

STUDY ON TEACHING VOCABULARY AT SMP BANGUN BANUA BATU LICIN

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ABSTRACT

This study intended to get solution and description of the problem through analysis and study that have been previously mentioned in the research problems, they are to describe teacher's preparation teaching vocabulary in SMP Bangun Banua Batu Licin, to describe the technique used for teaching vocabulary at SMP 2 Bangun Banua Batu Licin and to describe how teacher evaluate the teaching vocabulary at SMP2 Bangun Banua. The research was qualitative research. The English teachers of SMP Bangun Banua Batu Licin made some preparation dealing with the teaching of vocabulary towards their students. Those include preparation and use of media, the selection of method and technique of teaching. Teachers used pictures of artist as the media. They also use Silent way and presentation as the method and technique of teaching.

INTRODUCTION

Vocabulary is one of language components. Vocabulary is the most important component of language. Mastering vocabulary it means mastering

language in a half. If the students have a lot of number of vocabulary they will have confidence in using language. The speakers will face the breakdown of communication when they do not use right vocabulary. The reader will have big misunderstanding when they read a text with a view number of vocabulary. When we want to learn English we should learn vocabulary first before another component because vocabulary is the foundation of language especially for English.

According to Wahyudi (2009 : 3), vocabulary also has important role because if the students are not competent in the vocabulary they cannot communicate their ideas early in the spoken and written form, They cannot present perfectly what they want when they write or speak, Thus they can understand what they read because they do not have a lot of vocabulary because vocabulary is a total number of word that make up language, liked that language is a body, structure is bone that from skeleton while vocabulary is means that have shaped. Thus someone will not achieve language target if mastery of vocabulary are not sufficient- teaching vocabulary in the school is not satisfying.

Teaching vocabulary is clearly more than just presenting new words. This may, of course, have its place but there are other issues, too. For example, students see a lot of words in the course of a week. Some of them are used straight away, other are not. Should we teach some word (which we need for structure practice, for example) and not teach other (which occur incidentally in reading text, for example)? Is there any way in which we can

encourage student to really I am a word? We will look at 'active' and

'passive' interaction with word, and discovery techniques (Harmer, 1991:

155).

In teaching vocabulary there may be some problems, the problems can be divided into aspect of media, student and teacher.

In this school there is a lacking of appropriate teaching media that constrains teaching and learning activity and causes an uninteresting one. Those all are caused by the use of monotonous media. Alternative media surely make students have more motivation to study.

Teacher uses monotonous technique in delivery materials. That causes the teaching becomes boring and make student feel no interest in the materials delivered.

Problem faced by students might be various. They feel difficult in understanding and leaning vocabulary. The student can't memories well the new vocabulary taught, by the result that their vocabularies are still poor. The other case is that, they are able to understand teacher's explanation, but it can't stand for a long time in their mind, they are lazy to study English at school, finally. Their score it less than 60 or under the minimum mastery criteria (kkm). Those problems make the student lack of motivation in learning English, especially learning vocabulary. That condition makes the students noisy, not enjoys, and bored, in the class.

METHOD

This study used descriptive design with qualitative approach. Cite McMillan & Schumacher (2001:283) explained that descriptive research is

concerned with the current or past status of something. Then, they explained that this type of research simply describes achievement, attitudes, behaviors, or other characteristics of group of subjects. Other explanation from them was a descriptive study asks what is or what was; it reports things the way they are or were. Furthermore, they also explained that descriptive research does not involve manipulation of independent variable. This design was chosen since the purpose of the study was to describe the phenomenon which occurs naturally. This design was used to describe the existing phenomenon explicitly based on the data namely the writer's analysis.

As a qualitative study requires participant perspectives, the researcher focused on study on teaching vocabulary. Particularly, she wanted to know how the teachers teach vocabulary.

FINDINGS AND DISCUSSION

The teacher prepares media as one of ways to teach vocabulary, for example the teacher prepares some pictures of actress. And then the students are asked to describe about the picture in group work. By using the media, the students will be able to understand the lesson easily. Technique here means the way that is used by the teachers to teach vocabulary to the students..

The English teacher of SMP Bangun Banua Batu Licin used two languages when she explained words in teaching process. In teaching reading, the students were given test by the teacher, and then if the students found any difficult word the students could ask the meaning to the teacher directly. The teacher presented pictures of artist.

Teacher evaluation based on the interview of the teacher, the teacher stated that "evaluation is one

of manner to measure students' ability". It means that to know whether students understand or not, the teacher must give the evaluation. Discrete vocabulary test evaluation as the teacher gives examination the student with memorize. For example, provide some vocabularies to the students to memorize and said pronunciation precisely.

From this method the teacher can see how many vocabularies that can be memorized and recited precisely by the students. Then the teacher got a result of students' evaluation and the teacher can know the real students' ability. There are several other ways used by teachers, as in the discrete vocabulary test the teacher said some vocabularies, then students wrote them in the books. By used this method, the teachers can see that the students can write the vocabularies correctly or not.

The teachers used pictures of artists as media to teach vocabulary. It is straight to the argument proposed by Harmer which states that picture could explain the meaning of vocabulary. Related to method in teaching vocabulary, Setiyadi proposed some effective and suitable methods which can be used.

CLOSING

Conclusion

Batu Licin. The English teachers of SMP Bangun Banua Batu Licin made some preparation dealing with the teaching of vocabulary towards their students. The technique used by the teacher in teaching vocabulary in SMP Bangun Banua Batu Licin is presentation. Licin. The evaluations applied by the teacher at the SMP Bangun Banua Batu Licin were discrete test and integrated test vocabulary.

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