

**THE TEACHER'S METHOD IN TEACHING VOCABULARY:
A CASE STUDY IN SECOND GRADE OF SMP
MUHAMMADIYAH 1 KARTASURA**



**Submitted as Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department**

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ACCEPTANCE

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THE TEACHER'S METHOD IN TEACHING VOCABULARY: A CASE STUDY IN SECOND GRADE OF SMP MUHAMMADIYAH 1 KARTASURA

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan mengenai metode yang digunakan oleh guru bahasa inggris dalam mengajar kosakata, pengimplementasian guru terhadap metode mengajar di kelas, serta mengidentifikasi respon yang diberikan oleh siswa terhadap metode yang guru terapkan dalam pembelajaran kosakata. Metode yang digunakan dalam penelitian ini adalah penelitian deskripsi kualitatif, tehnik dalam pengambilan datanya lewat observasi, interview serta dokumentasi. Penelitian ini menggunakan teori dari Richards and Rodgers (1986) sebagai acuan dalam menemukan dan menganalisis metode-metode mengajar kosakata bahasa inggris. Subjek penelitian ini adalah guru dan siswa. Berdasarkan analisis data, hasil dari penelitian ini menunjukkan bahwa guru menggunakan 3 metode dalam mengajar kosakata, yaitu Grammar Translation Method, Direct Method, dan Total Physical Response. Dalam pengimplemntasiannya di dalam kegiatan belajar mengajar, langkah-langkahnya adalah mengidentifikasi kata dalam teks, mengingat kosakata, membentuk kalimat dengan kata baru, mengisi kekosongan, dan menulis dengan topic yang diberikan. Metode yang lain langkah-langkahnya adalah membaca, latihan tanya jawab, membenarkan pekerjaan siswa, latihan percakapan, dan menulis paragraph. Dan langkah metode yang terakhir adalah menyanyi dengan bergerak. Respon siswa terhadap pengimplementasian metode yang guru gunakan dalam mengajar kosakata sangatlah baik dan positif, karena selama proses pembelajaran siswa mampu menikmati dan memahami materi dengan lancar.

Kata kunci: metode guru, pengimplementasian guru, respon siswa

Abstract

This research aims to describe the teacher methods used by the English teacher in teaching vocabulary, the implementation teacher method in the classroom, and identify the student's responses toward the teacher method in teaching vocabulary. The method used in this research is descriptive qualitative research, the technique for collecting data through observation, interview, and documentation. This research used theory from Richards and Rodgers (1986) as reference on finding and analyzing the methods in teaching English vocabulary. The subject of this research is teacher and students. Based on the data analysis, the result of this shows that the teacher use 3 methods in teaching vocabulary, that is Grammar Translation Method, Direct Method, and Total Physical Response. In the implementation in teaching learning process, the steps are identifying the words in the text, Memorizing Vocabulary, Forming sentences with the new word, Practicing Fill-in-the-blank exercise, and Writing compositions from a given

topic. The other ones are Reading Aloud, Question and Answer Exercise, Getting Students to Self-Correct, Conversation Practice, and Paragraph Writing. And the last is Action Song. The students responses toward implementation the method that teacher used is good and positively, because during the teaching learning process, the students can enjoy and understand fluently.

Keywords: teacher method, teacher implementation, student's response

1. INTRODUCTION

English language is a popular language. It is used by almost all a human being in the world to communicate one another. In United Kingdom and America, English is used as the first language, while in Indonesia, it is used as foreign language. The impact of English as an International Language, all countries in the world is forced to use then learn this language both as first and second language. It caused the country to follow the world development, and make almost countries can speak English. But to master it well, they need institutes or school to develop their ability, but the student only knows the skills of English such as writing, reading, listening and speaking in there.

