

**TEACHING VOCABULARY TO THE TENTH GRADE STUDENTS
AT MUHAMMADIYAH BOARDING SCHOOL 1 WELERI,
KENDAL IN 2019/2020 ACADEMIC YEAR: TEACHERS'
TECHNIQUES AND STUDENTS' RESPONSES**



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

by:

NINA KARTIKASARI
A320150215

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2020**

APPROVAL

**TEACHING VOCABULARY TO THE TENTH GRADE STUDENTS AT
MUHAMMADIYAH BOARDING SCHOOL 1 WELERI, KENDAL IN
2019/2020 ACADEMIC YEAR: TEACHERS' TECHNIQUES AND
STUDENTS' RESPONSES**

PUBLICATION ARTICLE

by:

NINA KARTIKASARI

(A320150215)

Approved by Supervisor

A handwritten signature in blue ink, appearing to be 'Susiati', is written above the printed name.

Susiati, S.Pd., M.Ed.
NIDN: 0612028501

ACCEPTANCE

TEACHING VOCABULARY TO THE TENTH GRADE STUDENTS AT
MUHAMMADIYAH BOARDING SCHOOL 1 WELERI, KENDAL IN 2019/2020
ACADEMIC YEAR: TEACHERS' TECHNIQUES AND STUDENTS' RESPONSES

PUBLICATION ARTICLE

by

NINA KARTIKASARI

A320150215

Accepted and Approved by Board Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta
On February, 2020

Team of Examiners:

- | | | | |
|--|---|--|---|
| 1. Susiati, S.Pd., M.Ed
(Chair Person) | (|  |) |
| 2. Aryati Prasetyarini, M.Pd
(Member I) | (|  |) |
| 3. Fitri Kurniawan, M.Res Ed.
(Member II) | (|  |) |

Dean,



Prof. Dr. Hartun Joko Prayitno, M.Hum
NIP. 196504281993031001

PERNYATAAN

Dengan ini saya menyatakan bahwa dalam naskah publikasi ini tidak terdapat karya yang pernah diajukan untuk memperoleh gelar kesarjanaan di suatu perguruan tinggi dan sepanjang pengetahuan saya juga tidak terdapat karya atau pendapat yang pernah ditulis atau diterbitkan orang lain, kecuali secara tertulis diacu dalam naskah dan disebutkan dalam daftar pustaka.

Apabila kelak terbukti ada ketidakbenaran dalam pernyataan saya di atas, maka akan saya pertanggungjawabkan sepenuhnya.

Surakarta, 14 Februari 2020

Penulis



NINA KARTIKASARI
A320150215

**TEACHING VOCABULARY TO THE TENTH GRADE STUDENTS AT
MUHAMMADIYAH BOARDING SCHOOL 1 WELERI, KENDAL IN
2019/2020 ACADEMIC YEAR: TEACHERS' TECHNIQUES AND
STUDENTS' RESPONSES**

Abstrak

Penelitian ini mendeskripsikan teknik guru dalam mengajar kosa kata bahasa Inggris untuk siswa kelas sepuluh di Muhammadiyah Boarding School 1 Weleri. Penelitian ini bertujuan untuk mengetahui serta menggambarkan teknik yang digunakan guru bagaimana cara guru menerapkan teknik tersebut dalam mengajar kosa kata bahasa Inggris, dan menganalisis respon dari siswa mengenai teknik yang digunakan oleh guru dalam pembelajaran vocabulary. Subjek penelitian ini adalah dua guru dan enam siswa kelas sepuluh di Muhammadiyah Boarding School 1 Weleri. Metode yang digunakan adalah deskriptif kualitatif. Data penelitian diperoleh dengan observasi, wawancara dan dokumentasi. Hasil dari penelitian ini, peneliti menemukan lima teknik yang digunakan oleh kedua guru dalam mengajar kosa kata bahasa Inggris. Teknik guru A, yaitu: (a) contoh kalimat, (b) persamaan kata, (c) menerjemahkan dengan kamus, (d) praktek (oral drills dan latihan soal), dan (e) menghafal. Teknik guru B, yaitu: (a) persamaan kata/lawan kata, (b) menerjemahkan, (c) praktek, dan (e) menghafal. Respon siswa pada umumnya dapat menerima teknik yang digunakan oleh kedua guru. Dapat dilihat dari sikap, keaktifan, dan antusias para siswa ketika mengikuti pelajaran. Siswa mempunyai respon yang berbeda terhadap teknik yang digunakan guru A dan guru B. Dengan teknik yang diaplikasikan guru dalam pembelajaran vocabulary, siswa mendapatkan peningkatan dalam belajar Bahasa Inggris.

