 08 – 14 techniques : Sufficient
- c. 15 – 21 techniques : Good
- d. 22 techniques and more : Very good

2) The variation of media used by the English teacher:

- a. 01 – 05 media : Poor
- b. 06 – 10 media : Sufficient
- c. 11 – 15 media : Good
- d. 16 media and more : Very good

E. Techniques of Data Processing and Analysis

1) Techniques of data processing

The techniques of data processing in this research are as follows:

a. Editing

This technique is used to examine all of the collected data to make sure whether they are already complete or not. The editing also includes selecting the needed data from those which are available.

b. Coding and classification

The writer makes certain codes on all collected data to classify them according to their kinds.

c. Tabulating

This technique is used to arrange and to put certain data into tables.

d. Data interpretation

The data are interpreted by the writer's own word as founded in the field of research.

2) Techniques of data analysis

After processing the data, the writer analysis them descriptively and qualitatively, the analysis helps the writer to highlight some important conclusions from this research. The conclusions are taken through inductive way.

F. Research Procedure

In the research procedure there are some steps that are passed through in completing this research, they are:

1) Preliminary steps.

- a. Hold a prior observation in the research.
- b. Consult the result of the investigation with the counselor.
- c. Make a research proposal design to be approved by the bureau of Thesis Writing of Islamic Education Faculty.

- 2) Preparatory steps.
 - a. Hold a seminar on the research proposal design.
 - b. Ask the Dean of Islamic education Faculty for a written mandate to conduct the research.
 - c. Make the instruments to collect the data.
- 3) Research steps
 - a. Collect all the needed data for several sources.
 - b. Contact all respondents and informants.
 - c. Collect the number of literature from several sources.
 - d. Collect all of those data, process them in a procedural way, and organize them and then analyze them properly.
- 4) Organization steps
 - a. Write the first draft of research report.
 - b. Consult with both the writer's supervisor and his assistant.
 - c. Multiply the final draft having approved by the supervisor.
 - d. Finally, this research is ready to examine in the open forum.

CHAPTER IV

REPORT OF RESEARCH RESULT

A. General Description of Object of the Research

1. Brief History of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin

The research took place at an Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin which is located on Bumi Mas Raya street Komplek Handayani XII No. 13 RT 62 Pemurus Baru Banjarmasin, South Kalimantan District. At the first time, it was located on Benua Anyar street but since June 2004, it moved to a new building at a new place just like what it was stated before.

Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin is a foundation that moves in education, social, and *dakwah* (religious proselytizing). It was built on 26th May 2001 under territorial region of Yogyakarta which has central office in Jakarta. This school has received a letter of approval from Education Service on 25th April 2004. This institution successfully achieves accreditation A with the score 97,00 for its development on November 2010. SDIT is a member of *Jaringan Sekolah Islam Terpadu* (JSIT) Indonesia. It is in South Kalimantan by certificate notary of Muhammad Faried Zein, SH. No 29, 26 October 2003. It is group of regional III which has central in Yogyakarta. Regional

III JSIT Indonesia involved central Java, Yogyakarta, East Java, Bali, and Borneo. The central leader of JSIT is at SDIT Jakarta.

This institution is the parent partner in educating children in order to become Muslim generation which has good behavior and academic. Social and education intuition of Ukhuwah Banjarmasin tries to form Muslim children to be Muslim cadre in the future. This institution combines between theology and science, cognitive, affective and psychomotor and tries to increase the role of school, parent and society. Many graduated students from this school have and made some good achievement, such as:

1. The best participant for Spelling Bee Competition in South Kalimantan in 2006 and 2008.
2. The best *Da'I Cilik* part 5 in 2007 conducted by LATV a private television in Jakarta.
3. The Best achievement in national examination Banjarmasin in 2009.

