
**Teachers' Techniques in Teaching Vocabulary at the First Year Students of MTs.
Asholihyah Lopan Ketak East Lombok**

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ABSTRACT

This research deals with teachers' techniques in teaching English vocabulary at the first year students of MTs Asholihyah Lopan Ketak East Lombok. It is expected to serve as an attempt to contribute to more teachers' techniques in teaching vocabulary at junior high school in especially in Asholihyah Lopan Ketak East Lombok as well as the reference to the teachers who teach English vocabulary. It applied a qualitative approach. The subject of the research was one of English teacher. The data was collected through questionnaire and interview. The data was analyzed through data reduction, display, and conclusion. The result was the teacher of class 1 (1 and 2) used the identifying picture and categorizing object technique. And the teacher in class 1 (3) used categorizing objects technique to teach English vocabulary. Those techniques found from the textbook, so the teacher develops this technique by herself. In presenting English especially vocabulary, the teacher should be creative in choosing the material and able to stimulate the students interest.

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INTRODUCTION

We soon realized that the need of being able to understand English is increase. Teacher as a transfer of knowledge has very important role in facilitating and create a conducive atmosphere for language learning. Teachers should have techniques or methods to teach, without well techniques the teachers could not teach well. The techniques applied by teachers already understood in generating their student's motivation in learning English. Especially English vocabularies, as we know the student still have problems of acquiring English vocabulary. They are still confused of the meaning of words. They also sometimes could not express the meaning of the word texts, passages and some literatures due to lack vocabulary mastery. The mastery of vocabulary has significant benefits for students to build up the language skill. According to Brown (2004: 50) that teaching is an activity that tries to help someone to acquire, change or develop skill, attitude deal with appreciation, and knowledge.

Some teaching aids can help students in learning vocabulary such as postcard, film, game, and picture. However, methods or techniques that

Purpose of the Study

Dealing with teachers' techniques in teaching English vocabulary at MTs Assholihyah Lopan Ketak East Lombok, thus the purpose of the study were to find out the kinds of techniques which were applied by English teacher in teaching

students want to use to learn vocabulary should be appropriate enough. Gebhard (2000:28) suggested some procedures in vocabulary teaching (1) Teacher chooses an area or category of vocabulary they went to work. (2) Teacher asks each student to think of word in the chosen are vocabulary check and keep. (3) Teacher checks student work and distributed among the student, each student has a piece of paper on their table. (4) Match the piece of paper with the correct answer; make sure no one gets their work. (5) Student matches they have been dealt on the board with definition.

The students can then consider the words as being learned in well interpretation. This way of teaching and learning will ease students to acquire English vocabulary. In order to support such benefits, of course teachers should creative to choose the materials or techniques to stimulate students. This is considered to be highly important for the students of MTs Assholihyah Lopan Ketak East Lombok so that they can speak, write, read, and listen English language.

vocabulary at the first year students in MTs. Assolihyah Lopan Ketak East Lombok and to describe the reasons of the teachers in applying the techniques in teaching vocabulary at the first year students in MTS. Assolihyah Lopan Ketak East Lombok.

RESEARCH METHOD

In this study, the researcher used descriptive qualitative method. Descriptive qualitative studies simply describe phenomena. Descriptive method describes and interprets what exists, Denzin (1994:322). It was used since it only observed and described

Subjects of the Study

The subject of this study was an English teacher who teaches English subject at the first year.

Data and Source of the Data

The researcher only used the interview and questionnaire to collect the data in this study. And the source of the data was students of MTs Assholihyah Lopan Ketak East Lombok at the first year.

Research Instrument

In this study, the researcher is the key instrument in collecting data. In this study the researcher conducted the interview.

teachers' techniques in teaching English vocabulary at MTs Assholihyah Lopan Ketak East Lombok.

Setting

This study took place at MTs Assholihyah Lopan Ketak East Lombok particularly at the first year.

Data Collection and Data Analysis

The researcher collected the data by conducting semi-structured interview and questionnaire. The researcher used the semi-structured interview because it is the most suitable one. The researcher printed the questions and gave it to the subject and asked about it spontaneously to get deeper answer. The data was analyzed based on Miles and Huberman's (1984) theory; data reduction, data display, and verification/conclusion.

RESEARCH FINDING

Based on the data finding, it is found that the English teacher used

identifying picture and categorizing object in teaching English vocabulary in his class. This can be seen in the table below:

No	Topic	Vocabularies	Techniques
1	Identifying Object: -Animals -Vegetables -House equipments	-penguin, mouse, snake, elephant, monkey, and etc. -Tomato, spinach, and etc. -Chair, bed, TV, radio, and etc.	Asking students in group object to identifying picture and categorizing picture of the object.
2	Identifying Object: Around the classroom	-Desk, chair, flower, blackboard, flog , flees, wail, pictures.	Asking student in group to look for the object in the classroom put names in English.
3	Pronunciation: To pronounce the name of animals	-mouse, snake, elephant, bird, monkey, and etc.	The teacher read the names of the animals loudly and the students follow his.
4	Guessing: The names of object	-penguin, mouse, elephant, bird, monkey, and etc.	Students were asked to guess the names of animals when the teachers explain it.