Kata kunci: kosa kata bahasa Inggris, teknik guru, mengajar kosakata, respon siswa

Abstract

This study describes the techniques applied by teachers in teaching English vocabulary to the tenth grade students at Muhammadiyah Boarding School 1 Weleri. This study aims to determine and describe the techniques used by teachers on how teachers apply these techniques in teaching English vocabulary, and analyze the responses of students regarding the techniques used by teachers in vocabulary learning. The subjects of this study were two teachers and six tenth grade students at Muhammadiyah Boarding School 1 Weleri. The method used is descriptive qualitative. The research was obtained by observation, interview and documentation. The results of this study, researchers found five techniques used by both teachers in teaching English vocabulary. Teacher A techniques used are: (a) example sentences, (b) word syntaxes, (c) translating with dictionaries, (d) practice (oral drills and practice exercises), and (e) memorization. Teacher B techniques used are: (a) equality of words / opposites, (b) translating, (c) practice, and (e) memorization. Students' responses in general can accept the techniques

used by both teachers, which can be seen from the attitudes, activeness, and enthusiasm of students when attending lessons. Students have different responses to the techniques used by teacher A and teacher B. With the techniques applied by the teacher in vocabulary learning, students' get improvement in learning English.

Keywords: english vocabulary, teacher techniques, teaching vocabulary, student responses.

1. INTRODUCTION

One of the most important things people use to communicate is a language. English is also used as the language of instruction in business, politics, science, education, etc. English is the international language. Thus the Government of Indonesia seeks to renew the education system by developing a new era, by teaching English to all students in Indonesia. Along with the advancement of science and technology in the era increasingly globalized, it is undeniable that the ability to language, especially English is crucial. There are still many students who excel have inadequate English language skills. As English teacher is very important to have thinking about the subject matter, what is language, what is culture, and about the student, students are learner and how are they learning (Larsen, Freeman, 2000:1).

Dulay (1982) in Alwasilah (1997: 126) stated that "skilled people are people who are able to control more than one language verbally than people who master only one language, and in connection with their linguistic abstraction skills will mature earlier". The purpose of kindness education will be achieved if language as a facility is functioning properly and developed carefully.

It is known to learn that language includes four aspects: listening, reading, speaking and writing. In addition they have to master the language components, such as: phonology grammar, vocabulary, and pronunciation to support the four skills because the four skills are very important. To master English well, vocabulary is one of the most important things and basic things needed in this matter. To do anything related to communication assignments and grammar practices, vocabulary is something that students need to use as a starting point for communicative activities (Wood, 1988). Vocabulary is the total number of words in a language. It is also a collection of words that person knows and uses in

speaking and writing. Vocabulary or vocabulary is the sum of all words in a language; also the ability of words that someone knows and uses in speaking and writing. The vocabulary of a language is always experienced changes and develops because life is increasingly complex. Total correct regarding vocabulary in English so far not can be ascertained, but reliable estimates mention about a million. Based on the above definition, it is clear that vocabulary mastery is enough, it is important to be able to learn languages well. Anyway talking regarding language, it cannot be separated from vocabulary. Vocabularies are words that people understand both their meaning and usage.

Lewis (1993) in his study concluded that the essence of language is vocabulary. Because without enough vocabulary, students cannot understand others or express their own ideas, with this means that the vocabulary is central to the teaching of English. Especially, as students, in developing greater fluency and expression in English, that significant for them to get more productive vocabulary and developed their own personal vocabulary learning strategies.

Indonesian students learn English from elementary school to university. In this case the research is focused on Senior High School especially in teaching English vocabulary. Muhammadiyah boarding school 1 Weleri is one of the many high schools in Weleri which is based on the religion of Islam. One of the subjects taught in this school is an English lesson. This school is one of the schools that have a quality that is no less good than other high schools in Weleri, because the school uses a new curriculum or called Kurtilas or K-13 (Curriculum13).

