

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of the Research Location**

##### **1. Brief History of State Islamic Junior High School (MTsN) 2 Gambut**

According to administration staff, document and a headmaster interview and documentary that State Islamic Junior High School (MTsN) 2 gambut is located at street A. Yani Km. 15,200 No. 52 Gambut Banjar Regency. Post code 70652 and School telephone number (0511) 4220140. This school is built on 4505 m<sup>2</sup> from helping people at that time and the limited are:

- a. At the north is limited with State Islamic Senior High School (MAN) 1 Martapura.
- b. At the south is limited with field from the people surrounding school
- c. At the east is limited with street.
- d. At the west is limited with civilization.

At first, State Islamic junior high school (MTsN) 2 Gambut is a majority school that built on October, 15<sup>th</sup> 1954 which named Pendidikan Guru Agama Negeri (PGAN) until 1978. Then at July, 1<sup>st</sup> 1979 that school is changed be State Islamic Junior high school and State Islamic Senior high school.

Since State Islamic junior high school (MTsN) 2 Gambut built until now, the school have period of headmaster:

Table 4.1 Period of Headmaster at State Islamic Junior High School (MtsN) 2 Gambut.

No	Name	Period
1.	H. Abdul Karim, BA	1979- 1983
2.	Drs. H. Anwar Kaderi	1983-1986
3.	Asmuri CH	1986-1988
4.	Drs. M. Saberi Ismail	1989-1994
5.	Drs. Sudirman	1994-1995
6.	Drs. H. Djuhdi	1995-2004
7.	Drs. Zarkasi	2004- now

## 2. School Facilities

At the first time, this school only had few rooms and facilities to support teaching and learning process as well as administration and other activities as a state school, now days this school has a boot of rooms and other good facilities provided by government as shown in the following table:

Table 4.2 Facilities in State Islamic Junior High School (MTsN) 2 Gambut

No	facilities	Condition		Number
		Used	unused	Number
1.	Head master room	1	1	2
2.	Administration staff room	1	-	1
3.	Teacher room	1	-	1
4.	Class room	12	-	12
5.	Consult room	1	-	1
6.	Organization student room	1	-	1
7.	Computer room	1	-	1
8.	Healthy room	1	-	1
9.	library	1	-	1
10.	mosque	1	-	1
11.	Natural laboratory	1	-	1
12.	Language laboratory	1	-	1

13.	square sport	1	-	1
14.	Parking area	2	-	2
15.	WC of students'	2	4	6
16.	WC of teacher	1	-	1
17.	Factory	1	-	1
18.	Head master table	1	-	1
19.	Head master desk	1	-	1
20.	Teacher table	40	-	40
21.	Desk teacher	40	-	40
22.	Administration staff table	5	-	5
23.	Administration staff desk	5	-	5
24.	Student table	463	-	463
25.	Student table	463	-	463
26.	Case	16	-	16
27.	Braincase	3	-	3
28.	Typewriter	5	-	5
29.	Stencil machine	3	-	3
30.	Computer	4	1	5
31.	Printer	4	1	5
32.	TV	4	-	4

### **3. Description of English Teachers, Administration Staffs and Students Population**

#### **a. Teachers**

At State Islamic Junior High School (MTsN) 2 Gambut has teachers from different educational backgrounds. All of them are university graduated; the description of teachers of State Islamic Junior High School (MTsN) 2 Gambut Banjarmasin can be seen in the following table:

Table 4.3 Name of All Teachers at State Islamic Junior High School (MTsN) 2 Gambut:

No	Name	Education Background	Subject
1	Hj. Nursiah L,A.Md	D3 IAIN/TARBIYAH	Qur'an Hadist
2	Dra. Indria Hartati Dra. Dra.	S1 IAIN/TARBIYAH	KTK/Fiqih
3	Rahmah	S1 IAIN/TARBIYAH	Indonesian lang./fiqh
4	Mastika, BA	D3 IAIN/TARBIYAH	Fiqh
5	Marhani A. K, Md	D3 IAIN/TAR BIYAH	SKI
6	Drs. Rusmadi Ulfi	S1 IAIN/TARBIYAH	Indonesian lang/ Tikom
7	Siti Rusdaniah, S.Pd	S1 UNLAM/FKIP	Indonesian lang.
8	Hamsyi Nata, BA	D3 IAIN/TARBIYAH	Aqidah Ahlak
9	Alifir Budiman, S. pd	S1 UNLAM/FKIP	Match, Tikom
10	Mukhtar Saiman	PGAN/PGAN	PPKn
11	Aseri Iamperi.S. Ag	S1 IAIN/TARBIYAH	Social science
12	Dra. Martinah	S1 UNLAM/FKIP	Natural Science
13	Sabariah S.Pd I	S1 IAIN/TARBIYAH	Natural S., Aqidah A
14	Firman Nashoha, S.Pd	S1 IAIN/TARBIYAH	Qur'an hadis
15	Asmuni, S. pd	S1 UNLAM/FKIP	Match
16	Murjani, S.Ag	S1 IAIN/TARBIYAH	Gymnastic
17	Thaibah, Sp. Pd	S1 UNLAM/FKIP	Natural S., PPKn
18	Husnul K, S. Pd	S1 UNLAM/FKIP	Match,Tikom
19	Nurul Wahidah, S. Pd	S1 IAIN/TARBIYAH	KTK, Fiqih
20	Nurhasanah, S. Pd	S1 UNLAM/FKIP	Social science
21	Huzaimah, S. Pd	S1 UNLAM/FKIP	Natural Science
22	Tmaratul J, S. Ag	S1 IAIN/TARBIYAH	English, KTK
23	Waspiyah, S. Pd. I	S1 IAIN/TARBIYAH	English,fiqh
24	Herni Marlianti, S. Pd	S1 UNLAM/FKIP	Match,Tikom
25	Syamsul M, S pd	S1 UNLAM/FKIP	Indonesian lang, PPKn
26	Ninna Herlina, S. Pd	S1 UNLAM/FKIP	Indonesian lang, social s
27	Nita Rahman, S. Pd	S1 UNISKA/BK	Guidance and counseling
28	Ati Hasnawati, S. Ag	S1 IAIN/TARBIYAH	English
29	Ahmad H, S. Ag	S1 IAIN/TARBIYAH	Arabic language
30	Wahyuti, S. Pd	S1 UNLAM/FKIP	PPKn, social science
31	Jamakhsari, S.pd	S1 IAIN/TARBIYAH	English
32	Sahriadi, S. Pd	S1 IAIN/TARBIYAH	Arabic

33	Hj. Murtini, S. Pd	S1 STAI	language
34	Nur Anisah, S. Pd	S1 IAIN/TARBIYAH	Fiqih, KTK
35	Nisa Ariyani, S. Pd	S1 UNLAM/FKIP	Arabic
36	Nur Ifansyah	S1 IAIN/TARBIYAH	language Social science , Tikom Gymnastic

Based on the data are three English teachers who teach in seventh grade, eight grade, and ninth grade. Below is the table.

Table 4.4 The English Teacher at Junior High School (MTsN) 2 Gambut

No	Name	Class	Teaching Experience
1.	Nurul Wahidah, S. Pd	VII A, B, C, D, E	9 Years
2.	Waspiah, S. Pd. I	VIIIA, B	6 Years
3.	Jamakhsari, S.pd	VIIIC, D	8 Years
4.	Ati Hasnawati, S. Ag	IXA, B, C, D	8 Years

#### b. Administration Staffs

In this school has administration staffs One is the head and the others are staff as seen in the following table:

Table 4.5 The Administration Staff at State Islamic Junior High School (MTsN) 2 Gambut

No	Name	E. background	position
1.	Fitriani, SE	S1 UNLAM	Lead of Administration staff
2.	Rusyaidah Y, S. Ag	S1 IAIN	Administration staff
3.	M. Yamani	SMEA	Administration staff
4.	Hilma Yanti	SMEA	Administration staff
5.	Nor Asnah, A.Md	D2	Administration staff
6.	Syarief H, A. Md	D3 IPII-IAIN	Library staff

