**CHAPTER I**

**INTRODUCTION**

This chapter presents the background of study, problems of the study, purpose of the study, significance of the study, scope and limitation, definition of the key term and organization of the study.

# The Background of the study

In Indonesia, English as second language has been taught from the kindergarten until the university. Most of them focused on English skills such as writing, reading, listening and speaking. Most of the teacher assumed that vocabulary will be learned automatically and indirectly without any special formal instruction, merely trough practicing listening, speaking, reading and writing with the target language. The teacher forgot the importance of language component like vocabulary, grammar, and pronunciation especially vocabulary. They ignored the importance of vocabulary to build up language acquisitions. The teacher forces the students write, listen, speak and read with the lack of vocabulary. It makes the learners get a big problem when they are writing, listening, reading or speaking because they have a view number of vocabulary.

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.

Based on the description of background above the researcher is interested to conduct the research about teaching vocabulary. Accordingly, the research is entitled:”Study on teaching vocabulary at MTs negeri Bandung”.

**B. Statement of Research Problem**

Based on the background that has been discussed, the writer of this thesis formulated the problems as follow:

1. How do teachers prepare teaching vocabulary in MTs Negeri Bandung?
2. What are the techniques used for teaching vocabulary at MTs negeri Bandung?
3. How do the teachers evaluate teaching vocabulary at MTs negeri Bandung?

**C. Purpose of the study**

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:

1. To describe teachers preparation teaching vocabulary in MTs Negeri Bandung.
2. To describe the technique used for teaching vocabulary at MTs Negeri Bandung.
3. To describe how teacher evaluate the teaching vocabulary at MTs Negeri Bandung.

**D. Significance of the Study**

The researcher hopes that the result of the study will give contribution to:

1. The teacher

This study helps them to improve their understanding in learning vocabulary that focused on the used techniques for teaching vocabulary.

1. The future researcher

The finding of the study can be useful for other researchers since it can be reference to conduct further research about some aspects of the techniques used in teaching vocabulary.

**E. Scope and Limitation**

The scope of the study in the area of preparation, materials, and evaluation done by English teacher in teaching vocabulary at MTs negeri Bandung

**F. Definition of Key Term**

In order to avoid misunderstanding of the readers, it is important to define the key terms, as follow:

1. Teaching

Teaching is the role of teacher give lesson, knowledge and skill to student (oxford,2004:443 ). Related to this study, the meaning of the teaching is to transfer knowledge to the students using English fun as material source to the English intermediate level.

1. Vocabulary

According to Oxford Advanced Learner’s Dictionary, “vocabulary” refers to a language user’s knowledge of words.

It means that vocabulary is word that people use to communicate one another. The words must be understandable between the speaker and hearer.

A vocabulary is a set of words known to a person or other entity, or that part of a specific language. Vocabulary is all the words of language. Vocabulary plays important part in learning to read and also to speak. (Dwi, 2008: 12).

**G. Organization of the Study**

To create a good study, it needs to be organized systematically. This study is divided into five chapters’ i.e. first chapter until five chapters. Every chapter has different significant contain.

The first chapter is introduction. It consists of background of the study, formulation of the research problem, purpose of the study, significance of the study, scope and limitation of the study, the definition of the key terms and Organization of Study.

The second chapter deals with review of related literature. This chapter discusses the relevant theories and these to support the study.

The third chapter is research methodology. This section discusses pattern of the research design, subject of study, research instrument and data collection.

The forth chapter is Research Findings and discussion. This chapter has the content about the process of the research.

The fifth chapter is Conclusion and Suggestion. It consists of conclusion and suggestion of this study.

**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

This chapter presents about definition of teaching vocabulary, evaluation of teaching vocabulary and review of previous study.

1. **TEACHING VOCABULARY**

Teaching is complex behavior. To interpret it in simple terms lend to misunderstanding. This in fact, is what is done by many non – educators, and result in distorted nation about the role of teacher and the needs of schools. More tragically, some teachers are also guilty of this kind simplistic, if well intentioned. Thinking as reflected in classroom approaches that disregard professionally endorsed pedagogy and rely on unexamined traditional likely to be bag of tricks that synthesis of sound principles (Richard, 1996: 5).

