

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding

There are three statements that have to be answered in this research. The first problem is what kinds of techniques are used by the teachers' in teaching vocabulary of action verb at the eighth grade of MTsN Kelayan Banjarmasin. The second problem is how are the implementation of teachers' techniques in teaching vocabulary of action verbs at the eighth grade of MTsN Kelayan Banjarmasin. The third problem how are the students' responses of techniques in teaching vocabulary of action verb used by the teachers'. The data for the first and second problem are according to the result of question field research, there are observation and interview with the teacher. The data for the third problem is according to analysis the result of questionnaire. The research finished by the writer during four times at MTsN Kelayan Banjarmasin and here are the result of the observation:

#### **1. The kinds of techniques are used by the teachers' in teaching vocabulary of action verb at the eighth grade of MTsN Kelayan Banjarmasin.**

In this section, the writer describes about result of the research on the field research that collected by observation and interview with the English Teachers.

a. Observation

The writer did observation for four times. In there have two English teachers. For the first teacher call with the initial teacher A and the second teacher call with the initial teacher B.

Teacher A give six kinds of techniques in teaching vocabulary of action verb there are:

- 1) Brainstorming
- 2) Translation
- 3) Repetition drill
- 4) Memorization
- 5) Reading Aloud
- 6) Chain drill

Teacher B give four kinds of techniques in teaching vocabulary of action verb there are:

- 1) Brainstorming
- 2) Translation
- 3) Repetition drill
- 4) Reading Aloud

b. Interview

The writer did interview after conducted observation, the writer did interview with English Teachers to know what kinds of technique used

by English Teachers. But, English Teachers didn't know what the name of techniques.

## **2. The Implementation of Teachers' Techniques in Teaching Vocabulary of Action Verbs at the Eighth Grade of MTsN Kelayan Banjarmasin.**

In this section, the writer describes about result of the research on the field research that collected by observation and interview with the English Teachers.

### **a. Observation**

Below is the implementation of techniques used by teacher A in teaching vocabulary especially of action verb:

#### **1) Brainstorming**

Before students start the lesson, the teacher gives greeting for her students and list the absent of students. After that, the teacher invites the students to memorize some vocabulary of form irregular verb especially action verb, for example 'drink-drank-drunk'. Next, teacher asks students about the last topic. Students' enthusiasm is very high in answering the question. After that, the teacher directs students to the main activity. She also directs students' minds toward ideas that they will meet in the main activity, provides a link between new and existing knowledge.

#### **2) Translation**

In translation technique, the teacher translates the vocabulary written, spoken or both. Translation always the core of the controversies

on whether it can be a valid and effective tool in foreign language learning. Until recently, translation was out of favour with the language teaching community.

### 3) Repetition Drill

In this activity the teacher uses this techniques to teach vocabulary especially action verb and how to pronounce it. Teacher ask students to repeat what teacher said. In teaching vocabulary, repetition is one way that can gives stimulus for students. In this activity, students are asked to repeat the teacher's model as accurately and as quickly as possible. The teacher asks students to repeat what just teacher said and give commands to students by saying "repeat after me....." then teacher mentions the vocabulary and students follow.

### 4) Memorization

Teacher A used memorization techniques in her classroom to learn vocabulary especially of action verb. The students in this class also use memorizing techniques to make students easily make sentences with their vocabulary. The teacher asks students to memorize the vocabulary especially action verb and then teacher asks some students to say vocabulary of action verb that they memorize.

### 5) Reading Aloud

Teacher let the students one by one or group to read some vocabulary of action verb, then the teacher corrects the right pronunciation of students. Reading aloud which relevant to vocabulary, speaking,

listening, and reading. General oral English is an important method, but it has some restriction in vocabulary. As a practice, reading aloud can make up with the lack of oral English.

#### 6) Chain Drill

Chain drill is one of fun and interesting techniques used by English teacher in teaching vocabulary especially action verb. In this way, students can express their own idea in front of their class individually or group. The teacher just adds or gives suggestion in helping students.