As we know, schools with boarding schools based mostly have weak abilities in English compared to Arabic. Thus the researcher wants to conduct research at Weleri Islamic Boarding School 1 for several reasons. The first is that researchers want to know how the teacher teaches vocabulary at Weleri Islamic Boarding School 1. At Islamic Boarding School 1 Weleri has an English teacher who has a lot of experience and also a good ability in teaching English. In teaching vocabulary such as translation, memorization, singing songs, play games and so on, they have a lot the strategy used. The second is that the school has a pretty good reputation and accreditation. Last is the Muhammadiyah Boarding

School 1 Weleri has a good English teacher. Muhammadiyah Boarding School 1 Weleri is a good school and also has a good English teacher, even though this school is still have problems in teaching English especially in teaching vocabulary. Existing problems can be divided into several aspects such as: aspects of the media, students and teachers.

Based on the background description above, the researcher is interested in conducting research on vocabulary teaching entitled: “Teaching Vocabulary to the Tenth Grade Students at Muhammadiyah Borading School 1 Weleri, Kendal in 2019/2020 Academic Year: Teachers’ Techniques and Students’ Responses”

2. METHOD

The research method adopted by the researcher is descriptive qualitative research. This research focuses on the teachers’ strategy in teaching vocabulary and how effective it is for students’ to improve vocabulary in learning English. This study will describe the strategies applied by the teachers’ in teaching vocabulary in the Tenth Class at Muhammadiyah Boarding School 1 Weleri. There are two research subjects in this study, namely the teachers’ and students’, first are tenth grade students’ and teachers’ who teach English. This study aims to describe how the teaching strategies are used by teachers’ in vocabulary and how the students’ responses about the teachers’ strategies in teaching vocabulary in tenth grade of Muhammadiyah boarding school 1 Weleri. Muhammadiyah Boarding School 1 Weleri in the 2019/2020 academic year. This research involves tenth grade students’ of Muhammadiyah boarding school 1 Weleri. Research object in Weleri, Kendal This research is vocabulary teaching strategy in the tenth grade of Muhammadiyah boarding school 1 Weleri in the academic year 2019/2020.

The instrument of the research is the researcher herself, because it is descriptive qualitative research. The researcher during the entire process of the researcher takes roles as a designer, data collector, analyst, data interpreter, and result reporters of the research (Moleong, 2001:121). The instruments used for gathering the data were; observation, interview, and documentation. The object of this research includes the technique of the teachers’ in teaching vocabulary, how

the teachers' applies it in teaching and learning activities that are in the tenth grade at Muhammadiyah boarding school 1 Weleri and the students' response to the technique chosen by the teachers'.

The study uses data collection methods that are observations and interviews to both the teacher and to the students representative of the two classes. researchers take students based on their abilities, namely under, middle and upper. the data obtained will be matched with the theory used by the researcher and compared with other theories if there are data results that do not match the theory used.

3. FINDING AND DISCUSSION

Researchers use theory of Thornbury's (2002), there are many kinds of strategies that can be applied in teaching vocabulary. Firstly is to present the meaning through, translation, real things. Pictures, definitions, example Situations, example sentences, synonyms, opposite. Secondly to present the word in its: spoken form and written form.

based on data obtained from observations and interviews.

The researcher obtained some data from the teacher A and B regarding the techniques used in teaching vocabulary, and students' responses to the techniques used by the teacher. . In teaching and learning process there are general various techniques used by the teacher A, those are: (a) example sentence, (b) synonyms, (c) dictionary, (d) practice (oral drills and written form), and (e) memorization. While there are general various techniques used by the teacher B, those are: (a) synonyms/antonyms, (b) translation, (c) practice, and (d) memorization.

3.1 Teacher's Techniques in Teaching Vocabulary

3.1.1 Teacher A

The strategies used by the teacher in teaching vocabulary are:

a. Example Sentence

Example sentence is the teacher's activity of giving new vocabulary to students to reach the target vocabulary that must be mastered at each meeting.

Guru A : “Contoh yang pertama, kata lay pada kalimat: *my father is going to lay a new carpet in the dining room. Artinya apa lay?*”

Siswa P: “memasang”

Guru A : “Ya betul”

(Observation on August 29th 2019)

Teacher A: "The first example, the word lay in the sentence: *my father is going to lay a new carpet in the dining room. What does lay mean?*"

Student P: "lay"

Teacher A: "That's right."

