

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This study attempted to answer two statements of problem about the techniques of teaching vocabulary at MA SMIP 1946 Banjarmasin. First, what are the teacher techniques used in teaching vocabulary at MA SMIP 1946 Banjarmasin? Second, how does the teacher apply the techniques in teaching vocabulary at MA SMIP 1946 Banjarmasin?

1. The Teacher's Techniques Used in Teaching Vocabulary

Based on the observation that had been done for five times in March, 11th (class X), 12th (class XI MIA), 13th (class XI IIS), 18th (class XI MIA), and 19th (class XI IIS) 2019, it was found out that the techniques that the teacher used during the teaching and learning process of vocabulary at MA SMIP 1946 were; guess the meaning, individualized picture matching, crosswords puzzle, matching synonym, define and match, words and actions, missing words and the story behind the pictures. For more detail to see the information, the data can be seen at the following table:

Table 4.1 Description of the Teacher Techniques used in Teaching Vocabulary at
MA SMIP 1946 Banjarmasin

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 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					-

From the table above, it can be seen that the English teacher used almost all of the techniques in teaching vocabulary for several meetings. But, for the tenth grade, the teacher did not use some of the steps of a certain technique.

2. The Application of Techniques in Teaching Vocabulary

A key to the success of any learning is to create a relaxed atmosphere where students are invited to take part in the teaching and learning process. In

this case, the English teacher of MA SMIP 1946 Banjarmasin applied some techniques in order to create an enjoyable atmosphere and made his students took part in his class. Here are the following information shows the teacher had done.

1. The first day was on 11th of March 2019 at X class. In this class, the teacher applied crossword puzzle technique. There are some steps that had been done by the teacher, but also some of them were not applied. For example such as give each learner in the pair half the crossword puzzle, with clues for every second line in the puzzle. In this case, the teacher did not give the crossword puzzle into each students, he separated the class into four big groups and 2 groups had to compete each other. Because he thought it would be effective and limited the board he had. Besides, the students could discuss and help each other. He also did not use Hangman game if the opposite team could not figure out the clue. He count 1 to 3, if the team still could not find the proper word, he will punish them like singing twinkle-twinkle little star or count 1 to 30 in English, even sometime he just gave the word instead.
2. The second day was on 12th of March 2019 at XI MIA class. In this class, the teacher applied guess the meaning technique which were all of the procedures were applied by the teacher. The teaching and learning process at this time was really fun and enjoyable for the students. Because basically, every students love to see colorful pictures, that day the teacher brought some pictures as his media which consist of

occupation like doctor, nurse, teacher, student, pilot, etc. And also he brought some fruits pictures and animals. Almost the students were active, they like to come to the front and answer all of the teacher's questions.

3. In individual picture matching technique also belonged to the second day at the XI MIA, that is on 12th of March 2019. So, the teacher applied two techniques at this class at the same day, the reason he add this technique because this technique also included pictures as media. The different usage with the second technique was individual picture matching used some sentences that described the picture. For example, on the left, there was a picture of a pilot, and on the right there was a sentence which said, "I am a great pilot," the student had to match them by crossing a line among them. In this technique, the teacher distributed some papers for each student, which on it there were several questions of some pictures and their sentences that had to be guessed by the students. For addition, the students from this class were not doing it individually. The teacher separated them in several groups that consist of 3 or 4 students to help them easier to find out the right answer and to give them time to discuss each other.
4. The third day was on 13th of March 2019 at XI IIS class. In this class, the teacher applied guess the matching synonym technique which were some of the procedures were applied by the teacher, except of using volunteers about how to demonstrate the game from this class. He just explained

about it himself and made sure that all the students understood about the rule of the game. Because he thought it would be difficult if he asked one of the students to come to the front. Besides, he needed to make an effective time in teaching by using this technique, because he wanted to apply two techniques in a day.

