

APPENDIX

Observation sheet

| No | Techniques | Procedures | Dates of Observations | | | | |
|----|-----------------------------|---|-----------------------|------------------------|------------------------|------------------------|------------------------|
| | | | 11-03-2019 (X) | 12-03-2019 (XI MIA) | 13-03-2019 (XI IIS) | 18-03-2019 (XI MIA) | 19-03-2019 (XI IIS) |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 | Guess the Meaning | Teacher put 10-12 objects or pictures where all students can see them. | | | | | |
| | | Teacher calls a learner to come to front. | | | | | |
| | | Teacher repeatedly says 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 student points to the wrong object, he or she keeps repeating the word. | | | | | |
| | | If the student points to the correct object, the teacher says “yes” and repeats the name of the object. | | | | | |
| 2 | Individual Picture Matching | Teacher prepares a sheet containing about 20 small picture and sentences | | | | | |
| | | The sentence 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 picture | | | | | |
| | | when they are finished, they mark their work from an answer sheet | | | | | |
| 3 | Crosswords Puzzle | 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 the work on the next line in the puzzle | | | | | |
| 4 | Matching Synonym | On one side of each card, write an English word, making sure that each set of 30 cards contains 15 synonyms | | | | | |
| | | Using volunteers from the class, demonstrate how the game will be played. Place the 30 cards face down in five rows | | | | | |

| | | | | | | | |
|---|-------------------|--|--|--|--|--|--|
| | | Ask the first student to turn over two cards. If the cards are synonym, the student keeps the two cards and takes another turn. Otherwise, both are placed face down in their original positions. The second student repeats the process | | | | | |
| 5 | 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 corect | | | | | |
| 6 | 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 in the circle. | | | | | |
| | | Ask the first student to select a card from the box, read it aloud, put the card in a pocket chart, and perform the required action. | | | | | |

| | | | | | | | |
|---|------------------------------|--|--|--|--|--|--|
| | | If the student is correct, she or he chooses the next student to pick a card | | | | | |
| | | If the student is not correct, then she or he chooses another student to help perform that action and the two students do it together | | | | | |
| | | Continue the game until everyone has had a chance to pick a card, read it, and do what it says | | | | | |
| 7 | Missing Words | Select a paragraph or short text at a suitable level for each class | | | | | |
| | | Delete selected words from the text and number the blanks in the text | | | | | |
| | | Select words that cannot be predicted too easily but allow prediction | | | | | |
| | | Divide the class into groups, and give each group a copy of the text | | | | | |
| | | Ask them to think of as many words as possible that could go into the missing sections of the text | | | | | |
| | | Ask a member of each group to come to the board and write up their suggestions for each blank. Ask students to compare their suggestion | | | | | |
| 8 | The Story Behind the Picture | Select an interesting picture, around which unusual story could be developed. And give students a list of about 10 verbs to use in the story | | | | | |

| | | | | | | | |
|--|--|---|--|--|--|--|--|
| | | <p>Choose words that are a little unusual and not too obvious. And ask the students to work in groups and to develop a story around the picture, one that uses the words the teacher has given them</p> | | | | | |
| | | <p>Tell the students their story should involve at least two people</p> | | | | | |
| | | <p>They should make notes to use in telling their story. They must use all the words on the list at least once</p> | | | | | |
| | | <p>Set a time limit. Then have a student from each group to tell the group story. Other groups can ask questions</p> | | | | | |

Interview List

Question 1: What kind of vocabulary teaching technique do you apply in your classroom?

Question 2: Why do you choose that technique?"

Question 3: How many times did you check/assess your students in their vocabulary?"

Question 4: How is your system of assessing your students in their vocabulary?'

Question 5: What kinds of obstacles do you face in teaching vocabulary?

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 | Guess the Meaning | Teacher put 10-12 objects or pictures where all students can see them. | | ✓ | | | |
| | | Teacher calls a learner to come to front. | | ✓ | | | |
| | | Teacher repeatedly says 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 student points to the wrong object, he or she keeps repeating the word. | | ✓ | | | |

| | | | | | | | |
|---|-----------------------------------|---|---|---|--|--|--|
| | | If the student points to the correct object, the teacher says “yes” and repeats the name of the object. | | ✓ | | | |
| 2 | Individual Picture Matching | Teacher prepares a sheet containing about 20 small picture and sentences | | ✓ | | | |
| | | The sentence 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 picture | | ✓ | | | |
| | | when they are finished, they mark their work from an answer sheet | | ✓ | | | |
| 3 | Crosswords Puzzle | 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 the work on the next line in the puzzle | ✓ | | | | |
| 4 | Matching Synonym | On one side of each card, write an English word, making sure that each set of 30 cards contains 15 synonyms | | | ✓ | | |
| | | Using volunteers from the class, demonstrate how the game will be played. Place the 30 cards face down in five rows | | | - | | |
| | | Ask the first student to turn over two cards. If the cards are synonym, the student keeps the two cards and takes another turn. Otherwise, both are placed face down in their original positions. The second student repeats the process | | | ✓ | | |
| 5 | 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 | | | | ✓ | |
| 6 | 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 in the circle. | | | | ✓ | |
| | | Ask the first student to select a card from the box, read it aloud, put the card in a pocket chart, and perform the required action. | | | | ✓ | |
| | | If the student is correct, she or he chooses the next student to pick a card | | | | ✓ | |
| | | If the student is not correct, then she or he chooses another student to help perform that action and the two students do it together | | | | - | |