### c. Students

The total number of students who are administratively registered at Islamic Junior High School (MTsN) 2 Gambut Banjar Regency 2008/2009 are (400) Four hundred students. There are (172) students at the seventh grade, (144) at the eighth grade and (144) at the ninth grade. The total number of students can be seen in the following table:

Table 4.6

The Students at State Islamic Junior High School (MTsN) 2 Gambut

No	Class	Sex		Number
		Male	Female	
1	VII A	17	20	37
2	VII B	16	19	35
3	VII C	14	20	34
4	VII D	14	19	33
5	VIII E	16	17	33
6	VIII A	18	20	38
7	VIII B	17	19	36
8	VIII C	16	19	35
9	VIII D	17	18	35
10	IX A	17	19	36
11	IX B	18	18	36
12	IX C	17	20	37
13	IX D	16	19	35
Total	213	247	460	707

### c. Description about English Teachers at State Islamic Junior High School (MTsN) 2 Gambut

There are four English teachers at State Islamic Junior High School (MTsN) 2 Gambut and from the data that writer found, the teacher have some educational background. They are Nurul Wahidah, S. Pd. I teaches class VII,

Waspiah, S. Pd. I and Djamahsari S. Pd. I teach class VIII and Ati Hasnawati, S. Ag teaches class IX.

Nurul Wahidah, S. Pd. I was born on Banjar April 02, 1978 with background education S1 in UNLAM faculty, English Department enter to academic year 1997 and graduated 2001. She has been teaching 9 years. In 2001, she teaches in State Islamic Junior High School (MTsN) 2 Gambut until now. Totally, she teaches five classes, those are VIIA, VIIB, VIIC, VIID, and VIIE.

While Waspiah, S. Pd. I was born on Banjar on June 18, 1981 with background educational S1 IAIN Antasari Banjarmasin, English Department enter to academic year 1999 and graduated 2003. She has been teaching English for 6 years. Since 2003, she teaches in State Islamic Junior High School (MTsN) 2 Gambut until now. She teaches two classes, those are VIIIA, VIIIB, meanwhile VIIC, and VIID teaches by Djamahsari S.Pd.I. He was born in Banjarmasin on May 21, 1976 with background education S1 IAIN Antasari Banjarmasin of English department, he has been teaching eight years he teaches in State Islamic Junior High School (MTsN) 2 Gambut until now.

Ati Hasnawati, S. Ag was born in Banjarmasin on November 10, 1976 with background education S1 Antasari faculty of English Department, she has been teaching eight years. She teaches four classes, those are IXA, IXB, IXC and IXD.

It means that they are having a good educational background for teaching and learning at junior high school level although one of them is not graduated from English department.

## **B. Data Presentation**

The following data are based on the result observation and interview at the school. The observation has been done to measure the implementation of technique in Teaching English Vocabulary in the Eighth Grade at State Islamic Junior high school (MTsN) 2 Gambut and the factors that influence the application of techniques in teaching vocabulary. There are two teachers who teach at eighth grade. She is Waspiah S. Pd.I and Djamahsari S. Pd. I Who both of them are graduated from English Department of State Institute for State Islamic Studies Antasari (IAIN Antasari). To describe the application, of techniques in Teaching English Vocabulary at Eighth Grade at Islamic Junior High School of 2 Gambut, The writer present the data based on the statements of problems as follows:

### **1. Techniques Applied by the Teacher in Teaching English Vocabulary in the Eighth Grade at State Islamic Junior High School (MTsN) 2 Gambut**

#### **a. Kind of techniques the teacher uses**

Based on the observation and interview kind of techniques that teacher uses are quite good, because there are nine techniques that teacher uses, they are Translation of a literary passage, Antonyms / Synonyms, completion, Memorization, Question and Answer, Choose the new identity/ role play, Picture, Narrative, Using command to direct behavior. Based on observation result, it is known that English teachers at eighth grade there are two people, teachers at