Teaching vocabulary is clearly more than just presenting new word. This may, of course have its place but there are other issues too. Its mean that when the teacher teaches vocabulary to students, he should know their characteristics, so that can choose suitable techniques or methods which make the students enjoy and active in learning vocabulary in the classroom. It will increase English ability in general.

1. Background of teaching vocabulary

According to Nunan (2003: 133), vocabulary teaching and learning must fit into the broader framework of a language course. On a way to make sure that here is a balanced range of learning opportunities is too see a language course as consisting of four strands, they are as follow:

1. Learning from meaning – focused input – learning through listening and writing.
2. Deliberate language – focused learning – learning from being taught sounds, vocabulary, grammar, and discourse.
3. Learning from meaning – focused output – learning by having to produce language in speaking and writing.
4. Developing fluency – becoming quick and confident at listening, speaking, reading, and writing.
5. The procedures in teaching Vocabulary

A procedure is a series of clearly defined steps leading to a learning goal. Teachers apply procedure that words are repeated and that various aspect of what knows words are covered (Richard, 2002: 262).

1. Say the word out loud.

You might be able to recognize the word as one you have already heard, but even if you don’t recognize it, sounding it out loud are the first step to really learning the word.

1. Look for roots.

Noticing the prefixes, roots, and suffixes, and knowing what they mean is a powerful way to improve your vocabulary. I will be teaching you many Latin and Greek prefixes, roots, and suffixes this year.

1. Use context to guess meaning.

This is the most important step. Look at everything i surrounding sentences, pictures, and think about everything you know about the story. Use what you know to come up with a good detailed guess as to what the word might mean.

1. Check your guess in the original sentence!

I fit make sense, then write down the word, source, guess, and keep reading. If it doesn’t make sense, guess again!

1. Look it up in the dictionary.

When you are done reading, look up the word and check each definition in the original sentence to see which one the author meant. You only need to write down the definition that fits in the original sentence.

1. Use it in a new sentence.

This is the most difficult step, but also the most important when it comes to learning a word thoroughly. In your sentence, try to show that you know what the word means.

1. Read your new sentence out loud to an adult and ask them it if sounds right.

This is essential as at this point you know what the word means; you have only seen it used grammatically once. Once they think your new sentence sounds right, ask them to put a (√) next to the sentence.

1. The principles of teaching vocabulary

According to Nunan (2003: 135) there are four principles for teaching vocabulary:

1. Focus on the most useful vocabulary first.
2. Focus on the vocabulary in the most appropriate way.
3. Give attention to the high frequency words across the four strands of course of a course.
4. Encourage learners to reflect on and take responsibility for learning.
5. The methods in teaching vocabulary

Method is the plan of language teaching which is consistent with the theories. In other words, the method is procedural (Setiyadi, 2006: 8).

1. Grammar Translation Method (GTM).

The first concern with language teaching method had to do with the teaching of Latin and Greek grammars. The methods used at that time were mostly designed to enable people to speak, read, and write Latin. Since Latin was learned based on written language, the GTM ignores authentic spoken communication and social contexts of the language.

1. Audio - Lingual Method (ALM).

Audio - Lingual Method (ALM) is a method which was introduced in the United States of America (USA) in 1940s. In the audio – lingual method, language learners are equipped with the knowledge and skill required for effective communication in a foreign language; understand the foreign people whose language they are learning and the culture or the foreign people; and understand everyday life of the people, history of the people and their social life.

1. Silent Way.

The silent way is the name of the method of language teaching devised by Caleb Gattecno. In this method, the role of language teachers is relatively less silent so that language learners are encouraged to be more active in producing as much language as possible. A language teacher should encourage language learners to take a role in learning activities. The time of learning teaching interaction should be given to language lacers, not to the teacher.

1. Community Language Learning (CLL).

Community Language Learning (CLL) is the name of a method introduced and developed by Charles A. Curran and his associates. In Community Language Learning this kind of relationship is considered basic to learning a foreign language. The teacher functions as the counselor and the learners as his / her clients who have a problem.