| | | | | | | | |
|---|------------------------------|--|--|--|---|---|---|
| | | Continue the game until everyone has had a chance to pick a card, read it, and do what it says | | | ✓ | | |
| 7 | Missing Words | Select a paragraph or short text at a suitable level for each class | | | | ✓ | |
| | | Delete selected words from the text and number the blanks in the text | | | | ✓ | |
| | | Select words that cannot be predicted too easily but allow prediction | | | | - | |
| | | Divide the class into groups, and give each group a copy of the text | | | | ✓ | |
| | | Ask them to think of as many words as possible that could go into the missing sections of the text | | | | ✓ | |
| | | Ask a member of each group to come to the board and write up their suggestions for each blank. Ask students to compare their suggestion | | | | - | |
| 8 | The Story Behind the Picture | Select an interesting picture, around which unusual story could be developed. And give students a list of about 10 verbs to use in the story | | | | | ✓ |

| | | | | | |
|--|--|--|--|--|---|
| | Choose words that are a little unusual and not too obvious. And ask the students to work in groups and to develop a story around the picture, one that uses the words the teacher has given them | | | | ✓ |
| | Tell the students their story should involve at least two people | | | | ✓ |
| | They should make notes to use in telling their story. They must use all the words on the list at least once | | | | ✓ |
| | Set a time limit. Then have a student from each group to tell the group story. Other groups can ask questions | | | | - |

INTERVIEW LIST

Question 1: What kind of vocabulary teaching technique do you apply in your classroom?

Teacher's response: *“Sebelumnya saya ada mengajar menggunakan buku revisin kurikulum 2013, tipis bukunya. Itu caranya, saya perintahkan mereka untuk menulis semua vocab, karena disitu (pointed to the book) ada namanya ‘vocabulary builder’. Karena ada text disitu (related to that vocabulary builder which will be discussed later), kemudian mereka menyetorkan. Jadi itu bisa memudahkan mereka memahami text itu, karena vocab itu diambil dari teks itu. Disamping itu, saya juga menggunakan strategy brainstorming untuk mengasah kemampuan anak-anak untuk mengingat materi yang sudah pernah didapatkan. Jadi saya juga lebih tau kemampuan anak-anak tu seberapa. Kadang-kadang saya juga mengadakan game dari gambar. Saya kasih satu gambar, dari gambar itu nanti saya tempel di papan, kemudian anak-anak*

melabelkan, misalnya gambar sebuah tempat, terus apa yang bisa di dapatkan dari sesuatu yang ada di tempat tersebut. Kadang-kadang juga ada game tebak gambar atau memasangkan (scrabble).” (Interviewed on 18th of March, 2019).

Question 2: Why do you choose that technique?”

Teacher’s response: *“Kenapa saya pilih metode itu, yang pertama mengefesienkan waktu, jadi waktu kita didalam mengajar kan 90 menit, jadi kita bisa memenej sedemikian kecil waktu. Kebanyakan biasanya guru, masuk misalnya jam ke tiga-empat, duduk-duduk dulu, ini enggak (he showed disappointed face). Trus pas keluarnya pun gak tepat waktu, atau lewat waktu. Itu kenapa? Karna gak ada perencanaan. Kita gunakan awal waktu dan akhir waktu kita untuk apa. Tapi kalau ada perencanaan seperti vocab ini, jadi kita bisa memanfaatkan waktu yang sedemikian kecil, begitu tujuan saya. Kemudian, tidak membebani siswa, sambil-sambil belajar bisa liat itu (pointed to the vocabulary words list). (Interviewed on 18th of March, 2019).*

Question 3: How many times did you check/assess your students in their vocabulary?”

Question 4: How is your system of assessing your students in their vocabulary?’

Teacher’ response: *“Per minggu, karena kalau setiap hari kadang- kadang anak-anak belum siap, atau bahkan saya kasih jadwal bulanan jadi anak-anaknya tidak terlalu stress, dicek dengan di tanya-tanya aja sekalian tanyain makna dalam Bahasa Indonesianya. Nanti pada akhirnya*

berpengaruh nilai itu kepada nilai raportnya.” (Interviewed on 18th of March, 2019).

Question 5: What kinds of obstacles do you face in teaching vocabulary?