Since it built until now there are four people having ever taken hold to be headmasters in this school, that is:

Table 4.1 Headmasters of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin

No	Name	Year
1	Drs. Noer Komari, M.Si	2001-2002
2	Heri Siswanto, SE	2002-2007
3	Rachmansyah, S.Pd	2007-2008
4	Bejo Riyanto, S.Pd.I	2008-Now

Source: Documents of administration staff of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin

2. The Description About Teachers, Administration Staffs, Employees, Students, and Facilities of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin

a. Teachers

In academic year 2009/2010 at Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin has 66 teachers. The description can be seen in the following table:

Table 4.2. Description of teachers at Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin

No	Name	Position	Latest Education	Subject
01	Bejo Riyanto, S.Pd.I	Head Master	S1 Study of Religion	History/Sivic Education
02	Rahmatullah, S.Pd.I	Vice of Head Master	S1 Study of Religion	Arabic Language/History
03	Jamilah, S.Ag	Vice of Head Master	S1 Study of Religion	Sivic Education
04	Retno Lestari, S.Pd	Vice of Head Master	S1 English	English
05	Nur Israriah, A.Md		D3 English	<i>Tematik</i>
06	Sarini Wahdah, S.Pd.I		S1 Study of Religion	<i>Tematik</i>
07	Nurul Hikmah, A.Mg		Nutrient Academy	<i>Tematik</i>
08	Isna Norlita, S.Hut		S1 Forestry	<i>Tematik</i>
09	Handayani, S.P		S1 Agriculture	<i>Tematik</i>
10	Rafiah Hidayati, S.Th.I		S1 <i>Tafsir Hadist</i>	<i>Tematik</i>
11	Walidah Ariyani, SP		S1 Agriculture	<i>Tematik</i>
12	Nurul Hikmah, ST		S1 Technique	<i>Tematik</i>
13	Rubiannor, S.Pd. I		S1 Study of Religion	History /Sivic Education
14	Ahyar Rasidi, S.Pd. I		S1 Administration of Management Islamic Education	Islamic Education/Arabic Language
15	Elisa Ruslina, S.Pd		S1 Administration of Education	Indonesian Language
16	Ahmad Syairaji, S.Pd		S1 Biology	Natural Science
17	Fitriyati, S.Pd		S1 Administration of Education	Indonesian Language
18	Erhita Kristiana, S.Si		S1 Chemistry	Natural Science / Mathematic
19	Djoko Soegiyanto, S.Pi		S1 Fishery	Natural Science /

				Mathematic
20	Abdul Muhsi, S. Ag		S1 Study of Religion	Islamic Education/Arabic Language
21	M. Rahman, S.Sos		S1 Social	Physical Healt Education
22	Dian Puspa I, S.Pd		S1 Indonesian Language	Indonesian Language
23	Sri Astuti, S.Pd		S1 Mathematics	Mathematic
24	Sugeng Waluyo, S.Pd		S1 Indonesian Language	Indonesian Language
25	Syaiful Rahman,S.Pd.I		S1 Study of Religion	Natural Science /Arabic Witting and Translation
26	Yusroh, S.Pd		S1 Chemistry	Mathematic
27	Noormilawati, S.Pd		S1 Biology	Natural Science
28	M. Syahril, S. Ag		S1 BPA	Arabic Writing and Translation
29	Winarsih, S.Pd		S1 Indonesian Language	<i>Tematik</i>
30	Isna Susilowati, S.Pd		S1 Chemistry	<i>Tematik</i>
31	Siti Aisyah R., S.Pd.I		S1 Arabic Language	<i>Tematik</i>
32	Syamsiah, S.Pd.I		S1 Mathematics	<i>Tematik</i>
33	Rachmayana, S.Pd.I		S1 English	<i>Tematik</i>
34	Rohmah Khasanah,S.Pd		S1 Mathematics	<i>Tematik</i>
35	Noor Hafizah, S.Pd		S1 Biology	<i>Tematik</i>
36	Norlaila, S.E.I		S1 Islamic Economy	<i>Tematik</i>
37	Rustomo, Spd.		D1 Computer	Computer
38	HJ. Mahmudah, S.Pd		S1 Civic Education	Sevic Education
39	Nurhalimah, S.Pd		S1 Indonesian Language	Indonesian Language
40	Rindu Ismayanti, ST		S1 Civil Technique	Mathematic
41	Noorhayati, S.S		S1 English Literature	English
42	Murshidah, S.Pd		S1 English	English
43	Nurul Hikmah, S.Pd.I		S1 English	English
44	Suwanto, S.Pd		S1 Agriculture	Arts and Crafts
45	Yunita, S.Si		S1 Chemistry	Natural Science
46	Nur Fitria Churiah, ST		S1 Mathematics	Mathematic
47	Endang Larasati, S.Pd		S1 English	English
48	Noor Zainab		Senior High School	English
49	Dina Fathiana, S.Pd		S1 Civil Technique	Indonesian Language
50	Raida Hasanah, S.Pd.I		S1 Guidance & Counseling	Conseling Guidance
51	Zulfikar Ace		S1 Study of Religion	Physical Healt Education