1. Suggestopedia.

Suggestopedia is the name of a method developed by a Bulgarian scientist, Georgi Lozanov. Suggestopedia has been used in a number of Bulgarian school for the teaching a variety of subjects even though the principle area of concerns is teaching foreign languages.

1. Total Physical Response (TPR).

Total Physical Response (TPR) is a method developed by James J. Ashers, a professor of psychology at San Jose State University, California. The method has been developed from developmental psychology, learning theory and language learning procedures. In this method, the teachers utter commands and then model by responding with appropriate action.

1. Approaches of Teaching Vocabulary

In methodology in language Teaching, Hunt and Beglar discuss three approaches to vocabulary teaching and learning they are(renadya,1991:156) :

1. Incidental learning

The incidental of vocabulary, it is learning vocabulary as a byproduct of doing other things such as reading or listening. A major source of incidental learning is extensive reading, which Hunt and Beglar recommend as a regular out-of –class activity. The students develop the ability to read, and then most of the reading should be done outside of class. This approach might receive more attention for more proficient intermediate and advanced student.

1. Explicit instruction

The explicit instruction depends on indentifying specific vocabulary acquisition target or learners. This approach involved diagnosing the word learners need to know, presenting words for the first time elaborating word knowledge, developing fluency with known words. Hunt and Beglar suggesting that, this approach is probably best for beginning and intermediate students who have limited vocabularies.

1. Independent strategy development

The independent strategy development involves practicing guessing from context and training learners to use the dictionary. this approach is probably best for study advanced learners.

Hunt and Beglar recommend a combination of all three approaches-indirect, and strategy training-as the basis for a vocabulary program.

1. Teaching vocabulary technique

There is various way of teaching vocabulary. The princi­­­­­ples of teaching are to reach the target language, no matter what technique and method used.

*“There are several types of vocabulary. For example, our listening vocabulary is made up of all the words we hear and understand. Our speaking vocabulary includes all the word we use in every day speech. Our reading vocabulary is made up of the words in print that we recognize or can figure out. As we use vocabulary in this booklet, the term refers to the reading vocabulary ­­ the body of words student must know if they are to read increasingly demanding text with fluency and comprehension. We do not address issue of decoding and of acquiring sight words; our focus is on how students acquire meanings and, more importantly, understandings of new words and concepts.(Austin, 2002:160)*

Vocabulary teachings an important as the teaching of structure. It can be taught presentation, discovery techniques and practices. In this chapter the writer would like to present some possible ways of teaching vocabulary. Besides, according to Joseph there are three technique of teaching vocabulary:

1. Presentation

Not all vocabulary can be learning through interaction and discovery techniques are possible, however, they are not always the most cost effective. There are many occasion when some form of presentation and explanation is the best way to bring new word into the classroom. In this technique, the teacher can use the following media :

1. Realia

*On way presenting words is to bring the things into the classroom or bringing into room. Words like postcard, ruler, pen all, etc can obviously presented in his way. The teacher hold up the object or point to it, says the word and then gets student to repeat it. (Harmer, 1991: 161)*

Realia are *objects* such as point, tools, games, toys, or other physical objects that do not easily fit into the neat categories of books, periodicals, sound recordings.

1. Picture

*Bringing a pen into classroom is not a problem. However,* bringing *a car is. One solution is the use of pictures. Pictures can be board drawing, wall picture and card, flashcard, magazine pictures and soon. Pictures can be used to explain the meaning of vocabulary.(ibid,1991: 161)*

Student usually learns English from their textbooks and the books contain words, which the author feels it is important to learn. This does not give the students much opportunity to develop their own initiative, which is necessary at their developmental periods. Language is personal creative thing, however and the teacher should allow much choice to the students as to what they want to learn. This does not give the students much opportunity to develop their own initiative, which is necessary at their developmental periods. Language is personal creative things, however and the teacher should allow much choice to the students as to what they what to learn.

One technique to help the students to be creative is to use picture which are really interesting and challenging. These pictures should attract the students to study them willing to make effort to find the vocabulary they need to talk about the pictures in their own way. In this they may gradually increase their vocabulary proficiency.

In oral work, a teacher would want to know whether the students have and adequate knowledge of vocabulary to follow his lesson. He would want to know also whether they could answer a few questions.

