

**TEACHING TECHNIQUES USED BY TEACHER TO DEVELOP
STUDENTS' VOCABULARY AT THE SECOND GRADE OF SMP N 1
NGUTER SUKOHARJO IN 2016/2017 ACADEMIC YEAR**



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by

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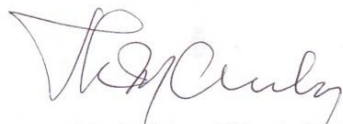
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TEACHING TECHNIQUES USED BY THE TEACHER TO DEVELOP STUDENTS' VOCABULARY AT SECOND GRADE OF SMP N 1 NGUTER SUKOHARJO IN 2016/2017 ACADEMIC YEAR

ABSTRAK

Penelitian ini bertujuan untuk menggambarkan teknik guru dalam mengembangkan kosakata siswa, menjelaskan tujuan dari setiap teknik, dan menjelaskan masalah yang dihadapi oleh guru dalam kegiatan mengembangkan kosakata. Penelitian ini menggunakan penelitian deskriptif kualitatif. Data diambil dari observasi, wawancara, dan dokumen. Data dalam penelitian ini berupa: cara mengajar guru dalam mengembangkan kosakata, catatan lapangan dan teknik untuk menganalisa data adalah penguraian data, tampilan, dan kesimpulan serta verifikasi. Hasil dari penelitian adalah ada beberapa teknik yang digunakan oleh guru untuk mengembangkan kosakata siswa antara lain memorization, synonym, antonym, translation, and self-defining context. Berbagai macam teknik yang digunakan membuat tidak membuat siswa merasa bosan dengan proses belajar mengajar, hal ini menjadikan kelas tidak membosankan. Siswa menjadi lebih aktif dan kreatif. Sesungguhnya teknik mengajar dalam kelas yang digunakan oleh guru memiliki peran yang amat penting dalam proses belajar mengajar. Ada tiga masalah yang dihadapi oleh guru, yaitu pengelolaan kelas, motivasi siswa, dan masalah pencapaian kosakata.

Kata kunci: kosakata, teknik mengajar

ABSTRACT

This research aims at describing the technique used by the teacher to develop students' vocabulary, the purposes of each technique, and the problem faced by the teacher. The study is descriptive qualitative research. The data in this study are: the teaching techniques used by the teacher to develop students' vocabulary, fields note and interview script. The data are taken from observation, interview, and document. The technique for analyzing data is data reduction, data display, and conclusion and verification. The finding of the research shows that there are some techniques used by the English teacher such as: memorization, synonym, antonym, translation, and self-defining context. The purposes of each technique are (1) memorization can improve the students' pronunciation and help the students to develop their memorization, (2) synonym can help the students to understand the word which has similar meaning, (3) antonym is to help the students to understand a pair of opposites meaning of words and it can enrich students' vocabulary, (4) translation can help the students familiar with the word and the students understand the meaning of the words or sentences that they have not understood before. (5) self-defining context can interest the students to observe all of things in environment and it can help the students to define things based on the context. The

problems faced in developing students' vocabulary are classroom management, the students' learning motivation, and vocabulary accomplishment problems.

Keyword: teaching technique, vocabulary

1. INTRODUCTION

English is an important factor in our education, because as a foreign language it must be learned deeply. It means English is a very important subject at every level of education from primary until university. There are the four basic language skills that have to master. They are listening, speaking, reading, and writing. Beside such basic skill, the student has to master vocabulary as well as possible.

Vocabulary is a central for language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or expresses his/her idea in both oral and written form (Fauziati, 2010:61). Vocabulary cannot be separated from other elements of English in teaching-learning process because influence the ability of students in study English. English skill and vocabulary are closely connected and should be taught together.

It means the development of vocabulary is an important element in vocabulary mastery and learning English in general. Students should master English vocabulary and its grammatical rules to make good communication. By mastering vocabulary well, the students can apply it at basic skills, but if they have limited of vocabulary, it can cause the learners cannot communicate to others clearly and they have bad performance in their English achievement.

In developing vocabulary, teachers must master a variety of techniques that can be adjusted to classroom conditions. According to Fauziati (2014:13) techniques encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, technique is classroom practice done by the teacher when presenting a language program. This is

the way the classroom activities are integrated into lessons and used as the basic for teaching-learning. According to Anthony in Fauziati (2014:13) technique refers the implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

One of the most important aspects of developing vocabulary is to help students in teaching listening, speaking, reading, and writing. Various kinds of techniques can be used to developing vocabulary. The most common techniques used by the teachers in developing vocabulary are translation and memorization. According to Frisby (1957) stated there are various techniques in developing vocabulary, they are: listening carefully, pronouncing the word, grasping the meaning, definition, antonym, synonym, dramatization, pictures and drawing, realia, series; scales; systems, illustrative sentences, practice from the meaning to expression, reading the word, writing the word, shift of attention, strategy for special types of words, words that are easy to learn, words of normal difficulty, difficult words.

In this research, the researcher chose the eighth grade student of SMPN 1 Nguter as the subject. SMPN 1 Nguter is the school which still applied 2006 Curriculum and one of junior high school which has good achievement in English. The researcher is interested in observing the eighth grade of SMPN 1 Nguter because at this level many students still can't understand the ways to develop of vocabulary. This is because students have limited vocabulary and poor knowledge of mastery the language component. So, learning English is very difficult and boring. Therefore, teachers must have a good technique to develop students' vocabulary.