52	Norlaban Yulian Jaya		Senior High School	Physical Healt Education
53	Adrianady		S1 Sport Education	Physical Healt Education
54	Junaidi		Senior High School	Physical Healt Education
55	HJ. Aminah		Senior High School	The Holy Quran
56	M. Anshari		S1 Study of Religion	The Holy Quran
57	Faidhi Rizani		Senior High School	The Holy Quran
58	Mursidah, S.Th.I		S1 <i>Tafsir Hadist</i>	The Holy Quran
59	Ahmad Sya'ban Kurniawan, SKM		S1 Human Health	The Holy Quran
60	M. Irhami, S.Ag		S1 Study of Religion	The Holy Quran
61	Dwi Susanti, S.Th.I		S1 <i>Tafsir Hadist</i>	The Holy Quran
62	Pahrudi		Senior High School	The Holy Quran
63	Maulida Hayati		Senior High School	The Holy Quran
64	Muhammad Noor		Senior High School	The Holy Quran
65	Babus Salam		Senior High School	The Holy Quran
66	Yuliatin Nurrohmah, S.Pd.I		S1 Study of Religion	The Holy Quran

Source: Documents of administration staff of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin

From the table of teachers above, there are six English teachers at Integrated Islamic Full-Day School Ukhuwah Banjarmasin, they are: Retno Lestari, S.Pd, Noorhayati, S.S, Mursyidah, S.Pd, Nurul Hikmah, S.Pd.I, Endang Larasati, S.Pd, and Noor Zainab.

The English teacher taken as subject in this research is Noorhayati, S.S that recommended by the headmaster. The description can be seen in the following table:

Table 4.3 Description of a teacher as the subject at the fifth grade of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin

No	Name	Latest Education	Class	Subject
1	Noorhayati, S.S	S1 English Literature STBA LIA Yogyakarta	V C & V D	English

Source: Documents of administration staff of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin

b. Administration Staffs

The administration staffs need to help the school task related to the office work.

Table 4.4 Description of Administration Staffs of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin

No	Name	Latest Education	Position
01	Muhammad Fuad, A. Md	D3 Business Administration	Administration Staff
02	Sholehah	Senior High School	Administration Staff
03	Rizky Hanida Ulfah	Senior High School	Administration Staff

Source: Documents of administration staff of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin

c. The Employees

To support the education at Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin, the schools include the employees in some jobs.

Table 4.5 Description of the Employees of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin

No	Name	Latest Education	Position
01	Noor Hayati, A.Md	D3 Library Education	Library Guard
02	Rahman Effendi, A.Md	D3 Library Education	Library Guard
03	Endang Supriatna	Senior High School	Computer Technician
04	Syarifah Munah, S.Kep	S1 Health Academy	Nurse
05	Asna	Senior High School	Security
06	Andi	Senior High School	School Keeper
07	Akhmad Noor	Elementary School	School Keeper
08	M. Jamhuri	Senior High School	Cleaning Service

09	Mazhan Hanafi	Senior High School	Cleaning Service
10	Yuriani	Senior High School	Cleaning Service
11	Risfannor	Senior High School	Cleaning Service
12	Murjani	Senior High School	Cleaning Service
13	Rijani	Senior High School	Cleaning Service
14	Suryadi	Senior High School	Carpenter

Source: Documents of administration staff of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin

d. Students

For the year 2009/2010 the total numbers of students at Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin are 709 students. They are consist of 137 from class I, 136 students are from class II, 137 students from class III, and 134 students are from class IV and 97 students are from class V and 68 students for class VI.

To be clearer it can be seen in this following table:

Table 4.6 Description of Students of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin

No	Classes	Sex		Amount
		Male	Female	
04	I	80	57	137
08	II	76	60	136
12	III	71	66	137
17	IV	79	55	134
21	V	48	49	97
24	VI	29	39	68
Total:		383	326	709

Source: Documents of administration staff of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin

The class which is being observed in this research is the fifth grade at Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin. To be clearer it can be seen in this following table:

Table 4.7 Description of students as the subject at the fifth grade of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin

Class V C		
No	Name	Categorize
01	Muhammad Bayustira Hermadana P	High
02	Muhammad Zainur Royyan	
03	Ahmad Najmi Madani	
04	Muhammad Nugraha Muhana	Enough
05	Ave Dhorif El Fath	
06	Muhammad Fadhel Ariwibowo	
07	Muhammad Iqbal Fadhillah	Low
08	Ihsan Sholihin	
09	Muhammad Ferza	
Class V D		
No	Name	Categorize
01	Ahmad Fauzan	High
02	Muhammad Faris Al Fauza	
03	Muhammad Hunaipi Pratama	
04	Rizqi Surya Priyandita	Enough
05	Muhammad Setiawan Dzulfiqar A.	
06	Azka Rizqi Fijratullah	
07	Muhammad Hafidz Zain Arridho	Low
08	Yoga Pratama Zain	
09	Muhammad Fauzi	

There are 18 students to be the subject of this research, taken from class 5 C and D, the writer interviewed all of them with high, enough and low categorize given by the teacher as the description of ability in English subject, especially vocabulary.

e. Facilities

Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin has some facilities, which are purposed to support the teaching and learning process such as in the following table:

Table 4.8 Description of Facilities of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin

No	Facility	Amount	Condition
01	Headmaster's Room	1	Good
02	Vice of Headmaster's Room	1	Good
03	Teacher's Room	1	Good
04	Administration Room	1	Good
05	Classroom	24	Good
06	Library	1	Good
07	Computer Laboratory	1	Good
08	Computers	40	Good
09	Counseling Guidance's Room	1	Good
10	Natural Science Laboratory	1	Good
11	School Health Unite	1	Good
12	School's Cooperation	1	Good
13	Mosque	1	Good
14	Sport Ground	1	Good
15	Multi Function Room	1	Good
16	Teacher's Toilet	4	Good
17	Students' Toilet	20	Good
18	Storehouse	1	Good
19	Security Post	1	Good
20	Government House for Headmaster	1	Good
21	Government House for Teacher	3	Good

Source: Documents of administration staff of Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin

B. Data Presentation

After doing observation at 11 of May 2010 and 18 of May 2010 at class 5 D and 5 C and interview for the teacher Noorhayati, S.S at 21 of May 2010 and at 27 of May 2010, also interview for the students at 24 of May 2010 and 26 of May 2010, the writer presents the data have been collected. Those data related to techniques and media of teaching and learning vocabulary at the Fifth Grade OF Integrated Islamic Full-Day School Ukhuwah Banjarmasin Academic Year 2009/2010. The techniques and media the teacher applies for teaching and learning vocabulary are as follow:

1. The Use of techniques in Teaching and Learning Vocabulary

Based on the observation and the interview with the English teacher and students, there are some techniques applied by the teacher in teaching and learning vocabulary at the Fifth Grade of Integrated Islamic Full-Day School. Those techniques are as follow:

a. Based on Observation

1) Translation of Literary Passage.

The teacher asks the students to translate a reading passage from the target language into their native language or Indonesian language. The translation the teacher uses start from the vocabulary, new words or difficult words, then the sentence and explains the whole text. This technique used by the teacher frequently in main activity.

2) Reading Comprehension Question

The teacher asks the students to read the question which related to the reading text. After that, they are asked to understand the text, so they can answer the question exactly in the target language based on their understanding of the text. If they have written answer, the teacher asks some of them to answer orally or write their answer on the whiteboard one by one until the question finish.

3) Fill in the Blank

In the other activity, the teacher sometimes asks the students to do the exercise in their own books, by filling the correct words in the blanks. There is a series of sentence or short story with words missing, and the students are asked to fill in the blanks with one of the vocabulary items.

4) Reading Aloud

In teaching and learning process the teacher applies the reading text or story. Teacher read loudly the title and every sentence of the text, and then the students repeat what she says. Also the new vocabulary or the difficult words the teacher tries to read loudly and inform the meaning. So, the students will remember how to pronounce and what the meaning of the vocabulary

5) Question and Answer Exercise

This exercise is conducted only in the target language. Students are asked questions and answer in full sentences so that they practice

with new words and grammatical structure. This will enlarge the students' vocabulary.

6) Guess the Meaning

The teacher asks the student to find the meaning or guess the meaning of the foreign language vocabulary to the correct Indonesian translation, teacher give the explanation or give the example of using that vocabulary in sentences.

The teacher asks orally the students some question may be related to the last lesson that taught and learnt before and the students answer directly in English. For example:

The teacher says : What we say in English "Biasanya?"