Some interesting picture should be given some days before the oral work and the students should be asked to prepare a talk about the picture. They are told that they can choose any aspect of the picture for their talk. If they encounter difficult word they can consult their dictionaries. This is a way that encourages the students to be creative.

If the student first practice their oral work in the privacy of their home, they would them feel comfortable to freely express themselves orally in class. For every picture they are asked to use the general vocabulary and structures they know exactly, and teacher could add some new word to fulfill their needs.

*On student prepares a talk about the lives the traffic in a big city, about the population in a industrial estate, about the youth .engineer, etc. They would have to learn the vocabulary needed for a special occasion. It is not necessary to give a list of vocabulary and contract them in sentences of their own which make sense. Here the creativity of the students could be enriched individually (kustaryo,1988 : 24-25.)*

1. Mime, Action, and Gesture

*It is often possible to explain the meaning of word and grammar either through the use of realia or in picture. Actions in particular are probably better explained by mime. Concept like “Running” and “smoking” are easy to present in this way (Harmer, 1991: 161).*

Gesture is useful or explaining words like form, to etc or indicating that the past is being talked about (The teacher gesture backward over his shoulder)

It is often possible to explain the meaning of words and grammar either though the use of realia or in pictures.

1. Contras

We saw how relations exist because of their sense and thus can be used to teach meaning. We can present the meaning “empty” by contrasting it will “full”, cold by contrasting with “hot”. ”Big” by contrasting it with “small”. We may present these concept with pictures or meaning we ensure our student’s understanding.

This technique gives solution to make easy to get the meaning of the word. Contrast is the same with antonym word.

1. Explanation

Explanation the meaning vocabulary item can be very difficult the teacher grammatical explanation can be, especially at beginner middle level. It will be important, if giving such explanation includes information about when the items can be used

An explanation is a statement which points to causes, context, and consequences of some object, process, state of affairs, etc. Together with rules or laws that link these to the object. Some of these of the explanation may be implicit.

When the teacher verbal explanation, he can employ many of the technique used to introduce interest when teaching the form of the word. For example, he can write the meaning (synonym opposite, synonym mother tongue, description) in code or with scrambled letter.

1. Translation

Translation is a quick and easy.

Way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, it may make it a bit too easy for student by discouraging them from interacting with the words.

1. Demonstration

Demonstration is a presentation: a show or display; the act of presenting something to sight or view: “the presentation of new data”(Ibid, 2007 : 162 ).

When the teacher uses demonstration to teach the meaning, he can perform a given action in such as way to be slightly ambigous and the teacher guess in turn what the meaning is. Later the teacher checks by asking the learners to translate the new into mother tongue.

1. **Evaluation of Teaching Vocabulary**

Evaluation is the systematic acquisition and assessment of information to provide useful feedback about some object. It meant that, evaluation works to collecting and sifting through data, making judgment about information validity.

According to Geene, “Evaluation is the process determining significant or worth, usually by careful appraisal and study”(Green: 2000). Student hope their result of the study in class be a good value, it means that evaluation is one of factor to giving the student’s spirit to study. In teaching vocabulary there are two evaluation can be used. There are:

1. Integrated Test

Evaluations in this research using test vocabulary integrate the four language skill, such as listening, speaking, reading, and writing. These four skills cannot be apart from the language components, they are pronunciation, vocabulary and structure which influence the mastery of the four languages skills.

For example, if the students have good capacity in mastering vocabulary, their listening, speaking, reading, and writing will be better. In vice verse if their vocabulary mastery is bad, their four language skills will be worse too. According to Jack C Richard and Toedore S (1986:89). Rodger in their book, vocabulary is very powerful part of language, approaches and method in language teaching.

1. Discrete Test

Evaluation in this research also use discrete test. It is usually used by the teacher asking the student to memorize vocabulary in front of the class. It is applied every week in the beginning of teaching and learning activity to know how the student can mention mastering vocabulary.