5. Words and actions technique was a technique he used also on the third day at XI IIS, like the fourth technique, in this case the teacher also did not use one of the procedure of teaching vocabulary by using words and action technique, that was the teacher did not ask the student who made wrong and then chose another student to help him or her to perform that action and to do it together. When the student got it wrong, the teacher immediately gave some clues and even helped them to find out the correct answer.
6. Define and match was done on the fourth day at 18th of March 2019 at XI MIA class. At this technique, the teacher used all of the procedures. He firstly separated the class into two teams, team A was given a list of words and B team was given the definition. The teacher then gave time 8 to 10 minutes to the students to think about the definition of each word and had to think what should be its' pairs. Then the students had to check it each other and matched it.
7. The missing words technique also applied on the fourth day at XI MIA. In this case, the teacher applied almost all the procedures, except for selecting words that cannot be predicted too easily. The teacher just

selected some easy words that could be predicted easily by the students. He thought that the students would be stuck if he tried to give some difficult words prediction for them. Besides, the teacher did not ask a member of each group to come to the board and to write up their suggestion. He directly came to each group and helped them if they found some problems and difficulties to those words.

8. Lastly, the story behind the picture technique was applied on the fifth day, it was on 19th of March 2019 at XI IIS. In this technique, the teacher did not apply one of the procedures above. The teacher did not set a time limit for this class, he just gave them time freely. When each group has done, the teacher directly checked their assignments and pointed if there were some mistakes had been done by the students.

Although the teacher did not use some certain steps or procedures of the technique, the teaching and learning process still run well and all students get along with every activity happily and all of them were active during the class. Beside doing observation in the classroom, the researcher also did interview to the English teacher related to his techniques in teaching vocabulary, how he applied those techniques when he teach vocabulary in the class. Interview was conducted after the classroom observation. The interview consisted of five questions for the teacher. The following was the explanation of the interview description with the English teacher at MA SMIP 1946 Banjarmasin.

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

classroom?

Teacher's response: *“Sebelumnya saya ada mengajar menggunakan buku revisi 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).

According to researcher, the technique type used by teacher is very close to the Diane Larsen Freeman's technique that is vocabulary ranking. But, there is a bit difference between the Diane Larsen Freeman's technique and the technique applied by teacher that had been discussed above. When the teacher teaching, the teacher did not discuss the vocabulary words with the whole students of the class.

It also can be seen that the technique applied by the teacher has the same way with the Diane Larsen Freeman's suggestion that is scrabble game technique. For those guessing the name of picture was also very close to individualized picture matching strategy, but the difference is for Freeman's technique, the teacher give some sentences first where the students have to match it, but for the teacher's application based on interview, she asked the students to mention the name of picture orally.

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 keluaranya 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).

So, he explained which the point of that explanation is using that technique can save time to explain the words because students already looking for the meaning of those words. He means with “*memanfaatkan waktu yang sedemikian kecil*” is the target materials in the syllabus can be reached maximally and not to be exceed the deadline at the end of the school semester. He also claimed that this technique did not burden students in learning vocabulary words. However, he did not know what the name of the technique was, but he felt this technique was great to apply. In other case, he disappointed with other teachers who did not appreciate the time, he suggested that teachers should make a good plans in teaching the lessons.

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).

He explained that once in a week he assessed the students about vocabulary by asking the student the vocabulary words they had been learned. The weekly assessment will also have an effect on the value of the report book at the end of the semester.

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

Teacher' response: *“hmm, cuma, 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).

So far, while the teacher has not encountered many obstacles in applying the vocabulary learning technique, the students had some problems. For example, they had not spelled correctly, did mistakes in pronunciation, and sometimes used Indonesian which did not match into the right meaning of the English words.

B. Discussion

The researcher would like to discuss the result of study about the techniques of teaching vocabulary at MA SMIP 1946 Banjarmasin,

In this study there are two statements of problems. First, the techniques used by the teacher in teaching vocabulary at MA SMIP 1946 Banjarmasin. Second, the application of the techniques in teaching vocabulary at MA SMIP 1946 Banjarmasin.

1. The Teacher's Techniques Used in Teaching Vocabulary

For the first statement of problem, based on the researcher direct observation in research location and based on English teacher' opinion in the interview, the teacher thought the technique the teacher used was a technique where students were given a list of vocabulary words from the Guide Book First about the upcoming material which was very close to the Diane Larsen Freeman's technique that was vocabulary ranking. However, it has some differences compared to the technique the teacher did. Diane assumed that vocabulary ranking should be done among teacher-students in which if the students do not know about the meaning of certain words, the teacher would ask the whole students in the class to discuss about them and give explanation for each of those. But at MA SMIP 1946 Banjarmasin, the English teacher did not apply a discussion session, he just gave the meaning of words in order to make an effective time. Actually this is not a bad reason, but if the teacher

would like to make a discussion session among students, of course the students would be open minded and could imagine what the definition of the words could be, and a word could be memorize easily if the students find out by themselves by an unique way than they knew the words' definition instantly by the teacher without any effort.