VIIIA, VIIIB is Waspiyah S.Pd.I as teacher, A teacher at VIIC and VIID is Djamahsari, S.Pd.I as teacher B.To get clearer, it can be seen as following table:

Table 4.7 Techniques in Teaching English Vocabulary In the Eighth Grade at State Islamic Junior High School (MTsN)2 Gambut Acedemic Year 2008/2009

No	Techniques in Teaching English vocabulary in the eighth Grade at State Islamic Junior High School (MTsN) 2 Gambut	Grade			
		VIII A	VIII B	VIII C	VIII D
1.	Translation of a literary passage	√	√	√	√
2.	Antonym / Synonyms	√	√	√	√
3.	completion	√	√	√	√
4.	Memorization	√	√	√	√
5.	Composition	-	-	-	-
6.	Use Word in sentences	-	-	-	-
7.	Question and Answer	√	√	√	√
8.	Choose the new identity/role play	√	√	√	√
9.	picture	√	√	√	√
10.	Using command to direct behavior	√	√	√	√
11.	Narrative	√	√	√	√
12.	Word origin roots	-	-	-	-
13.	Pronunciation and speeling	-	-	-	-
14.	Using word game	-	-	-	-

Beside the writer does the interview, the writer also observe two English teachers as subject in this research. It was done to know more accurately about the technique they use.

Actually there are many techniques in teaching English vocabulary but writer only able to collect 14 techniques in teaching English Vocabulary. As result of interview both of the teacher English using the same techniques. They use nine techniques in teaching Vocabulary there, as follow:

a. The Techniques in Teaching vocabulary is Used by Teacher A

According to the writer observation, there is nine techniques which same with the result of interview, namely: Translation of a literary passage, Antonyms / Synonyms, completion, Memorization, Question and Answer, Choose the new identity/ role play, Picture, Narrative, Using command to direct behavior.

To know the techniques used by the teachers A, the writer gets from 4 times observation on:

- a. Monday, September 24 2008
- b. Monday, December 1 2008
- c. Monday, December 15 2008
- d. Monday, December 22 2008

b. The Techniques in Teaching Vocabulary are used by the Teacher B

According to the writer observation, there are only nine techniques which are same with the result interview, namely: Translation of a literary passage, Antonyms / Synonyms, completion, Memorization, Question and Answer, Choose the new identity/ role play, Picture, Narrative, Using command to direct behavior.

To know the technique used by the teacher B, the writer gets from 4 times observation on:

- a. Thursday, November 27 2008
- b. Thursday, December 4 2008
- c. Thursday, December 11 2008
- d. Thursday, December 18 2008

**b. Application of the Technique in Teaching English Vocabulary in the Eighth Grade at State Islamic Junior High School (MTsN) 2 Gambut**

**1) Translation of Literary Passage**

Based on the observation, the writer knows that this technique is used to teach students in the class room. Teacher reads some sentences of the text in the textbook. Because of that students must be able to understand the passage which related with their subject. So, teacher ask the students to translate a reading passage from the target language into their language (Indonesian)

In application of this technique, teacher asks student to read the text in their text book that their teacher have command it. Then, they are asked to write down the new word that they did not know on the whiteboard, and asks another student to find the meaning of new word. Next, students are asked to translate the passage and help them to understand it. In this way the student ability will increase well.

**2) Antonyms / Synonyms**

Based on the observation, the writer knows that this technique is also used by the English teacher to enrich students' vocabulary. Teacher uses this technique to help students to know the meaning of new or difficult words. Sometimes teacher gives an equivalent or the opposite from difficult words which she/he spells or writs on the whiteboards. Of course the teacher gives an equivalent or the opposite which have been known by students. So, they can guess the meaning of difficult or new words. Sometimes, teacher makes a set of words

and gives them to the students. So, the students try to find the antonym/ synonym from those words to enrich their vocabulary.

### 3) Completion

Based on the observation, this technique also teacher applied in teaching and learning vocabulary at Islamic Junior High School (MTsN) 2 Gambut. Teacher gives students a series of sentences with missing words and then asks them to fill in the blank with suitable words. They allowed looking for in their dictionary of the word missing. The sentences usually take from textbook or teacher her/his self. Students can make the task on the exercise book.