The four skills above are general. Beside of that, the students should have well understanding of English component such as vocabulary to support their mastery of four language skills. Vocabulary is very important to learn as one of component to support the four skills. Without mastering vocabulary, the student would be difficult to master its skills, moreover in learning English. Richard (2005;5) stated that vocabulary is a core component of listening, speaking, reading and writing. Vocabulary is very important to be learned by the students who want to master English Language, or any language. When we learn English, we should know about vocabulary, because it is the most important aspect in English. In learning English in classroom, we cannot understand about teacher's explanation or people say if we do not know vocabulary. Sometimes, the teachers do not pay attention about vocabulary of their students. They give knowledge about material only, regardless pouring down for their mastery of students' vocabulary. Whereas, vocabulary can builds the four skills. Krashen (1981) stated that vocabulary grows

through incidental learning such as through continuous exposure to comprehensible language in reading, listening, speaking and writing exercises.

Vocabulary is the total number of the words which make up the language (Hornby, 2002;6). Nunan (2005; 121) stated that “vocabulary is the collection of words that an individual knows”. That is a reason why without a sufficient vocabulary, students will have difficulties in learning a language. We cannot understand English language well without vocabulary. Without it, we cannot practice or learn English like to speak and listen fluently. How can we understand learn or practice English as someone’s words in English while we have nothing about vocabulary. We cannot imagine how we speak English, if we have no vocabularies. Based on that fact, vocabulary is very important aspect in learning language, especially English.

Vocabulary is one important aspect of English Language that makes the students easy to communicate with each other and master other aspects of language (Jack and Willy, 2002:225). In junior high school English curriculum, students have to master vocabulary at least 1500 words with appropriate grammar. Therefore, the teacher must have teaching methods to make students easy to master English. It can be achieved if the students have a pretention to improve vocabulary themselves too. Actually, vocabulary is the first way to learn English and vocabulary is one of the components of language. There are two kinds of vocabulary that we have, active vocabulary and passive vocabulary. Vocabulary is called active vocabulary when the students just use it to speak or write. While, vocabulary is called passive vocabulary when the students use it passively, like as reading book, magazine or listening the television or radio.

English language has been studied by Indonesian students from Elementary School to the University commonly. In this case the research is focused on the Junior High School especially in Teaching English Vocabulary. SMP Muhammadiyah 1 Kartasura is one of the Junior High Schools in Kartasura. This school used K-13 (Curriculum 2013) recently and it is supported by the good facility in learning English. When the researcher during an internship in there, a training to be a professional teacher in the seventh semester. The researcher found

several problems about the ability of student's vocabulary, such as the ability are uneven and they did not master vocabulary well. So, it appears the question for the researcher, what the method are used by teacher in the junior high school.

This research is conducted to find out the information about the teaching methods of the teaching English, especially in teaching vocabulary and the student's responses at SMP Muhammadiyah 1 Kartasura and to know how the teacher implementation their method. By knowing the methods the researcher may achieve the purpose of teaching learning process at the VIII of SMP Muhammadiyah 1 Kartasura in Academic Year 2018/2019. In this research, the researcher conducted a study entitle "The Teacher's Method in Teaching Vocabulary: A Case Study in Second Grade of SMP Muhammadiyah 1 Kartasura".

According to Richards and Rodgers (1986), "A method is theoretically related to an approach, is organizationally determined by the design, and is practically realized in procedure".

According to Richards and Rodgers (1986) in Fauziati's book (2014), there are many kinds of methods that can be applied in teaching vocabulary. Firstly, Grammar Translation Method. The classroom techniques can be following: Reading Comprehension, Identifying the words in the text, Memorizing Vocabulary, Forming sentences with the new word, Recognizing and memorizing cognates and false cognates, Practicing Fill-in-the-blank exercise, and Writing compositions from a given topic. Secondly, there is Direct Method. The several types of classroom activities which can be conducted in Direct Method, such as: (1) Reading Aloud, (2) Question and Answer Exercise, (3) Getting Students to Self-Correct, (4) Conversation Practice, (5) Dictation, and (6) Paragraph Writing. Thirdly, there is Situational Language Teaching. Richard and Rodgers (1994: 34) in Fauziati (2014) mentions some main principles of the approach, (1) Language teaching begin with the spoken language; (2) The target language is the language of the classroom; (3) New language points are introduced and practiced situationally; (4) Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered; (5) Items of grammar are graded;

and (6) Reading and Writing are introduced once a sufficient lexical and grammatical basis is established. Then, there is Audio Lingual Method. Dialogues and drills form the basis of audio lingual classroom practice. And the techniques used by this method are: (1) Repetition, (2) Inflection, (3) Replacement, (4) Restatement, (5) Completion, (6) Transposition, (7) Expansion, (8) Contraction, (9) Transformation, (10) Integration, (11) Rejoinder, and (12) Restoration.