(Observation on August 29th 2019)

b. Synonyms

Synonym is the activity of finding the meaning of a new vocabulary by providing synonyms. the teacher will give this synonym to students so students can find meaning.

Guru A: “Kata yang selanjutnya adalah *to see*. Ada yang tahu artinya *to see*?”

Siswa N: “melihat, bu...”

Guru A: “Itu *see*, *to see* itu beda. Contoh kalimatnya: *I want to see you tonight. Want artinya apa?*”

Siswa N: “Ingin...”

Guru A: “*To see?*”

Siswa N: “*Bertemu...*”

Guru A: “*Nah...betul P*”

(Observation on August 29th 2019)

Teacher A: "The next word is *to see*. Anyone know what it means?"

Student N: "*see, ma'am ...*"

Teacher A: "That's *see*, *to see* it's different. Example sentence: *I want to see you tonight. What it mean?*"

Student N: "*Want ...*"

Teacher A: "*To see?*"

Student N: "*Meet ...*"

Teacher A: "*Huh ... that's right N*"

(Observation on August 29th 2019)

c. Dictionary

Use the dictionary to interpret each new vocabulary independently. The teacher requires students to use dictionaries in the form of books, so they can know their meaning and know the correct writing and how to read it. This technique is used by the teacher when the home work.

Guru A: *“Sekarang dengan sisa waktu yang kita miliki dalam pelajaran ini. Silahkan kalian menggunakan kamus kalian punya dan mencari artinya. Jika belum selesai namun bel tanda pelajaran usai, kalian boleh mengerjakannya dirumah sebagai pekerjaan rumah. Selanjutnya kalian kerjakan semua, kalian juga boleh mencari arti kosa kata lain yang belum kita pelajari.”*

(Observation on August 29^h 2019)

Teacher A: *“Now with the remaining time we have in this lesson. Please use your dictionary and look for the meaning. If you haven't finished yet but the lesson bell is over, you can do it at home as homework. then you all do, you can also look for other vocabulary meanings that we have not yet learned.”*

(Interview on August 29th 2019)

d. Practice (oral drills and written form)

Practice is teacher A gives a number of questions sometimes also asking students to move forward in making conversations and so on using vocabulary that has been learned.

Guru A: *“Ok, sekarang miss A akan memberikan latihan soal tentang vocab yang kalian pelajari di pada pertemuan yang terakhir kemarin.”*

Siswa : *“Ahh miss.... pekerjaan rumah aja miss jangan ulangan...”*

Guru A: *“Kan cuma latihan. masa pekerjaan rumah terus. Ok, sekarang kalian saya beri waktu 30 menit untuk membuat essay atau sebuah paragraf menggunakan vocab yang kalian sudah hafal minimal ada 25 vocab yang kalian gunakan. Terserah, kalian mau buat dialy activities atau cerita tentang liburan dan sebagainya. Do you understand?”*

Siswa: "yes miss... understood"

Guru A: "Ya sudah dikerjakan sendiri-sendiri. Tidak boleh sama atau mencontek!"

Siswa: "siap miss..."

(Observation on August 29th 2019)

Teacher A: "Ok, now Miss A will give practice questions about vocab that you learned in the last meeting yesterday."

Student: "Ahh miss Do not give practice question just give homework miss ..."

Teacher A: "It's just practice. The homework period continues. ok, now I give you 30 minutes to make an essay or a paragraph using vocab that you have memorized there are at least 25 vocab that you use. it's up to you guys to make dialy activities or stories about holidays and so on. do you understand?"

Student: "yes miss ... understood"

Teacher A: "Alright, it has been done individually. It can't be the same or cheat!"

Student: "Ok miss..."

(Observation on August 29th 2019)

e. Memorization

Memorization is a technique used by teacher A to make it easier for students to master vocabulary by memorizing and being presented to the vocabulary teachers they have memorized.

Guru A : "Sudah siap untuk maju?? coba maju menghafal kosa kata yang miss A sudah berikan sama vocab yang kalian cari sendiri juga hafalan vocab kalian sama kakak kelas kalian. Nanti majunya kalian cukup menghafal kosa katanya sama artinya aja ya...."

Siswa O: "Miss bentar... kasih waktu 30 menit untuk menghafal ya miss... Please?"

Guru A: "Saya beri waktu 15 menit untuk mempersiapkan hafalan kalian"

Siswa O: "Ok...terimakasih mis A"

Guru A: "Nanti saya akan panggil maju secara acak"

Siswa O: "Yahhh.....miss..."