Guessing s also used in teaching vocabulary. It can be seen in the table below:

No	Topics	Vocabularies	Techniques
1	Guessing: The name of object:	-Table, TV, chair, bed, and etc.	Students were asked to guess the names of object when the teacher explains it.
2	Translation: Put the names of object:	-Background, picture flower, and etc.	The teacher wrote the names of object on the board one by one.

The English teacher, as the teacher of the class 1 (1 and 2) used the identifying pictures and categorizing object since by nature, the children are curious and interested in learning vocabulary by using identifying pictures. He should be able to apply certain technique in teaching

vocabulary subject because the students at MTs. Assholihyah Lopan Ketak East Lombok, especially in the first year class prefer to learn something interesting. It is impossible for the teacher to bring the real object or model of real covering a large number of word and sometimes he

think that it is unpractical. Many kinds of picture have been successfully

By using the game, the English teacher also the teacher English at the class 1 (3) believed that this technique makes the students more creative to investigate the new word. So, the function of the technique are not only to assist the students to grasp of meaning of the new word easily, but also makes the variation of teaching in

The observation had been conducted within four times, it 2, 3, 11, and 12, of December 2014 in each

1. Identifying Pictures and Categorizing Object Technique

These techniques were used in the class where the participant taught the students English vocabulary. The classification of each the class taught by the researcher through identifying card was as follow:

a. The class 1 (1 and 2)

On the first time, the researcher observed the study at the class 1 (1 and 2) when the English teacher, the teacher teaches English, especially in teaching vocabulary on Monday- Tuesday, 2 – 3 December 2014, there were thirty-two students. From the first time of observation, it was obtained that the teacher who taught at class using identifying picture and sometimes categorized these picture, the categorized object technique was applied to help students to reflect their learning experiences. The title of the material was things around the

manipulated to show the meaning of word.

order to interest and motivated the students learnt in teaching English especially vocabulary, he should have some new techniques in order to increase the students achievement in vocabulary, so the guessing game are needed by the students to have a creative thinking.

class in which can be described as follow:

students. It was about the students' equipment and the objects.

Before the English teacher began to teach, he had drawn some pictures about the school's equipment on the board, and named them. Then he pronounced the word and asked the students to repeat his orally until they pronounced clear and right pronunciation. The purpose of this actively was aroused the students attention to the word.

The next activity, based on the textbook the English teacher asked the students to do the task and write to the name of the picture. The groups were divided into two: 1) the group of picture. 2) The group of the word. The students wrote the name of the pictures that available in the group of the word. the English teacher explained to the group how to of the task, then he tried to use English, otherwise some of the students could understand his explanation but some could not, so

he repeated his explanation by using Indonesia language, when they understood what they had to do, the teacher asked them to do their task in the group seriously. In this section the teacher divided them into five groups.

The teacher asked them to finish the task as soon as possible not more than fifteen minutes. Every student in their group tried to find the correct answer as soon as possible. It is not more than fifteen minutes. Then the students were asked to stop discussion and asked to submit the task to the teacher. One student of one group was asked to spell those words. While the other listened to the answer. When there is mistaken the other groups were given a chance to correct it. The teacher will explain whether the answer are correct or not, in giving explanation he teacher said in front of class. The students look very interested and were engaged on the teacher explanation. When the time was over the teacher asked them to stop the activities and to study the next lesson for the next meeting.

b. The class 1 (3)

On the second time, the researcher observed the study at the class 1 (3) on Wednesday 11 December, 2014. There were thirty four students in this class. From the observation it was obtained that the English teacher used guessing games in teaching vocabulary.

Before the English teacher began in teaching, wrote some guess the names of object on the board. There were names of objects. They were: TV, chair, bed. After the teacher explained the name of object one by one, then teacher was asked students to guess the name of object to the teacher to spell the word orally and repeat the word again until they are clearly pronounced. The purpose of this activity is to focus the student's attention on the material. After that, the teacher, asked the students to write those words. Then some questions to the students with instruction. When the time was over, Mr.Rahmayadi asked them to stop doing the task. One by one the students submitted their task to the teacher.

CONCLUSION

Based on the research finding, it's concluded that there were two kinds of techniques used by the participant in teaching vocabulary at class 1 (1 and 2), and class 1 (3), those were identifying picture and categorizing objects.

1. The class 1 (1 and 2), the kinds of techniques used by the teacher were the identifying picture and categorizing object technique. According to the teacher, in choosing the technique they should give attention to the students condition and students needs. Many students were interested in using the identifying picture in using this technique but it is only a little. The students had high motivation toward the picture as one the techniques in the teaching English vocabulary.
2. The class 1 (3), the teacher used categorizing objects technique to teach English vocabulary. Those techniques found from the textbook, so the teacher developed this technique by himself. In presenting English especially vocabulary, the teacher should be creative in choosing the material and able to stimulate the students interest. The students who had high ability in English were interested in using game in practice vocabulary. On the contrary, the students who had high ability in English were not so interested in using word game in learning vocabulary, because they find difficult in

studying English. Although, it was found that the students score was good, but it could be concluded that the technique which used was still difficult. So the teacher should help the students to avoid misunderstanding.

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