The students respond : "Usually"

7) Vocabulary Ranking.

Teacher gave the student the worksheets contain the pictures and short sentences, the students arrange the sentences according to description of the pictures. In the other work teacher apply the mix words, and students ordered to arrange to be a good sentence.

8) Using Dictionary

Every teaching and learning English sometimes there are some difficult words or new vocabulary that the student know yet, so the teacher can order the student to search the meaning of the vocabulary in dictionary.

b. Based on Interview

1) Antonyms

Students are given one set of words and are asked to find antonyms in the reading passage. And explain the opposite meaning of words. Example teacher explain of words that have opposite meaning such as bad and good or big and small.

2) Synonyms

Students are given one set of words and are asked to find synonyms in the reading passage. In this technique teacher also use the object or pictures to show the similar meaning. Example teacher explain of word that have similar meaning such as big and large, pretty and beautiful.

3) Memorization.

The teacher writes about 5 or 10 of the new words in the white board or in a paper. And then the teacher asks the students to memorize those new words with the time given about 5 to 10 minutes or more. After finis the time the teacher as them to mention all the new words that memorized.

4) Use Word in Sentence.

The teachers order the students to understand the meaning of sentences and to use of a new vocabulary item, to complete the sentences or to make new sentences by using the news words.

5) Individualized Picture Matching

Prepare a sheet containing the pictures and sentences. The sentences consist of the word to be learned in a simple context. Have each learner work individually to match the sentences with the pictures. When they are finished, they mark their work from an answer sheet. This activity sometimes was prepared in English lesson book exactly.

6) Repetition

This activity is based on the premise that learning the correct meaning of a word must be followed by sufficient frequency of use. The frequencies of word use in the exercise also in pronunciation. The example teacher pronounces the word and the students repeat it after. The repetition also used in explanations of pronunciation of the word and meaning.

7) Scrabble

Scrabble is kind of game that can entertain the students to learn vocabulary. Teacher use it to review the students knowledge about vocabulary. And also to know students vocabulary mastery among them.

Teacher uses volunteer to explain how the game will be played. In this game the teacher choose four students in every chance. Sometime the students free to choose the vocabulary that will be made and then the student say the vocabulary and the meaning.

8) Crosswords Puzzle

Teacher gives the humble puzzle and the students try to guess the word or vocabulary in vertical or horizontal form, the students have any definition or information to get or conclude the correct word or vocabulary. The word or vocabulary used was already learnt.

9) Vocabulary Cards

To enlarge the students' vocabulary mastery the teacher use word cards to introduce the new vocabulary that should students know. In word cards teacher write the English vocabulary with the meaning or the picture as the information of the vocabulary meaning. Paper rather than card board can be used to make some words, particularly where the cards are not likely to be used very often (as for specialized vocabulary found in a comprehension passage).

In interview the writer also find the same techniques used with what the writer find in observation in the class such as translation of literary passage, reading comprehension question, reading aloud, question and answer exercise and using dictionary.

2. The Use of Media in Teaching and Learning Vocabulary.

One of the most supporting factors in teaching and learning vocabulary is using media. So, it is very important for teacher to use various media to help in teaching and learning vocabulary, especially to support their methods and techniques that the teacher uses in teaching and learning vocabulary.

Based on the observation and the interview with the English teacher and students, there are some media applied by the teacher in teaching and learning vocabulary at the fifth grade of Integrated Islamic Full-Day School. Those media are as follow:

a. Based on Observation

1) Chalkboard/Whiteboard

The chalkboard or whiteboard is the main media in teaching and learning, even vocabulary, because using it teacher can write the difficult words or to introduce new vocabulary or to write out grammar exerciser or tests, and others exercise.

2) Pictures

The teacher often uses the pictures in teaching vocabulary, because there are easy to get and to transport. By using pictures, the teacher stimulates the students to know the new word and unfamiliar words. The students provide the students with information – object, actions, and events – to use. The pictures sometimes can be use in any task of teaching and learning vocabulary, it is because pictures can help students understanding about vocabulary, sentence, text or story.

3) Worksheets

In teaching and learning vocabulary the teacher use worksheets to deliver her teaching and learning concept also for vocabulary, the worksheets containing selection and matching activities to suit the specific needs of students.

4) Using Dictionary

Every teaching and learning English sometimes there are some difficult words or new vocabulary that the student know yet, so the teacher can order the student to search the meaning of the vocabulary in dictionary.