Teacher’ response: *“ada, kadang-kadang waktu spellingnya, atau cara pengucapannya yang masih kurang tepat, bahkan terkadang masih ada siswa yang salah makna Bahasa Indonesianya, tapi kalau salah langsung saya kasih tau yang mana yang benar. Terkadang pernah juga materi yang pengen disampaikan belum habis satu pertemuan, jadi saya kasih tugas tambahan biar jadi PR.” (Interviewed on 18th of March, 2019).*

CURRICULUM VITAE

| | |
|---------------------------------|---|
| I. Personal Detail | |
| Nama | Mardiatun Nisa |
| Place and Date of Birth | Kotabaru, November 28 th 1995 |
| Gender | Female |
| Marital Status | Single |
| Religion | Islam |
| Nationally | Indonesia |
| Parents | (Alm) Syamsudin KM, (Alm) Masmulyani |
| Siblings | Brothers: Wahyudinata, Fahrurozi Sisters : Nurul Qomariah, Fitria Masdina |
| II. Formal Education Background | |
| 2002-2008 | Islamic Elementary School Kotabaru (MIN Kotabaru) |
| 2008-2011 | Islamic Junior High School of 1 Kotabaru (MTSN 1 Kotabaru) |
| 2011-2014 | State Senior High School of 2 Kotabaru (SMAN 2 Kotabaru) |
| 2014-2019 | English Education Departement of Tarbiyah and Teacher Training Faculty of Antasari State Islamic University Banjarmasin |



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CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : MARDIATUN NISA
2. NIM : 1401240750
3. Program Studi :
4. Judul Skripsi :
5. Dosen Pembimbing :
6. Catatan Konsultasi :

| NO | Pemb. Konten & Metodologi | No. | Pemb. Bahasa & Teknik Penulisan |
|----|---|-----|---------------------------------|
| 1 | Better your finding explained by observations. report it based on the date and the class when you did observation | | |
| 2 | choose only the main techniques used by the teacher for one each observation | | |
| 3 | in discussion you have to explain the analysis of comparing between the theory and the result of research. | | |
| 4 | Change the conclusion to 2, and it must be appropriate with your second statement problem See all my notes inside and revise them | | |

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong

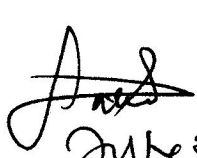


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Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Mardiatun Nissa
2. N I M : 15024030
3. Program Studi : PPi
4. Judul Skripsi :
5. Dosen Pembimbing :
6. Catatan Konsultasi :

| NO | Pemb. Konten & Metodologi | No. | Pemb. Bahasa & Teknik Penulisan |
|----|--|-----|---------------------------------|
| 1 | In findings, better you explain more simple, just tell the data that you have found | | |
| 2 | the result of the interview explained more simple | | |
| |  July 2019 | | |

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong



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CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Mardiatun Nisa
2. N I M :
3. Program Studi :
4. Judul Skripsi :
5. Dosen Pembimbing :
6. Catatan Konsultasi :

| NO | Pemb. Konten & Metodologi | No. | Pemb. Bahasa & Teknik Penulisan |
|----|---|-----|--|
| | <p>I think your thesis is ok. Please being examined after agreed by supervisors</p> <p>19 2019 09</p> | 1 | <p>See all my notes and revise them</p> <p>Sept 2019</p> <p>It will be ready to be examined after some Revisions</p> |

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong




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CATATAN KONSULTASI BIMBINGAN SKRIPSI

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6. Catatan Konsultasi :

| NO | Pemb. Konten & Metodologi | No. | Pemb. Bahasa & Teknik Penulisan |
|----|---|-----|---------------------------------|
| 1 | Give conclusion for each Questions. they look like to conclusion in chapter II | | |
| 2 | | | |


Agus

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong



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21 September 2018

Nomor : 1354/Un.14/III.1.t/09/2018
Lamp : -
Hal : Perubahan Judul Skripsi

Kepada Yth.
Sdr (i) Mardiatun Nisa
NIM. 1401240750
Mahasiswa Jurusan TBI

di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**AN ANALYZE OF THE USE MNEMONIC TECHNIQUE IN TEACHING
ENGLISH VOCABULARY AT MA SMIP 1946 BANJARMASIN**

Berubah menjadi:

**THE TECHNIQUES OF TEACHING VOCABULARY AT MA SMIP 1946
BANJARMASIN**

Menunjuk :

1. Drs. H. Ahdi Makmur, M.Ag., Ph.D sebagai Dosen Pembimbing Konten dan Metodologi.
2. Nurlaila Kadariyah, S.Ag., M. Pd. sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.





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SURAT RISET

Nomor: B-1052/Un.14/III.1.t/03/2019

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Mardiatun Nisa
Nomor Induk Mahasiswa : 1401240750
Semester : X (Sepuluh)
Alamat : Jalan Manunggal 2 Gang 2 No. 44 Rt 26 Rw 002
Kel. Kebun Bunga Kec. Banjarmasin Timur
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka
pengumpulan data untuk penyusunan Skripsi
Sarjana dengan Judul :

THE TECHNIQUES OF TEACHING VOCABULARY AT MA SMIP 1946 BANJARMASIN

Tempat yang dituju : MA SMIP 1946 BANJARMASIN
Barang yang dibawa : Seperangkat alat riset
Lamanya Riset : 2 (Dua) bulan
Dari tanggal : 11 Maret 2019
Sampai dengan tanggal : 11 Mei 2019

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Mahasiswa yang bersangkutan,


Mardiatun Nisa
NIM. 1401240750