1. **Review of Previous Studies**

Related with the study that the researcher conducts, there two previews studies that are choosen as the standard to ease this thesis writting. Those two previos studies are conducted in 2009 and 2010

1. “Teaching and leaning vocabulary at the thirt year students of elementary level in Bed’s course ”

**Previous studies of Wahyudi’s thesis (2009, in his thesis can be result as follow : in the teaching vocabulary process, the teacher BEDS course often use presentation technique. The teacher tries to present the vocabulary with realia to make the students easy to memorize the vocabulary. In other hand, the teacher used some ways in showing realia or picture in order the students make interesting for study English. And the evaluations applied by the teacher at the third year of elementary level in BEDS course are oral test and written test. The teacher said that achievement students in the class actively, influenced for life survival the student’s future. The goal of someone achievement is to get value, direct and indirectly, for his survival as like student’s survival.**

1. “A Descriptive study on the teaching vocabulary by using game at SDN Tulungrejo 01- Karangrejo”

The second previous study is taken by Agustin. In this study finding it is written that they are many advantages in teaching vocabulary by using games at least theorical is teaching vocabulary by using game can increase student’s motivation and can enrich vocabulary students.the media use in teaching vocabulary were game such as whispering games.crosword games, puzzle.

The differences among to previous studies above with this study can be seen from the method used. In this study the teacher use sylentway to teach vocabulary, while in both previous study above the teachers don’t use any method. They just use media there is game.

**CHAPTER III**

**RESEARCH METHOD**

This chapter present the research method used in conducting this study. The discussion covers research design, setting and subject of the study, data and data sources, method of collecting data and instruments, and data analysis, and validity of data.

1. **Research Design**

Before going to the point of research, it is better to know, first the definition of research. Research is the people initiate which is done systematically to follow mythology rules, examples observation as systematic, decontrol and based on the real theory and be reinforced by the indication (Tanzeh, 2004:6). Meanwhile, research is a systematic attempt to provide answer to question (Tuckman, 1978:1). To apply these procedures in conducting the research, it needs a research design which is suitable for the research situation. So, research design is a strategy to arrange the setting of the research in order to get valid data. To conduct a useful research, a systematic way or well done plan must be made and automatically the valid answer of the research question also be obtained. It means that appropriate research design has to be selected.

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 wasused 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, shewanted to know how the teachers teach vocabulary.

1. **Setting and Subject of the Study**

This research was conducted in MTs Negeri Bandung Tulungagung. The researcher did the research in April-May 2012. The subject of this research was the English teachers in MTs Negeri Bandung. There are two teachers. They are :

* 1. Mrs astutinin, as the first subject is an English Teacher who was born in Tulungagung, 12th August 1983. She lived in Bandung Village, Tulungagung. She is new teacher in this school. She teaches 7B- 7G. She is very kind and friendly with her students. She often varies her teaching by giving the students a certain game. As an English teacher, she tries to improve her teaching by following every workshop or training conducted by the Ministry of Education. For example, she has followed workshop about KTSP workshop in Tulungagung and workshop about how to create a good task in Tulungagung.
  2. Mrs umi Hani, as the second subject is an English Teacher who was born in Tulungagung, 16thAgustust 1967. She lives in Bandung village, Bandung sub district, Tulungagung. Formerly, she was an English teacher in MTs N Tulungagung but in 2008 she moved to MTs N Bandung. Until now she still teaches in MTs N Bandung. She graduated from Malang State University for S1 and then continued her magister in Muhammadiyah University of Malang for S2. She has been teaching English for 4 years. She is new teacher in MTs N Bandung but the school assigns her to teach all of VIIIth grade from class B until class F except class VIII A. She had a lot of experiences on how to treat students with different kind of characteristics. In her class she has special method to build the students mastery on vocabulary. She often asks the students to find out the difficult words and then asks them to mention those words one by one. She is an English teacher who makes student have motivation to do the task in front the class because she gives a score to the students who have a will to do the task. She said that every class has special characteristic so it needs special strategies and method to teach them effectively and efficiently. She said that teaching in any places, basically, is same. What makes it different is just also on the condition of the school and the students. As a result, she assumes that every teacher has to be able to adapt with any kinds of problems in the teaching and learning. By this believe, as an English teacher, she tries to improve her teaching by following every workshop or training conducted by the Ministry of Education. For example, she has followed workshop about KTSP workshop in Tulungagung and workshop about how to create a good task in Tulungagung.