Below is the implementation of techniques used by teacher B in teaching vocabulary especially of action verb:

##### 1) Brainstorming

Before starting to the lesson, students have to recite holy Qur'an for about five minutes. By this techniques, make students use to recite Qur'an every day. The teacher asks students to read some vocabulary especially action verb that teacher wrote last meeting. After that, the teacher asked students to mention what are the lesson that they have been learn last meeting. Students mention the lesson enthusiastically.

##### 2) Translation

Teacher translate the vocabulary written, spoken or both. Reveals further reasons why teachers objected to the use of translation in foreign languages classes.

### 3) Repetition Drill

In this techniques, students repeat what the teacher said as quickly as possible the teacher teach the students how to say something in English repeatly until the students can mention the vocabulary of action verb correctly, such as how to say “fishing”, the teacher will ask students to repeat what they said until students can say it correctly.

### 4) Reading Aloud

Teacher let the students one by one or group to read some vocabulary of action verb, then the teacher corrects the right pronunciation of students. In class,students may feel tired and dull after some time. At that time reading aloud can help them back to the class. Nancy Lacedonia said “I read to my graduate studnets at the beginning of class because it gives them time to get settled and to clear their minds of the day’s activites”.

### **3. Students' response of techniques in teaching vocabulary of action verb used by the teachers'.**

In this section, the writer describes the students' response of techniques used by the teachers in teaching vocabulary of action verb through questionnaire analysis. Their response can be seen in the following:

#### **a. Teacher A**

The Teacher teaches in class A attended by 40 students and class B attended by 40 students. To know students' response toward teacher techniques in teaching vocabulary especially action verb, the writer choose eighth students each class as sample. the writer observation directly in the classroom in some meeting. The writer found that the teacher A used some interesting techniques to students. The students enjoy the lesson, it seems from the students spirit when follow the class activities. Here are the responses of students about teacher's techniques in teachning vocabulary of action verb.

When the teacher presents the lesson in front of classroom, the students really active to respond what the teacher said. It is proved by students responses in whether the students feel happy with technique that the teacher use or no in teaching English. 100% (16 students) said that they feel happy with techniques that the teacher used in the classroom, there is no students said not really or not happy.

Students response toward the teacher techniques whether the teacher use interesting techniques in teaching vocabulary of action verb or no,

56,25% (9 students) said yes, 31,25% (5 students) said not really, and 12,5% (2 students) said that the teacher use uninteresting technique when teaching English especially vocabulary of action verb. As stated by Chatib (2011,p.79) there are two kinds of teachers; the first, teachers who directly gives the lesson to the students, come to the class, greet the students, and start the lessons. The second, teachers who start the lessons by giving an interesting experience to the students, this kind of teacher will be accepted by the students.

Response about whether the teacher uses different techniques in every meeting or no, 37,5% (6 students) said the yes, 56,25% (9 students) said not really, and 6,25% (1 students) said the teacher use same techniques in every meeting.

Students response about whether the teacher always motivete them in learning English to increase their vocabulary especialy vocabulary of action verb. Almost all students said the teachers always motivate them, it's proved by the students answer, 75% (12 students) said yes, 12,5% (2 students) said not realy and 12,5% (2 students) said the teacher never motivate them in teaching learning activity. Teaching experience is a factor that will influence the techniques of teachers in the classroom. Lack of experience will cause the problem in a process of teaching and learning, such as lack of managing class, lack of techniques usage in the classroom, and others. Sriyono (1992, p.61) stated that a teacher is demanded to be able in managing the class, such as how to manage the



room, how to supervises the students, motivates students in learning, how to create a good athmosphere, so that students feel convenient in study and so on. Therefore, becoming a tecaher is not easy because the role of tecaher is not only for transferring the knowledge to the students, but how to be an inspiration and motivaties for them in learning.

Students' response about whether the teachers make English class becomes an enjoyable class or no, all the students said 81,25% (13 students) said yes, and 18,75% (3 students) said not really.

The last, students' response about whether the way the teachers that teach English, do you like it? All students said 93,75% (15 students) said yes, and 6,25% (1 student) said not really.

Based on the data above, the students gave the good response. It was shown by 73% students said yes when the teacher asked their response toward teachers' techniques in teaching vocabulary especially vocabulary of action verb.