### 4) Memorization

Based on the observation, this technique is also applied at State Islamic Junior High School (MTsN) 2 Gambut. Teacher uses this technique to explore and increase vocabulary from the student. In this school, in class room students asks by their teacher to memorize difficult words that she/he takes from passage. Students are asked to memorize a set of words with their meaning and in the next meeting the teacher asks student to remind the words and the meaning of words. She/ he does not ask all of the students, but select random students to efficient time.

### 5) Question and Answer

Based on the observation that writer has done, teacher also applied this technique in the classroom. Teacher gives his/her students to make question from the text that teacher given. Teacher divides her/his student into two groups.

One group has duty to make question by their own self from the text. And another has duty to answer the question.

6) Choose the New Identity/ Role Play

Based on observation, he/she (teacher) gives the student lesson about occupation from someone, then they have task from his/her teacher to choose some occupation for example an engineer. Then they be an engineer in fictional. They introduce the name and occupation and whole of the biography from the engineer.

7) Picture

Based on the observation, by this technique, she/he gives lesson to the student about picture. Based on observation, teacher gives them picture about an Eskimo people. Then Teacher asks the student to mention what are being in the picture (example: picture of Eskimos people). Begin from the situation, condition and everything that they able to mention it.

8) Narrative

Based on the observation, this technique he/she given to the student to make a narrative that they get the inspiration from story people, media or other. Then they ask to tell the story by write down to their book.

9) Using Command to Direct Behavior.

Based on observation, he/she give the student command directly. This technique teacher used to know of response from student what do they understand what teacher said. In this observation writer sees teacher gives command his/her

student to stand up then and give respect to the teacher, then student stand up and give respect to the teacher.

### **c. Student Response toward the Application of Technique**

#### **1) Students' Attention in English Lesson**

Based on the questionnaire and observation, it is known that the student attention in English Lesson as shown in the following table:

Table 4.7

Student Attention on English Lesson

No	Category	Frequently	Percentage
1.	Always Pay Attention	68	47,22 %
2.	Often Pay Attention	76	52,77 %
Total		144	100 %

From the table above, it is known that students who always pay attention are 68 (47, 22%) Students, include fair category. Students who often pay attention are 76(52, 77 %) students, including fair category.

#### **2) Students Attendance on English Lesson**

Based on the questionnaire and observation, it is knowing that the students' attendance in English lesson as shown in the following table:

Table 4.8

Students' Attendance on English Lesson

No	Category	Frequently	Percentage
1.	Always Attend	87	60, 41%
2.	Often Attend	54	37,5%
3.	Sometimes Attend	3	2,08%
Total		144	100%

From the table above, it is known that the students who always attend are 141(97, 91%) students, including large category. Student who often attend are 54(37, 5 %) students, including small category. Student who sometimes attend are 3(2, 08 %), including very small category.

### 3) Students' Activity to Ask and Answer the Questions

Based on the questionnaire and observation, it is known that the student activity to ask and answer the question as shown in the following table:

Table 4.9

Students' Activity to Ask and Answer the Questions

No	Category	Frequently	Percentage
1.	Always Ask/Answer The Question	82	56,94%
2.	Often Ask/Answer The Question	37	25,69%
3.	Sometimes Ask/Answer The Question	25	17,36%
Total		144	100%

From the table 4.9, it is known that the students who always ask/answer the question on English lesson are 82(56, 94%) students, including fair category. Often ask/answer question on English lesson 37(25, 69%) students, including very small category, and sometimes ask/answer the question on English lesson 25(17, 36%) students, including very small category.