(Observation on August 29th 2019)

Teacher A: "Are you ready to present your vocab memorization?? Try to memorize the vocabulary that Miss A has given you the vocab that you searching by yourself also memorize your vocab with your seniors. Later you can just memorize the vocabulary."

Student O: "Miss, give me 30 minutes to memorize, miss ... please?"

Teacher A: "I give you 15 minutes to prepare your memorization"

Student O: "ok ... Thank you Miss A"

Teacher A: "I'll call forward randomly later."

Student O: "Yahhh...miss..."

(Observation on August 29th 2019)

3.1.2 Teacher B

The strategies used by the teacher in teaching vocabulary are:

a. Synonyms/antonyms

Teacher B uses synonym and antonym techniques to find new vocabulary meanings. sometimes the teacher gives the word equation sometimes gives the opposite word. so students can think creatively and have more knowledge.

Guru B: "Kata ketiga apa arti careless?acareless lawan kata dari careful."

Siswa H: "crobah..."

Guru B: "Good job H. Kata yang selanjutnya cheerful. Ada yang tahu artinya?"

(Observation on August 29th 2019)

Teacher B: "The third word, what does careless mean? Careless means antonym to careful."

Student H: "careless..."

Teacher B: "Good job H. The next word is cheerful. Does anyone know what that means?"

(Observation on August 29th 2019)

Teacher B said:

“Saya menyuruh siswa untuk mempunyai catatan kosakata yang dihafal. Selanjutnya kosakata yang sudah dicatat harus dihafal dan nanti harus disetorkan kepada saya untuk mengecek hafalannya dengan menyerahkan buku catatan.”

(Interview on August 31th 2019)

“I told the students to have memorized vocabulary notes. Furthermore, the vocabulary that has been recorded must be memorized and later it must be deposited to me to check the memorization by handing over a notebook.”

(Interview on August 31th 2019)

b. Translation

Translation is a technique using dictionaries to find the meaning of new vocabulary words used by teachers in the process of teaching and learning vocabulary. This strategy helps students' to learn independently and creatively to find the meaning of vocabulary in the dictionary. This technique is used by the teacher when the learning process is in the classroom.

Guru B: “saya akan menyuruh mereka mengartikan kosakata baru dengan menggunakan kamus setelah saya membacakannya dan memberikan sinonim atau antonim dari kosakata tersebut. menggunakan kamus mereka mengerjakannya di kelas harus tepat waktu.”

(Interview on August 31th 2019)

Teacher B: “I will ask them to interpret the new vocabulary using a dictionary after I read it and give synonyms or antonyms of the vocabulary. Using dictionaries they do it in class must be on time.”

(Interview on August 31th 2019)

c. Practice

This technique is a technique in which the teacher checks on the vocabulary that has been given with a form of practice, from the results of learning the previous vocabulary given at the last meeting.

Guru B: “Ok, sekarang kertjakan latihan soal pada buku paket tentang vocab yang kalian pelajari di pada pertemuan yang terakhir kemarin.”

Siswa: “yaahhh miss....latihan terus....”

Guru B: "sudah cepat dikerjakan sekarang."

(Observation on August 29th 2019)

Teacher B: "Ok, now do the exercises in the textbook about the vocab that you learned at the last meeting yesterday."

Student: "Well, miss ... keep practicing ..."

Teacher B: "It's been done fast now."

(Observation on August 29th 2019)

d. Memorization

This technique is used by teacher B at the end of vocabulary teaching, students are asked by teacher B to memorize vocabulary and presented to the teacher. Students will become more active in learning vocabulary by applying this technique. The teacher will ask students to come forward with a vocabulary notebook that has been learned and memorized. then the students present their vocabulary to the teacher. Thus the teacher can check how much and how far the mastery of each student's vocabulary.

Guru B : "Sekarang maju setoran hafalan vocab dibawa buku catatannya."

Siswa Z: "bukuku ketinggalan miss.."

Guru B: "saya panggil acak ya"

Siswa X: "Ok...miss"

(Observation on August 29th 2019)

Teacher B: "Now forward the vocab memorization deposit brought his notebook."

Student Z: "I miss my book ..."