5) Keeping a Vocabulary book

In teaching and learning English the teacher write the difficult words with their meaning on the whiteboard, and the students write it's in his book. But sometimes its mix with the English exercise. Many students find it useful to keep a vocabulary book in which they record and classify words which they want to remember.

6) Reference/Text Books

Reference or text books are important for teaching and learning vocabulary. From the observation and interview the reference books used are Learning by Doing and Growing with English. But the mostly used is Learning by Doing book.

b. Based on Interview

1) Clock

The teacher uses the clock to teach the students about time. The teacher usually asks the students to make sentence by pointing the time in a clock.

2) Word/Vocabulary Cards

To enlarge the students' vocabulary mastery the teacher use word cards to introduce the new vocabulary that should students know. In word cards teacher write the English vocabulary with the meaning or the picture as the information of the vocabulary meaning.

3) Scrabble

The game of Scrabble is an entertaining way to teach and learn vocabulary. Teacher use it to review the students knowledge about vocabulary and also to know students vocabulary mastery among them. The students try to make many words with the letters available in everybody.

4) Crosswords Puzzle

Teacher gives the humble puzzle and the students try to guess the word or vocabulary in vertical or horizontal form, the students have any definition or information to get or conclude the correct word or vocabulary. The word or vocabulary used has already learnt.

5) Objects Around Class

In teaching and learning vocabulary teacher usually need the object taken from around the class used or show as example of what the teacher explains to the students. The objects used as the example were table, book, pen etc.

6) Pictures

Pictures are the most widely used in teaching and learning vocabulary, the function to support the students understanding to the teaching and learning material. Picture often is the main media used in teaching and learning language.

In interview the writer also find the same media used with what the writer find in observation in the class such as worksheets, using dictionary and reference/text books

3. The Factors that Support Teaching and Learning Vocabulary

Besides presenting about the data about the techniques and media used by the teachers in teaching and learning vocabulary, the writer will describe the influence factors as follow:

a. Teacher Education

The education of the teachers support their profession who educate and teach students. It is not easy to become a teacher, someone who wants to be a teacher must not only master the teaching and learning methods and techniques. But also have a wide knowledge in many aspects. Education I means not only got from study at school or university as a formal education, but can be reached from training and many school programs to develop the teacher skill, education and knowledge.

One of the most important that support the teaching and learning vocabulary is teacher. The English teacher at the fifth grade of

Integrated Islamic Full-Day School is Noorhayati, S.S, who has graduated from Scholar 1 of English Literature of STBA LIA Yogyakarta. She graduated in 2008. She has taught English about one and half year. And before start teaching in this school, the teacher has to follow the training center and some programs conducted by the school to develop the teacher ability in teaching.

b. Student Interest

Based on the observation and interview, most of the students have high interest toward teaching and learning vocabulary, although their interests are various. The variation of their interest is visible from their attention on the lesson and their activity while the teaching and learning process is going on in the classroom.

C. Data Analysis

After all of the obtained data are presented in data presentation, they are also needed to analyze. It is done to know the teacher's activities in teaching and learning vocabulary at the fifth grade of Integrated Islamic Full-Day School and the factors that support the teaching and learning vocabulary at that school. For further description, it is known from the analysis as follow:

1. The Tehniques in Teaching and Learning Vocabulary

The English teacher for the fifth grade of Integrated Islamic Full-Day School Ukhuwah Banjarmasin teaches vocabulary through some techniques such as translation of literary passage, reading comprehension

question, antonyms, synonyms, fill in the blank, memorization, use word in sentence, reading aloud, question and answer exercise, guess the meaning, individualized picture matching, repetition, scrabble, crosswords puzzle, vocabulary ranking, using dictionary, vocabulary cards.

From the techniques of teaching and learning vocabulary used at fifth grade of Integrated Islamic Full-Day School Ukhuwah Banjarmasin, the writer can say that the teaching and learning vocabulary using techniques at that school is good, but of course, still has to be more evaluated and developed. And it is will be better if the teacher applies more techniques that never use in teaching and learning, in order to be attractive and the students will be more interested in learning vocabulary.

2. The Media in Teaching and Learning Vocabulary

The teacher should use various media in order the students can understand the material quickly and interested to the lesson. Beside that, the students sometimes need the real things that have relationship with the lesson, because it makes them easily to remember and the lesson more attractive.

