

**STUDY ON TEACHING VOCABULARY  
AT MTS. UBUDIYAH PELAIHARI**

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***ABSTRACT***

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. 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. This research 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. The English teachers of MTs. Ubudiyah Pelaihari 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.

***Keyword:*** *Language, Speaking, 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).

## **METHOD**

This research 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 research requires participant perspectives, the researcher focused on study on teaching vocabulary. Particularly, the researcher wanted to know how the teachers teach vocabulary.

## **.FINDINGS AND DISCUSSION**

Based on the interview of the teacher, the teachers stated that “preparation is the important thing to get success of teaching and learning” it means a teacher should prepare for media in teaching process. 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 be able to understand the lesson easily. By reviewing lesson plan used by the teachers it was also found that the

teachers used, presentation and silent way method of teaching as technique of teaching. Thus, in the preparation stage, the teachers also has desided/ chosen the technique they were going to use.

## **CLOSING**

### *Conclusion*

The English teachers of MTs. Ubudiyah Pelaihari 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.

The technique used by the teacher in teaching vocabulary in MTs. Ubudiyah Pelaihari is presentation. The presentation is in the form of the showing of pictures of artists. In the application of the technique, teachers didn't fully use English, but it's combination of English and Indonesia.

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