1. **Data and Data Source**
2. Data

The term data refers to the rough material the researchers collect from the world they the studying; they are the particulars that form the basis of analysis (Bogdan and Biklen, 1998:106). Data in this research were a qualitative data. The data were in the form of words and picture rather than in the form of the utterances of the informants, documentation, interview transcript and also document files from the institution.

1. Data sources

In this research, the researcher used interview guide, fieldnote, and document to collect the data. Therefore, the researcher took effort to get data from the informants. In this research, the informants were : English teachers.

1. **Method of Collecting Data and Instrument**

The next step is to choose the method of data collection that would be used. The method of collecting data is the way the researcher do for collecting the data in the research. In this research, the researcher used some methods in collecting data. Those were interview, observation and documentation interview is meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about particular topic (Sugiono, 2009: 72). By combining those methods the researcher could gain the detail information.

The instrument is a means used by the researcher to collect the data. The instruments in this research are:

1. Interview guide

An interview is a purposeful conversation, usually between two people but sometimes involving more (Morgan, 1988), that is directed by one in order to get information from the other. An interview takes on shape of its own (Burgess, 1984; Fontana & Frey, 1994). Interview is done as a dominant strategy for data collection. In all of these situations the interview is used to gather descriptive data in the subjects own words so that the researcher can develop insight how subjects interpret some pieces of the word.

The interview was conducted to the English teachers. The questions were about how the teachers practice the teaching of vocabularyat school.

The main points of the interviewed questions were: 1) what techniques used to teach vocabulary. 2) How the teachers evaluate teaching vocabulary. 3) How the teachers prepare teaching vocabulary.

Among the English Teachers had different perspective of self-development itself in the teaching and learning process according to the result of interview.

1. Document

Arikunto, (2002:133) explains, “In the execution of documentation methods, researchers investigating the written items such as books, magazines, documents, regulations, meeting menutes, diaries, etc”. This opinion is supported by Moleong, (2010:280) who says that document is a kind of source data involves anything notes aimed to examine a research. The documentation that was gotten in this research were: lesson plan

1. Observation guide.

Observation guide is the list of some points that the researchers want to observe when observation taking place. In the observation of this study, the researcher observed the teaching of vocab done by the English teachers.

1. **Data analysis**

The collected data obtained from the result of interview, observation, and documentation were analyzed to draw conclusions. According to Moleong (2010:280) data analysis is the process of managing the data, organizing it into a good pattern, category and basic unit.

From the explanation above, it can be syntesized that data analysis is the process of organizing and putting the data into the right pattern, category, and the basic unit, so we can find the theme and formulate hypothesis as suggested by the data. The purpose of data analysis is summarizing and simplying the data in order to interpret and draw a conclusion. In this research, in analyzing the data, the researcher used qualitative data analysis. The qualitative data of this research is analyzed by using inductive analysis method. This technique is used to find the data after coming to the real field. Then, making conclusion from the data.

Nevertheless, the data analysis in this study can be broken down into four stages; they are Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation (Sugiono, 2012: 91). Those can be explained as follows:

1. Coding

The first stage in analyzing qualitative data here involves coding. Coding is analogous to get ready for data provided. The first step in coding is referred to as open coding, preliminary coding, or provisional coding. The most common approach is to read and reread all the data and sort them by looking for units of meaning- words, phrases, and sentences, to make it easy to be learned. After places all units having the same coding together. It will be easier to read the data. In short, by coding the all data we gathered, we can underline the significant data that are appropriate with our topic or research. So, it will be easier read the data. The researcher in this research used the showing coding:

1. MT : Method of teaching
2. TT : Technique of teaching
3. Mda : Media
4. Ev : Evaluation
5. Data Reduction

The second step of data analysis is data reduction. It is the process of reducing the data occurring repeatedly. Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form (Sugiono, 2009: 92). Thus, data that were reduced to give clearer image rather than previous data. Then, made the researcher easier to analyze the data. The data reduced in this study were data found in the interview transcript. The reduced data were those which were out of topics in thos study, or which had no relation with teacher’s preparation, media and evaluation used.