The next is Cognitive Code Learning. Cognitive Code Learning emphasizes on studying a foreign language as a system of rules and knowledge, rather than learning it as a set of skills. Learning a language is learning its grammar. The presentation of grammar can be managed either deductively or inductively. The goal of teaching is to achieve the four skills. Then, there is Community Language Learning. The class proceeds through four stages: the recording session, transcription, reflection period, and listening and practicing. Furthermore, that is Total Physical Response. According Asher (1988) states that TPR is based on the premise that the human brain has a biological program for acquiring any natural language in the world. The classroom techniques and procedure of TPR are as follows, Action Songs, Simon Says with a Twist, The Amazing Race, Storytelling Sessions, and TPR Theater. Then, there is Silent Way. The sample lesson that follows (taken from Larsen Freeman, 1986: 52-56) in Fauziati (2014) illustrates a typical lesson format, (1) Pronunciation/Sound Practice, (2) Structure and Vocabulary Practice, and (3) Visual and Oral Dictation. And the next, that is Suggestopedia. It is learning method that based on power. This method can improve the mastery of vocabulary with the several steps in the learning processes, as follows; 1).Introduction 2).Session Concert. 3). Session Elaboration 4). End of session. And the last, that is Natural Approach. This method focuses on communicative activities which can provide comprehensible input as the necessary conditions for successful classroom second language techniques drawn from a wide variety of existing method. Its greatest claim to originality lies not in the classroom techniques but in the use in a method that emphasizes meaningful practice activities, rather than production of grammatically correct sentences.

The general objective of this research is analyzing the teacher methods in teaching vocabulary in second grade at SMP Muhammadiyah 1 Kartasura. The specific objectives of this research are:

1. To describe the methods in teaching vocabulary for the second grade students in SMP Muhammadiyah 1 Kartasura.
2. To find the teachers' way of implement their methods of teaching vocabulary for the second grades students in SMP Muhammadiyah 1 Kartasura.
3. To identify the students' responses of the teacher methods in teaching vocabulary for the second grades students in SMP Muhammadiyah 1 Kartasura.

2. METHOD

The data of this research are analyzed by using descriptive qualitative research. The subjects of this research are only one teacher and three students. The object of this research is the teacher methods in teaching vocabulary in second grade including the teacher methods in teaching vocabulary, the implementation teacher methods in teaching vocabulary, and the students' response toward the teacher method. The researcher presents a description of the phenomena that conduct in the field naturally as field notes, interviewing, and all the data needed by the researcher.

The credibility data can be checked by the triangulation technique. It is done by checking data to the same source by using different technique. For example doing observation is to check the validity data about the process of the teacher methods in teaching vocabulary, then the other technique to check it, that is an interview with the teacher. Source triangulation is used to check the data credibility, it is done by checking data gotten by some sources. For example in interview with the teacher English and 3 students of second grades, the purposes of its to get the students' responses with the teacher method in teaching vocabulary, then both of the result interview can compare to get the suitable data or not between the teacher's information and students' information.

3. FINDINGS AND DISCUSSION

3.1 The Teacher's Method in Teaching Vocabulary

The result of this research is the method that be used by the teacher. By interview with the teacher, the researcher found two methods, Direct Method and Total Physical Response. Both of them were used by the teacher but in implementation, it is adjusted with the situation, the class condition and student abilities. From the observation the researcher found the other method that is used by the teacher, Grammar Translation Method.

3.2 The Teacher Implement the Methods in Teaching Vocabulary

The three methods are Grammar Translation Method, Direct Method and Total Physical Response. The researcher found those from interview and observation in classroom.