#### b. Teacher B

The writer is interested to know the response of students in class C and D teach by teacher B. In class C attended by 40 students and class D attended by 38 students of MTsN Kelayan Banjarmasin. to know the students' response toward teachers techniques in English class to teach vocabulary of action verb, the writer also made an observation directly to

the classroom. The writer the teacher uses some interesting techniques to student.

The students response about whether the teacher use different way of teaching in every meeting or not, 43,75% (7 students) said yes, 43,75% (7 students) said not really, and 12,5% (2 students) said no.

The response about whether students feel suitable with the techniques that the teacher used for teaching vocabulary especially action verb or no, 38% students said yes, 62,5% (10 students) said not really, and 37,5% (6 students) don't feel suitable for the techniques that the teacher used in teaching vocabulary especially action verb.

The students' response about whether the can make English class to teach vocabulary especially vocabulary of action verb to be an interesting class or no, 81,25% (13 students) said yes, 18,75% (3 students) said not really, and 0% students said no or there's no students think that cannot make English class to teach vocabulary of action verb to be an interesting class.

Next, students' response about whether the teacher motivates students' very well to teach vocabulary especially action verb or no, 68,75% (11 students) said that teacher motivates them very well to improve their vocabulary especially vocabulary of action verb, 31,25% (5 students') said not really, and 0% students said no. Application for students is a good idea for become a motivation to them to study hard, based on H.douglas Brown in his book *Language Assessment Principles*

*and Classroom Principles* about giving motivation in classroom will make students to learn more and more (2010,p.6).

The response of students is fairly good. It was shown by 64% students said yes when the writer asked their response toward teacher's techniques in teaching vocabulary of action verb.

Based on the data, the writer found comparative response students' toward techniques that use by English teachers at MTsN Kelayan Banjarmasin to teach vocabulary of action verb. By using kinds of techniques that use by English teachers, the students enjoyable and motivates to learn vocabulary of action verb.

## **B. Discussion**

In the finding of the research, the writer found that the teachers have some techniques in teaching vocabulary of action verb. Based that, this research also found some information through interview, observation, and questionnaire.

According to the book *How to Teach* by Jeremy Harmer (1998,p.2) a good teacher is teachers who cares more about their students' learning than they do about their own teaching, how to have good ability to control and inspire a class. Teaching experience is a factor that will influence the techniques of teachers in the classroom. Lack of experience will cause the problem in a process of teaching and learning, such as lack of managing class, lack of techniques usage in the classroom, and others. From Dr. Wina Sanjaya in her book *Strategi Pembelajaran* says "teacher is learning manager, teacher has a role to create conducive climate that will make students feel comfortable. Through a good class managing, teacher

can keep the class to be comfortable for the students to learn (2008, p.24). Sriyono (1992, p.61) stated that a teacher is demanded to be able in managing the class, such as how to manage the room, how to supervises the students, motivates students in learning, how to create a good athmosphere, so that students feel convenient in study and so on. Therefore, becoming a tecaher is not easy because the role of tecaher is not only for transferring the knowledge to the students, but how to be an inspiration and motivaties for them in learning. It is not easy to become a teacher, because the role of teacher is not only about transferring knowledge to students, but also about how to be an inspiration and motivator to students for their learning. Teacher must be approachable, who has an affinity with the students that they are teachning, should be able to try and draw out the quite ones and control the more talkative ones, how the way to correct students without offending them. It is all about how to control and manage classroom. So, the lack of experience of teacher will make some other problem while learning process. According to Noor Azlina Yunus in the book *Preparing and Using Aids for ELT*, five things that must be learned by teacher, there are: method, technique, approach, suitable media for teaching purpose, and evaluation. By learning these fives, it will be easier for teacher to be acquired with the students, distinguish them. So, teacher able to diagnose what the weakness and strength of the students. But, based on interview, the writer found that teachers don't really know about methods and techniques of English teaching.

Based on the data, the writer found two teachers who teach English at the eighth grade of MTsN Kelayan Banjarmasin have some techniques to teach

vocabulary especially action verb, the techniques are: brainstorming, translation, repetition drill, and reading aloud.

Response students toward teachers techniques used by teacher A is good response because students feel enjoyable with the classroom activities and students response toward teachers techniques used by teacher B is firly good.