1. Data Display

After data reduction the next step in analyzing the data is data display. It is the process of displaying data in the form of table or essay so that it gets more understandable. Miles and Huberman as cited in Sugiono(2009 : 95) state that looking at displays help use to understand what is happening and to do something- further analysis or caution on that understanding. In this study, the researcher used essay in displaying the data, because it is most common data display used in qualitative research. Miles and Huberman (1984) say ” the most frequent form of display data for qualitative research data in the past has been narrative text” (Sugiono,2009:95). After this step, the researcher can go to the last step in analyzing qualitative data.

1. Drawing Conclusion or Interpretation

This was the last step of data analysis that was drawing conclusion or interpretation. Here, the researcher began to see what was in the data. The researcher examines all entries with the same code and then merges these categories and finding the connection among categories. Then, it continues to tell to stories and to make connections among stories. The to connect them. So, we could get the idea from this step.

Interpreting involves reflecting about the words and acts of the study’s participant and abstracting important understanding from them. The researcher made generalization based on the connections and common aspects among the categories. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the form of description of the object of this study. Finally, in this step the researcher could get the result and conclusion of the research.

1. **Trustworthiness of Data**

In qualitative research, there is a common technique that is usually used to increase the research data validity. This technique is called *Triangulation. “*Triangulation is defined as technique of collecting data by combination of some different techniques of collecting data and some different data sources” (Sugiyono, 2009:83). The aim of triangulation is to increase one understands of whatever being investigated. In this study, the researcher uses two kinds of triangulation. Those are Data Collecting Technique Triangulation and Data Sources Triangulation*.* These can be explained as follows:

1. Data Collecting Teachnique Triangulation

This triangulation means the researcher uses some different techniques in collecting the data to get the data from one subject or the same source. In this study. The researcher interviews teachers, and document or taking his picture here, the researcher gets information from different instruments those are interview, observation, and documentation. They emphasizes on the use of different techniques to get the data from the same informant.

Observation

Interview

Documentation

*Figure 3.1. Data collecting technique triangulation (Sugiyono, 2010: 372)*

1. Data Sources Triangulation

This triangulation means the researcher uses the same technique to get the data from some different sources or informants.“It came to mean that many sources of data were better in a study than a single source because multiple sources lead to a fuller understanding of the phenomenon you were studying”(Bogdan and Biklen, 1998:104). In this study, by using an interview the researcher collects the data from some informant those are a student, teacher 1 and teacher 2. The researcher asked the same thing about study on

Teaching vocabulary in MTs Negeri Bandung. Finally, the researcher gets valid information about the teaching and learning of vocabulary in this school.

Interview

*Figure 3.2. Data Sources triangulation (Sugiyono, 2010: 372).*

**CHAPTER IV**

**FINDINGS AND DISCUSSION**

This chapter presented the research finding and the discussion of this research based on the data gathered during the investigation. In line with the research focus, it exposure the reseach finding and discussion concerning (1) preparation (2) technique (3) evaluation

1. **Findings**
2. Teachers’ preparation in teaching vocabulary in MTs Negeri Bandung.

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 will 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/ choosen the technique they were going to use.

1. Technique used by the teacher for teaching vocabulary in MTs Negeri Bandung.

Technique here means the way that is used by the teachers to teach vocabulary to the students. Here are some different techniques used by the teachers of MTs Negeri Bandung;

* 1. Presentation

Based on the classroom observation that had been done for a month, the writer found that the teacher of MTs Negeri Bandung taught using presentation technique for teaching vocabulary

The English teacher of MTs Negeri Bandung used two languages when she explained words in teaching process. For example, the teachers used Indonesian translation in explaining words meaning. 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. The teachers, in the presentation, focused not only on developing students vocabulary but also speaking, grammar and writing, or it was called “integrated” teaching. Teaching vocabulary can be integrated with other skills. Here, the teachers give picture of artist to the students, then ask them to answer the question related with the picture. So, the students can understand or find the meaning of vocabulary based on the picture.

1. Teachers’ evaluation in teaching vocabulary in MTs Negeri Bandung.

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. This evaluation has some manner to do. For example, the teacher did evaluation by discrete vocabulary test and integrated of four skills.