Teacher B: "I'll call it random"

Student X: "Ok ... miss"

(Observation on August 29th 2019)

3.2 The Students Responses to the Teacher Techniques

The results of this study are based on interviews conducted by researcher of at least six students from both classes. There were six students consisting of three male students and three female students from both classes interviewed by researchers with different teacher in vocabulary learning.

The six male and female students interviewed by the researcher, the fact that they gave the same statements were agreed that vocabulary was very important in learning languages, especially English. They also added that learning vocabulary can improve their ability to learn English. In addition, with the learning of English vocabulary can help them for daily communication, and can help them understand a text in English subjects.

It can be seen from the statements of students interviewed by researcher below:

“Menurut saya belajar kosakata itu sangat penting. Dengan belajar kosakata kita dapat membuat kalimat serta memahami kalimat. Karena kalimat terdiri dari kata, makanya kita harus belajar dan menguasai kosakatanya dulu.”

(Interview on August 29^h 2019)

“In my opinion learning vocabulary is very important. Learning vocabulary we can make sentences and understand sentences. Because the sentence consists of words, so we must learn and master the vocabulary first.”

(Interview on August 29th 2019)

The researcher did interviewes about students' responses about the techniques used by the teacher A and teacher B. Overall students' are interested in techniques that teachers use in an interesting way. The students' have their opinion about each tecaher. The students' more make a impression more to teacher A than teacher B.

“Teknik yang digunakan guru A bisa diterima. Kadang-kadang juga ada game dalam pelajaran atau menonton sebuah cupilkan film dan kadang lagu berbahasa inggris. Selanjutnya kita disuruh untuk menemukan kosakata yang kita belum tahu.”

(Interview on August 29th 2019)

“The technique used by teacher A is acceptable. Sometimes there are games in the lesson or watching a movie and sometimes an English song. Then we are told to find vocabulary that we don't know yet.”

(Interview on August 29th 2019)

“Teknik yang digunakan guru B bisa diterima. Tapi menurut saya, guru B kurang asik seperti guru A. Guru B sering tidak memberikan respon ketika siswa menanyakan sesuatu yang tidak jelas. Jadi, siswa kadang-kadang malas ketika diajar dia.”

(Interview on August 29th 2019)

“The technique used by teacher B is acceptable. But in my opinion, Teacher B is not as cool as Teacher A. Teacher B often does not respond when students ask something unclear. So, students are sometimes lazy when taught by her.”

(Interview on August 29th 2019)

The researcher did interview and give some questions to students regarding whether there were improvements they felt when learning vocabulary with different techniques and teachers. The data obtained by researchers can be seen from the opinions of students, the following:

“Ada peningkatan kemampuan berbahasa Inggris yang saya rasakan. karena saya merasa enjoy dengan pembelajarannya. saya senang dan selalu mempraktikkannya dengan berbicara menggunakan kosakata yang baru di dalam maupun di luar kelas.”

(Interview on August 29th 2019)

“There is an increase in English language skills that I feel. Because I feel enjoy learning. I am happy and always practice it by talking using new vocabulary in and outside the classroom.”

(Interview on August 29th 2019)

“Ada peningkatan yang saya rasakan setelah saya mempelajari kosakata, dengan teknik guru yang asik. Saya merasa lebih mudah memahami bacaan yang ada dalam soal-soal ulangan.”

(Interview on August 29th 2019)

“There was an improvement that I felt after I learned the vocabulary, with cool teacher techniques. I find it easier to understand the readings in the test questions.”

(Interview on August 29th 2019)

4. CONCLUSION

Based on the research conducted by the researcher and the data obtained, the researcher concludes the four conclusions obtained in this study.

First, the researcher concluded that the techniques used by the two teachers in teaching vocabulary to the tenth grade students at Muhammadiyah Boarding School 1 Weleri have in common with the basic techniques in the theory of Thornbury (2002). Both teachers use several techniques that are simpler than the basic techniques from the theory.