## **2. Data about Some Factors that Influence the Application of Techniques by the Teacher in Teaching English Vocabulary in the Eighth Grade at State Islamic Junior High School (MTsN) 2 Gambut.**

### **a. Teacher Factor**

#### **1) Teacher's Educational Background**

Teacher educational background is one of the most important factors that influence in teaching vocabulary. Based on the interview, the writer knows that Waspiah, S. Pd. I who teach at class eighth have good educational background. She was graduated from English Department of State Institute for Islamic Studies (IAIN) Antasari. Because she graduated from English Department, of course she has knowledge about techniques in teaching vocabulary in the appropriate way. The English teacher who basically come from English Department will be good in teaching English than teacher that teach English but come from non English department. Because she has knowledge more about how to teach English than those who graduated from other department. It same with Jamakhsari, S.pd I. He also graduated from English Department and same university with Waspiah, S. Pd. I He also have more knowledge in teaching English and have skill more. So, that is why teacher educational background is important and that it has very much influence on her application of techniques in teaching vocabulary in the Eighth Grade at Islamic Junior High School (MTsN) 2 Gambut.



## 2) Teacher's Experience in Teaching English

The experience of the English teacher determines the success of the application of teaching techniques in vocabulary. Experience in teach English also important. The teacher who has much experience can make process of teaching and learning vocabulary run well. Based on the interview, with the English teacher, the writers knows that Waspiah Spd. I have taught English since 2003. So, her teaching experience is six (6) years (2003-2009).More over she has followed some trainee for the teacher of English as English like teaching English through four basic language skills; listening, speaking, reading and writing. All of them are relate to teaching vocabulary also that with Djamahsari Spd.I Based on the interview to, his teaching experience is eight (8) years (2001-2009) he has taught since 2001.

### b. Facility Factor

Facilities are important to support the process of teaching and learning vocabulary at school commonly provides some general facilities such as classroom, library, laboratory, textbook etc. Some equipment such as text book, dictionary, whiteboard, tape recorder, cassette should be provided too.Based on the questionnaire and observation, it is known that The available facilities at State Islamic Junior High School (MTsN) 2 Gambut are students textbook; dictionary, library and teacher guided book, other supplement book, whiteboard and laboratory language.There are shown of student that have text book and doesn't have Text book as shown in the following table:

Table 4.10

## Student Text Book

No	Category	Frequently	Percentage
1.	Have Text Book	123	85,41%
2.	Doesn't Have Text Book	21	14,58%
Total		144	100%

From the table 4.10, it is known that the students who have text book are 123(85, 41%) students, including very large category and student who doesn't have textbook are 21(14, 58%) students, including very small category

Based on the questionnaire and observation, it is known that there are a few number of student that have dictionary and doesn't have dictionary as shown in the following table:

Table 4.11

## Student Dictionary

No	Category	Frequently	Percentage
1.	Have Dictionary	87	60,41%
2.	Doesn't Have Dictionary	57	39,58%
Total		144	100%

From the table 4.11, it is known that the students who have dictionary are 87(60, 41%) students, including large category, and student who doesn't have dictionary 57(39, 58%) students, including small category. So, some of the student who have no dictionary.

### **C. Data Analysis**

After all of the data has been completed and are presented in data presentation, then the writer wants to analyze them. Data analysis needs to know the application of techniques in teaching vocabulary for eight grade at Islamic junior high school of 2 Gambut and the factor that influence the application of techniques in teaching vocabulary. To know more clearly about the data analysis the writer does it as follows.

#### **1. Techniques Applied by the Teacher in Teaching English Vocabulary in the Eighth Grade at State Islamic Junior High School (MTsN) 2 Gambut**

##### **a. Kinds of Techniques the Teacher Uses**

From the result of research that the writer done toward the English teacher it can be said that the techniques used by the English teachers in teaching vocabulary are nine techniques. They are; Translation of a literary passage, Antonyms/Synonyms, completion, Memorization, Question and Answer, Choose the new identity/ role play, Picture, Narrative, Using command to direct behavior. Because Waspiah Spd.i and Djamahsari each of them use nine techniques, it can be said that the techniques that teacher uses in teaching English vocabulary for eighth grade at State Islamic Junior High School of 2 Gambut is quite good, but it will be better if the teacher uses more techniques in teaching English vocabulary. For example teacher uses technique use words in sentence.