Based on the interview of the student, 8 from 10 students stated athat “the teacher gave test with discrete and integrated vocabulary test evaluation. For example in discrete test evaluation the teacher asked the students to memorize vocabulary in front of class. And the teacher scrutinized to the students. For example, the students were given some vocabularies. Then they memorized in front of the class correctly

* 1. Discrete vocabulary test 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.

* 1. Integrated Test

Integrated test is used by the teacher to evaluate not only one aspect, but also involve other language components and skill. The characteristic of integrated test is involving more than one language component, that is also can be defined as combination of more than one skill or language component (Djiwandono Soenardi, 2008 : 24). In the end of the teaching process, the teachers evaluate the students’ mastery of vocabulary along with other skills and language components. The evaluation is conducted as summative and formative test.

**B. Discussion**

1. Teachers’ preparation in teaching vocabulary in MTs Negeri Bandung.

Teacher preparation for the teaching of vocabulary included the selection and use of media, the selection of method and technique of teaching.

The teachers used pictures of artists as media to teach vocabulary. It is straight to the argument proposed by Harmer (1991: 161) which states that picture could explain the meaning of vocabulary.

Related to method in teaching vocabulary, Setiyadi (2006: 8) proposed some effective and suitable methods shich can be used. They are Grammar Translation Method, silent way, Audio Lingual Method, Suggestopedia, Community Language Learning, and Total Physical Response. By reviewing the finding, it can be found that silent way was the teaching method choosen and applied by the teachers to spesifically teach vocabulary.

1. Technique used by the teacher for teaching vocabulary in MTs Negeri Bandung.

The teacher must be able to choose good techniques to teach students. When the students feel bored, the teacher must able to change to the other technique to regain student’s motivation. In fact, the students concentrate with the English teaching if they are feeling enjoyable to follow the class. The teacher is one of dedicate to make a student’s happy and enjoyable in the classroom, especially when the students have a good response. And this good response makes a student’s care about result of examination in the end of the learning process.

The research discovered that presentation is the technique used by teacher in teaching vocabulary. The selection of the technique is supported by Joseph (1982: 94) which states that the most common technique used in teaching is presentation.

1. Teachers’ evaluation in teaching vocabulary in MTs Negeri Bandung.

Discrete and integrated test have been chosen by the teacher to eavaluate the achievment of the objective of teaching-learning. As stated in data presentation, the teachers uses two kinds of evaluation in assessing students’ mastery of vocabulary. They are descrete and integrated. Those booth techniques are surely applicable to be used to evaluate the teaching learning of vocabulary. It is of course the use of each technique is based on certain condition and purpose. This argument is strengthen by Djiwandono (2008: 20-22) who implies that both descrete and integrated evaluation can be used to assess some linguistic components including vocabulary.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

After analyzing the data of discussion the things related to the focus, the researcher then present conclusion and suggestion.

1. **CONCLUSION**

Based on the result of the study and the discussion mentioned above, the conclusions are then as the followings.

1. Teachers’ preparation in teaching vocabulary in MTs Negeri Bandung.

The English teachers of MTs Negeri Bandung 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.

1. Technique used by the teacher for teaching vocabulary in MTs Negeri Bandung

The technique used by the teacher in teaching vocabulary in MTs Negeri Bandung 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.

1. Teachers’ evaluation in teaching vocabulary in MTs Negeri Bandung.

The evaluations applied by the teacher at the MTs Negeri Bandung were discrete test and integrated test vocabulary. It was suitable chance to see how the results of the students in study English. Duties of the teacher were given to the students as an examination method. By discrete and integrated test vocabulary the teacher could examine the students’ mastery in vocabulary.

1. **SUGGESTION**
2. Suggestion for Teacher
   1. The teachers must give motivation and give attention the students ability
   2. The teachers should uses and develops technique teaching creativity
   3. The teachers should choose media appropriate with level of student
3. Suggestion for future Researcher

The researcher wishes that other researcher can conduct this study in wider area. The next researcher can conduct the study about the other media and method used in teaching vocabulary. So the result will be more advantageous and be applied in a larger area