2. RESEARCH METHOD

The type of this research is descriptive qualitative research. The researcher uses the qualitative research because the researcher observes and describes the teacher's

technique in developing students' vocabulary, the purposes of using each technique and the problems faced by the teacher at SMP N 1 Nguter Sukoharjo in 2016/2017 academic year.

The subject of the study is limited to the English teacher of second grade and the students of VIII G, the number of students in VIII G as twenty eight, 15 males and 13 females. The objects of the study are teacher's technique in developing students' vocabulary, the purposes of each technique, and problem faced by the teacher.

The data of this research is information elicited from the students and teacher concerning techniques used by the English teacher of SMPN 1 Nguter and the purposes of using each technique. The researcher also obtained data from the teacher and the students regarding problems faced of developing vocabulary. There are three sources of data: event, informant, and observation. The methods are observation, interview and document analysis.

This research adopted the framework developed by Miles and Huberman (1984) in Sugiyono (2015:369) describe the major phases of data analysis: data reduction, data display, and conclusion drawing and verification.

3. FINDING AND DISCUSSION

The researcher focuses on the question problem statements that are: teacher's techniques in developing students' vocabulary, the purposes of using each technique, and the problem faced by the teacher.

a. The techniques used by the teacher to develop students' vocabulary

1) Memorization

English teacher of 8G of SMPN 1 Nguter used memorization to develop students' memory about new vocabulary. This strategy helps students enrich

their bank of vocabulary. Although this technique has the weakness, the students remember that word just in short time, they would be easily to forget.

2) Synonym

The teacher may use synonym technique to help the students to get enthusiasm and to make the student more creative to find the other word which has similar word. That technique helps students understand the different shades of meaning and not lazy to find the information that their want. The students should reach the information by themselves in the book.

3) Antonym

The teacher used this technique to help the students to understand the different shades of meanings of a word.

4) Translation

This technique allows the students to add their bank of vocabulary become the teacher always help students who have difficulties to translate words or sentences. This technique made some students lazy to open dictionary. Although the teacher did not directly give the meaning of the word which the students asked her, but the teacher used that word in a simple sentence to make the students understand. So, the students would think and know the meaning of the word without having to be told directly by the teacher.

5) Self-defining context

The teacher used the context to invites the students so pay attention with thing around them. By the things, they can define may be the meaning, using, and form. Sometimes, using context is simply that when the teacher shows a thing to the students.

b. The purposes of using each technique.

- 1) Memorization is used to make students be able to memorize the new words showed by the teacher in written or oral form. This technique develops good habit to the students to memorize word when they meet new word and can train the students' pronunciation and develop their memorization.
 - 2) Synonym is to help the students develop new vocabulary and add their bank of vocabulary and to makes the students' interested in finding the word more than one but they can find the word which has many similar meaning.
 - 3) Students just not know word in one meaning, but also they must know the meaning in opposites. The teacher helps the students to understand the different shades of meaning of words.
 - 4) Translation is to help the students familiar with the word and the students understand the meaning of the words or sentences that they have not understood before.
 - 5) Self-defining context technique can make the students interested in observing all of things around them and it can help the students to define things based on the context that they know.
- c. The Problem Faced by the Teacher

1) Classroom management

The number of the students who are crowded, cause the students do not pay attention to the teacher's explanation. They preferred doing something else such as joking with their friend or throws something paper hall to other friends. So, the teacher gets difficulties in controlling the class.

2) The motivation of the students

The students in the second grade have different motivation in following the teaching-learning process. The students sometimes felt enthusiastic to study

when the materials are easy but sometimes they felt bored when the materials are difficult.

3) Vocabulary accomplishment problems

Based on the interview to English teacher, students have many difficulties about memorization, spelling, and pronunciation the new vocabulary. They usually get difficulties in memorize the new vocabulary with the meaning. They also get difficulties in spelling new words. The students feel difficult to pronounce the new words, they often pronounce like the spelling.

4. CONCLUSION

After describing and analyzing the data, the researcher draws conclusion based on the result of observation in class, interview with English teacher and also documents when the researcher did the research at SMPN 1 Nguter.

Based on the findings, the writer concludes that the teacher used some techniques to develop students' vocabulary, namely: memorizing, synonym, antonym, translation, and self-defining context.

The purposes of using each technique, commonly is to develop good habit to the bank of students' vocabulary, practice saves time and develops an intensive reading habit and better understanding.

There are some problems faced in developing vocabulary, they are: classroom management, the motivation of the students, and vocabulary accomplishment problem.

From the results of her observation, the researcher gets some information about the teaching-learning process especially teacher's techniques, the purposes of using the technique, and problem faced by the teacher in developing students' vocabulary at SMP N 1 Nguter Sukoharjo in 2016/2017 academic year.

The researcher draws some pedagogical implications such as:

- a. The object of the research are techniques used by the teacher to develop students' vocabulary, the purposes of using each technique, and the problem faced by the teacher in developing students' vocabulary. The result of the research shows that technique is very important in teaching-learning process. suitable techniques help students achieves the material easier, especially to the students which has no basic of English. So, the teacher should carefully choose the best technique to be used. The wrong techniques would make the students get some difficult.
- b. The purpose of using technique is to make students easier in achieves the material. So, the purpose of developing students' vocabulary can be realized. Purpose of the use of technique is conforming to the problem faced by the teacher in teaching the students.

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