3.2.1 Grammar Translation Method

One of the characteristics of this method is that much vocabulary is taught in the lists of isolated words. So, vocabulary is emphasized in this method. In the research finding in implementing, from first observation the teacher gave the students exercise to complete the words in present tense or past tense and the meaning of the words. They have to find the words or meaning from the dictionary. Then from the second observation, the teacher wrote several verbs 1, 2, and 3 on the board and she translated its one by one.

Table 1. The Classification of the Translation Methods

Classroom Activities based on the Theory	Classroom Activities conducted by the teacher
• Reading Comprehension • Identifying the words in the text • Memorizing Vocabulary • Forming sentences with the new word • Recognizing and memorizing cognates and false cognates • Practicing Fill-in-the-blank exercise • Writing compositions from a given topic	• Identifying the words in the text • Memorizing Vocabulary • Forming sentences with the new word • Practicing Fill-in-the-blank exercise • Writing compositions from a given topic

In this finding, the researcher found Grammar Translation Method from five activities in the classroom, the first is Practicing Fill-in-the-blank exercise, it was proved when the researcher did first observation, that is, when the teacher divided six groups in the class to do the exercises about that material *present tense and past tense (irregular verb)*. The students were ordered to fill the blank in the paper that teacher shared. They also find the verb 1 or verb 2 or the meaning). The next activity is memorizing vocabulary and identifying the word in the text, the teacher asked the students to find the Verb 1 or Verb 2 or the meaning by dictionary, and it can be noted in the notebook to memorizing the vocabulary easily.

Then, the activities in the classroom when the researcher did observation are forming sentences with the new words and writing composition from a given topic. Forming sentences with the new words was proved when the students got a material about recount text, they tried to make a sentences with the new words that teacher gift. So, it can be related with the next activity, that is writing. It was proved in the second observation, when students are asked to arranged some random sentences.

3.2.2 Direct Method

One of classroom techniques use not only with the single word, but use sentences. It was proved when the teacher read the paragraph aloud, then the teacher and students discuss that paragraph about present tense and past tense. And also, when the teacher gave exercises and tried to correct the students wrong. The students also asked by teacher to write a paragraph about the material at the time, recount text. There are some classroom activities as follows:

Table 2. The Classification of the Direct Method

Classroom Activities based on the Theory	Classroom Activities conducted by the teacher
a. Reading Aloud	Reading Aloud
b. Question and Answer Exercise	Question and Answer Exercise
c. Getting Students to Self-Correct	Getting Students to Self-Correct
d. Conversation Practice	Conversation Practice
e. Dictation	Paragraph Writing
f. Paragraph Writing	

The activity of this method is found in five classroom activities, and the researcher found of them in the first and second observation, they are: (A) Reading Aloud, it was proved when the teacher read aloud the paragraph on the first observation, as the teacher said “*now, open your handbook that I gift please! Open on page 142. Okay, I will try to read one paragraph on there*”, (B) Question and Answer Exercise, after the teacher read the paragraph, the students analyze it. And they have an opportunity to open their note book, both of the activities has a proved in the interaction below.

Teacher : “*I was 3,4 kilogram, three point four kilogram itu piro to mbak? Tiga koma empat kilo, berarti saya tiga koma empat kilogram. Dulu apa sekarang?*”

Students : “*Duluuuu....*”

Teacher : “*Kok tau?*”

Student : “*Karena ada was.*”

Teacher : “*betul, karena pakai to be nya, itu to be nya kalimat past tense.*”

(Observation on February on 27th 2019)

Teacher : “*I was 3,4 kilogram, three point four kilogram, how much ? “Tigakomaempat kilo, berartisayatigakomaempat kilogram”. Past or present?*”

Students : “*Past....*”

Teacher : “*Why know?*”

Student : “*Because there is was.*”

Teacher : “*right, because using to be, that’s to be past tense sentence.*”

(Observation on February on 27th 2019)

Then, (C) Getting Students to Self-Correct, it was proved when the teacher ask the students to discuss about the student’s exercise, if it is wrong the teacher give explanation the right answer, (D) Conversation Practice, the teacher shows an example of conversation in LCD to student’s practice, and (E) Paragraph Writing, when the researcher observed secondly, he found the teacher asked the students to write their exercise from handbook. At the time, the material is about Recount Text.