b. Application of the Techniques in Teaching English Vocabulary in the Eighth Grade at State Islamic Junior High School (MTsN) 2 Gambut

Waspiah S.Pd.I, as the English at eighth grade at State Islamic Junior High School (MTsN) 2 Gambut, she uses some techniques also with Djamahsari S.Pd.I as English teacher he uses nine technique too. From the research result, the writer knows that the application of all techniques is quite good. Since the teacher uses various techniques and in application of the techniques is always suitable with the principle of use, for example when she/ he uses translation of literary passage she always asks the students to translate a text form English into Indonesian, the process of teaching and learning English vocabulary became effectiveness and run well. Because the process is effective, it can make the students have much vocabulary in English. Thus, the writer can conclude that her application to the technique is very suitable with the principle of use.

c. Students' Response toward the Application of Techniques

All of students at eighth grade at State Islamic Junior High School of 2 Gambut have different response toward the application of techniques in teaching vocabulary it can be seen from their attention, attendance and activity to ask and to answer the questions while the teaching and learning process is going on in classroom. Because they have good response to the techniques that the teacher uses, they can learn English vocabulary it can be known from their ability to answer the questions from their teacher about vocabulary and the question that available on their textbook. Furthermore, their good response can be seen from the

table 4.7 in which most student (52,77 %) often pay attention on English lesson, and from the table 4.9 in which most student (56,94 %) always ask and answer question on English lesson.

Since most of the students often pay attention, always attend in class and always ask the question, it can be said that student's response toward the application of techniques are good.

From the three indicators at above, the writer can conclude that the teacher's application of techniques in teaching vocabulary is quite good.

## **2 Data about Some Factors that Influence the Application of Techniques by the Teacher in Teaching English Vocabulary for Eighth Grade at Islamic Junior High School of 2 Gambut**

### **a. Teacher Factor**

#### **1) Teacher Educational Background**

Waspiah S. Pd. I who teaches at class eighth grade has good educational background. She was graduated from English department of State institute for Islamic studies (IAIN) Antasari. Because she graduated from English Department of course she has knowledge about techniques in teaching English vocabulary in the appropriate way. Same with Djamahsari S. Pd. I he also graduated from English Department of State institute for Islamic Studies (IAIN) Antasari. So he also have good skills in teach English especially vocabulary. The English teacher who basically come from English department will be different from the other teachers who did not graduate from English Departments, because they have knowledge more about how to teach English especially vocabulary that those who graduated from another departments. That is why, teacher educational

background is good and that it very much influence on her application of techniques in teaching English vocabulary for the second year students at State Islamic Junior High School of 2 Gambut.

## 2) Teacher's Experience in Teaching English Vocabulary

The experience of teaching English teacher determines the success of the application of teaching techniques in vocabulary. Waspiah S. Pd. I has good experience. She has been teach English for five years and has ever followed some training for English teaching. Also with Djamahsari S. Pd. I he has been teach English for six years and has ever followed some training for English teachers. And also he has been taught at boarding school at eighth years.

Since the English teacher has good experience, of course she has good skill in giving the lesson and she is able to organize and give the right techniques in teaching English vocabulary. Thus, her experience is also good and that is very much influence on the application of her techniques in teaching English vocabulary for the eighth grade at State Islamic Junior High School (MTsN) 2 Gambut.

## 3) Facility Factor

Available facilities at State Islamic Junior High School (MTsN) 2 Gambut are complete enough to support in teaching English vocabulary from the research result, the writer knows that available facilities at State Islamic Junior High School (MTsN) 2 Gambut are students textbook, dictionary, teacher guided book, other supplement book, whiteboard, library and language laboratory. Student textbook and dictionary can be seen from the table 4.10 in which most of

student(85,41 %) have textbook, from table 4.11 in which most students (60,41 %) have dictionary since available facilities are complete enough, it can make the process of teaching and learning English vocabulary run well. So, it is clear that facilities are greatly influence on the teacher techniques in teaching vocabulary at eighth grade at State Islamic Junior High School (MTsN) 2 Gambut.