Besides, he also explained that he was teaching the vocabulary with brainstorming technique. He thought that technique was useful for helping students to develop a general concept of definition of the word. Sometimes he changed the technique by guessing the name of picture or scrabble game or using picture so that students can guess or give the name of the picture in English from one whole big picture. Or sometimes he plays with scrabble game or guessing picture game. In conclusion, the teacher in teaching vocabulary used almost all of the techniques. He used the technique in order to enrich students' vocabulary and to pursue the curriculum at MA SMIP 1946 Banjarmasin. Because every technique has its own steps to reach its goal. He often gave some assignments or homework at least once a week in order to make students always study at home and reach the goal in teaching English. In this case, the teacher did not use all of the steps because he thought that a certain class would be stuck in getting along the whole activities due to the lack of their ability in mastery vocabulary, and sometimes he preferred to separate the class into some groups rather than asked the students to do an assignments individually, because the teacher

wanted to maximize the time and gave them some time to discuss one another.

However, the activity was running well, the students in each class getting along the activity happily and the teacher could reach the lesson's goal.

2. The Application of Techniques in Teaching Vocabulary

The result of the observation and interview at MA SMIP 1946 Banjarmasin has generated some important findings. These findings are discussed in this section in order to find out how the teacher applied the techniques in teaching vocabulary.

The first research question is dealing with the techniques applied by teachers in teaching English vocabulary. This question can be answered by referring to the finding of the classroom observation and teacher interview. The researcher found that the teachers in this research admitted that he has applied techniques to teach English vocabulary . He tended to use a specific techniques or just an approach of that technique or a combination from many techniques proposed by the expert and his technique itself. The techniques applied by him were vocabulary ranking technique, scrabble, and individualized picture matching by Diane Larsen Freeman's technique. Besides, he also used his own technique that was brainstorming technique that he thought this technique was really helpful for the students to recall their memory about the lesson they have gotten in the class before.

The teacher chose the technique which was convenient to be applied in teaching vocabulary. He tended to adjust to the condition of their students ability. For examples of their efforts were they prepared the teaching materials, gave the students a correct and understandable explanation, gave additional assignments (homework), assessed their students vocabulary every meeting or at least once in a week.

In conclusion, the teacher used some techniques just like the theories about techniques in teaching vocabulary from Diane Larsen Freeman, but there were some steps that did not used by the teacher because of some reasons. According to the teacher's explanation, the teacher did not know about the technique he used named in theories, in which the researcher assumed that his techniques belonged to Vocabulary Ranking by Diane Larsen Freeman where the students memorized or wrote some difficult words where they did not know the meaning in Indonesian. However, the teacher helped them to find out the meaning of them.

The second research question is concerning with the obstacles faced by the teacher in applying the technique in teaching English vocabulary. In teaching-learning process, the teacher, of course would get the problems, including in the vocabulary teaching-learning process. In this research, the researcher found that teacher cooperated with every student to avoid and solve the problem together. For example when the students had a problem that they did not have enough time for one meeting class to finish the lesson, they discussed with the teacher before the class. The teacher also gave

additional task to be finished by the students at home. The students supported the learning process by preparing the tasks required in the lesson. The way could minimize the problem of insufficient time in teaching-learning process. Besides, the students also had a problem where they could not remember the vocabulary correctly, like sometimes they could not match a word with the meaning of the word so teacher gave a longer time to students to remember it by assessing the vocabulary in rarely time (once a month) so students can prepare it maximally.

From the explanation above, we could conclude that the teacher was good in teaching vocabulary by using some techniques related to the theory from Diane Larsen Freeman. Even he could teach vocabulary by using more than one technique in one meeting in order to make it more perfectly, because it could fulfill the weakness from one technique he used by another technique then the learning process would not stop and still continuing as he wanted. Although there were some steps did not use by the teacher when he teach, the teaching and learning process run well and all students enthusiast in following the lesson.

The information above is gotten by note taking during classroom observation and interviewing the English teacher himself.