3.2.3 Total Physical Response

This method is one of the methods that the researcher found in interview with the teacher, but the researcher also found this method when observation in classroom.

As introduction the teacher applied this method by ordering the students to imitate her gesture, that is clapping and singing. It has an advantage for the students, memorize easily. These activities occurred on the first and second observation when the researcher observed.

Teacher : “sekarang kita akan memainkan ketukan music dengan tangan kalian, tepuk tangan kanan ke meja, seperti biasa kayak kemarin kita menyanyikan modal, tapi ini beda ketukannya, satu (plok) dua (plok) satu (plok) dua (plok) tepuk dua kali (plok,plok), atau gini kanan (plok) kiri (plok) kanan (plok) kiri (plok) tepuk dua (plok, plok), paham?”

Student : “paham buu”

Teacher : “oke kita mulai”

Student : “...(murid mengikuti instruksi guru)...”

(Observation on February 27th 2019)

Teacher : “now, we will play a music with your hand, clapping your hand to the table, like when we singing about modal yesterday, but this is different taps, one (plok) two (plok) one (plok) two (plok) clap your hand twice (plok, plok), or like this, right (plok) left (plok) right (plok) left (plok) clap twice (plok, plok), understand?”

Student : “understand mom”

Teacher : “ok, we starting”

Student : “...(the students follow the teacher instruction)...”

(Observation on February 27th 2019)

Table 3. The Classification of the Total Physical Response

Classroom Activities based on the Theory	Classroom Activities conducted by the teacher
Action Songs Simon Says with a Twist The Amazing Race Storytelling Sessions TPR Theater.	Action Songs

As mentioned above, on the part of singing can make the students easy to memorize a new vocabulary, the lyric is taken from verbs 1, 2 or 3.

3.3 The Student's Responses toward the Teacher Method

The researcher found the student's responses to the teacher method in teaching vocabulary. The students said that they interested to Learning English because English is international language and it is useful to their future. They also agree that English language can help them to communicate and useful to their learning in this school.

Like a teacher statement, that is the students were active, interested and not bored with the teacher method, because the teacher also insert singing and games in their teaching learning activity. So, the students can catch, understand, and memorize the vocabulary that teacher teach very well. The students also enthusiastic when the teacher asks them to singing and clapping. It is proved from the interview with the student and the questionnaire.

"Oo metodenya, metedonya bu Yayuk itu menyenangkan karena dicampur-campur dengan permainan jadi menyenangkan dan mudah diingat gitu". (Interview on February 28th 2019)

"Oo the methods, the method of Mrs. Yayuk is fun, because it is mixed with the playing a games, so it is enjoy and memorize easily." (Interview on February 28th 2019)

"Iyaa menarik, karena saat pembelajaran, menghafalkan kosakatanya pasti memakai lagu". (Questionnaire by student on February 28th 2019)

"yeah interesting, because when the learning, memorize the vocabulary use by song". (Questionnaire by student on February 28th 2019)

4. CONCLUSION

Firstly, based on the result of the observation in English teaching learning activity, the teacher's method in teaching vocabulary at SMP Muhammadiyah 1 Kartasura are Grammar Translation Method, Direct Method, and Total Physical Response.

Secondly, the researcher concluded that the implementing of the teacher methods in teaching vocabularies are: (a) Grammar Translation Method, the teacher has a roles in the teaching learning activity to introduce the vocabulary. The teacher and students also has translated in vocabulary activity. The students are learning to find the meaning of new vocabulary. (b) Direct Method, the

teacher read aloud the paragraph and analyzed the tenses in every sentences of the paragraph. The teacher also gave the conversation practice and gave the explanation about the student's answer in a question. This method teaches the students to make a paragraph with the correct words. (c) Total Physical Response, the teacher asked the students to imitate her gestures and asked to singing together about the new words or vocabularies. This method makes the students interested and easy to remember the vocabulary.

Thirdly, the student's responses of the teacher methods are positive responses, the think that learning English is important and useful to their future. They are very interested and not bored with the teacher method, because the teacher also inserted singing and games in their teaching learning activity.

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