The English teacher for the fifth grade of Integrated Islamic Full-Day School Ukhuwah Banjarmasin teaches vocabulary through some media such as chalkboard/whiteboard, pictures, clock, worksheets, word/vocabulary cards, scrabble, using dictionary, crosswords puzzle, keeping a vocabulary book, objects around class, reference/text books and pictures.

From the media of teaching and learning vocabulary used at fifth grade of Integrated Islamic Full-Day School Ukhuwah Banjarmasin, the writer can say that the teaching and learning vocabulary using media at that school is good, but of course, still has to be more evaluated and developed. And it is will be better if the teacher applies various media that never use in teaching and learning, in order to be attractive and the students will be more interested in learning vocabulary.

3. The Factors that Support Teaching and Learning Vocabulary

a. Teacher Education

The teacher is one of the most support factors in teaching and learning vocabulary, it is not only enough for teacher mastering the English subject, but the teacher must prepare the appropriate and various teaching and learning methods, techniques and media in order the lesson given including vocabulary to be attractive and interesting for the students.

The English teacher at the fifth grade of Integrated Islamic Full-Day School is Noorhayati, S.S, who has graduated from Scholar 1 of English Literature of STBA LIA Yogyakarta. She graduated in 2008. She has taught English about one and half year. And before start teaching in this school, the teacher has to follow the training center and some programs conducted by the school to develop the teacher ability in teaching.

From the description above, it can be seen that the teacher have suitable education graduated with her task as an English teacher. So the subject handle is appropriate with her skill. It means the teacher is qualified in teaching English

The education of the teacher, of course, support the application of the methods, techniques and media used, because the teacher have learnt its before and understand more about methods, techniques and media used so the teacher can apply its in teaching and learning vocabulary.

b. Student Interest

Based on the observation and interview, most of the students have high interest toward teaching and learning vocabulary, although their interests are various. There are few students who are not active but most of them participate actively. Also English teachers at this school is good in presenting the materials, and should use various techniques, media based on the students' condition, in order the students are interested in learning vocabulary. So, beside teacher's education, the students' interest also supports teaching and learning vocabulary.

CHAPTER V

CLOSURE

A. Conclusion

The purpose of this research are to know how does the teacher teach in teaching and learning vocabulary and to know the factors that support teaching and learning vocabulary at the fifth grade of Integrated Islamic Full-Day School Ukhuwah Banjarmasin academic year 2009/2010.

Based on the research and data analysis about teaching and learning vocabulary at the fifth grade of Integrated Islamic Full-Day School Ukhuwah Banjarmasin academic year 2009/2010, it can be conclude that:

1. The teacher activity in teaching and learning vocabulary at the fifth grade of Integrated Islamic Full-Day School Ukhuwah Banjarmasin is good. She uses variety of techniques in teaching and learning vocabulary such as translation of literary passage, reading comprehension question, antonyms, synonyms, fill in the blank, memorization, use word in sentence, reading aloud, question and answer exercise, guess the meaning, individualized picture matching, repetition, scrabble, crosswords puzzle, vocabulary ranking, using dictionary, vocabulary cards. She also uses various media in teaching and learning vocabulary such as chalkboard/whiteboard, pictures, clock, worksheets, word/vocabulary cards, scrabble, using dictionary, crosswords puzzle, keeping a vocabulary book, objects around class,

reference/text books and pictures. Because the school also support the teacher in teaching in learning English with the media, facilities for teaching and education.

2. Some factors that support the teacher in teaching and learning vocabulary at the fifth grade of Integrated Islamic Full-Day School Ukhuwah Banjarmasin academic year 2009/2010 are:
 - a. The English teacher has good education, she was graduated from S1 of English literature, and follow the training center from the school also some programs conducted by the school.
 - b. Many students have high interest to learn English and vocabulary

B. Suggestion

Considering the result of this research, the writer suggests:

1. To the headmaster of Integrated Islamic Full-Day School Ukhuwah Banjarmasin, it is hoped that he always keep the school good system that can help teachers in teaching English process and the implementation of good education. Provide more supported facilities such as teaching media and supplementary books especially for vocabulary.
2. To the teacher, she should master more vocabulary and apply more techniques also media in teaching and learning vocabulary which are suitable with students' situation and condition in the classroom.
3. For students, they should enlarge their English vocabulary by practicing wherever and whenever they are.