This table comparing the basic techniques from teory of Thornbury with teacher A and teacher B:

Table 1. The Classification of the Thornbury's (2002) Theory

Thornbury's (2002) theory	Teacher A techniques	Teacher B techniques
1. Meaning first, then form		
a. Translations	Translation	Dictionary
b. Real things		
c. Picture		
d. Definitions		
e. Example situations		
f. Example sentence		Example sentence
g. Synonym	Synonyms	Synonyms
h. Opposite	Antonyms	
2. Form first, then meaning		
a. Spoken form	Memorization	Memorization
1) Boardwork		
2) Oral drills		
3) Listening drills		
b. Written form	Practice	Practice

Second, the way the teacher applies each technique to different lessons. How teacher A applies the technique, are: (a) the teacher provided vocabulary with example sentences to students and teach students how to read correctly, (b) students guessed the meaning by the teacher giving the word equivalent, (c) the

teacher asked students to find the meaning of new vocabulary by using a dictionary. Teacher A uses more dictionaries for homework, (d) at the end of the meeting, the teacher gave practice exercises or move forward by presenting memorization of vocabulary, and (e) students are obliged to memorize because this technique is very helpful to accelerate mastery of vocabulary with easy.

The way teacher B applies the technique, are: (a) the teacher provided vocabulary by providing similarities or opposite words to find out the meaning, (b) students used the dictionary to find out the meaning and correct reading and writing of the new vocabulary, (c) to check the mastery of the vocabulary obtained, the teacher will instruct students to come forward with their vocabulary notes and present memorization in front of the teacher, and (d) students are obliged to memorize because this technique is very helpful to accelerate the mastery of vocabulary easily .

Third, the researcher concluded that the teachers more successful in teaching vocabulary with the techniques used by each teacher. According to the data obtained by the researcher based on interviews and observations, researcher observed students' enthusiasm and actively when following the lesson. The students' also gave a positive response in the interview session with the researcher regarding the techniques applied by each teacher in teaching vocabulary.

Fourth, students get progress in learning English and mastering vocabulary. The teachers use techniques that are suitable for students. Students' say they are easier to understand and are happy by the techniques used by teacher A compared to teacher B.

REFERENCES

- Alwasilah, Drs., Chaedar. 1997. Politik bahasa dan pendidikan. Bandung: Remaja Rosdakarya Offset.
- Bogdan, Robert C; Biklen.Knop Sari, 1998.Basic of Qualitative Research.Techniques and Procedures for Developing Grounded Theory. London: Sage Publications, International Educational and Profesional Publisher.
- Brown, D. 2000. Principles of language learning and teaching. White Plains, N. Y.: Longman.

- Burns, Anne. 1999. Collaborative Action Research for English Language Teacher. Cambridge: Cambridge University Press
- Cameron, Lynne. 2001. Teaching Languages to Young Learners. New York: Cambridge University Press.
- Coady, James, and Huckin, Thomas. 1997. Second Language Vocabulary Acquisitions. UK: Cambridge University Press.
- Denzin, Norman K. And Yvona S. Lincoln. 1970. Handbook of Qualitative Research. California: SAGE Publication Asia-Pacific Pte Ltd.
- Fauziati, Endang. 2014. Methods of Teaching as a Foreign Language (TEFL). Surakarta: Era Pustaka Utama.
- Gaeda, Alfitra, 2009. Some Strategies in Teaching English Vocabulary. An Unpublished Paper. Mataram: IKIP Mataram.
- Graves, M. 2006. The vocabulary book: Learning & instruction. Newark, DE: International Reading Association.
- Hornby, A.S. 1995. Oxford Advanced Learner's Dictionary of Current Language. Oxford: Oxford University Press.
- Lewis, M. (1993) The Lexical Approach. Hove, England: LTP.
- McMillan, James H & Sally Schumacher.(2001). Research in Education (A Conceptual Introduction). New York: Addison Wesley Longman Inc.
- Moleong, Lexy. 2001. Methodology Penelitian Kualitatif. Bandung: Remaja Rosdakarya.
- Prasetyo, Dedi. 2011. Descriptive Study on Teaching Vocabulary at the Third Grade Students of SDN 04 Bejen Karanganyar in 2010/2011
- Stahl, S. A. 2005. Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction, in E. H. Hiebert and M. L. Kamil (eds.), Teaching and learning vocabulary: Bringing research to practice, Mahwah, NJ: Erlbaum.
- Suryosubroto. 1997. Proses Belajar Mengajar di Sekolah. Jakarta: Rineka Cipta.
- Thornbury, Scott. 2002. How to Teach Vocabulary. New York: Pearson Education limited.
- Ur, Penny. 1996. A Course in Language Teaching Practice and Theory. Australia: Cambridge University Press.
- Wenden, A. 1992. Learner strategies of Learners Autonomy. New York: Prentice Hal.