

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses about the introduction of the research. It consists of background of the problem, setting of the problem, limitation of the problem, formulation of the problem and purpose of the research. This research also discusses about significance of the research and definition of the key terms.

#### **A. Background of The Problem**

English is widely used because it is an international language. English is very important as the language of commerce, politics and education. In Indonesia, the English language has a position as the first foreign language which is the language that is taught at the institution or school as one of the materials and English has become a compulsory subject at Elementary School, Junior High School, Senior High school, and University as well

English has four skills; they are speaking, listening writing and reading. All of skills consist of some elements, such as grammar, vocabulary, pronunciation, and spelling.

In learning English as a foreign language, vocabulary is the most important factors in English. We need to master it well. Every learner should comprehend and has high confident to use it in front of speakers especially how to communicate with a good vocabulary building in each vocabulary. According to Thornbury (2002:13) without vocabulary nothing can be conveyed and just spend most of time studying grammar will not improve very much vocabulary. It means that vocabulary has an important role to be used a tool of communication.

Furthermore, vocabulary is one of the skills that the students should master in learning English. According to David (1991:128), the consensus seems to be that the development of a rich vocabulary is an important element in the acquisition of a second language. Everyone should be aware that the language proficiency is the final goal of language teaching and learning.

Teaching and learning is an important role in developing the quality of educations, especially at schools. Teacher is one of the components or main factor who much influences the result of teaching learning process.

They are demanded to have basic skills. At least, they should dominate the materials which will be taught, and have their own competence to convey the materials to their students. It means that the teacher should be able to choose the proper teaching techniques. He/she should master in selecting material that are relevant to subject, in order that the students can enjoy learning the materials.

Furthermore, the kind of this profession is to give or transfer knowledge to the students. According to Richard (2002:374), teacher is a person who teaches and deals with basic teaching skills and techniques, typically for novice teachers in a preserves education programmer. These skills include such dimensions of teaching as preparing lesson plans, classroom management, teaching the four skills (i.e. reading, writing, listening, speaking), and techniques for presenting and practicing items, correcting error, etc. from the description above, it is real that teacher is very important figure in bringing and transferring knowledge to the students.

Teaching English for young learners, especially Elementary school have different characteristics with adult or teenager, young learners more enthusiastic and active rather than them. In teaching young learners, teacher should be careful because young learners still in developing their mind, cognitive and linguistic. As stated by Cameron (2001:1) Young learners of English as foreign language have unique characteristics, we will find the differences that arise from the linguistics, physiological, and social development of the learners.

Teaching English to the elementary school students is considered suitable because children still have big energy and curiosity in learning and doing something, in this case is learning a language. As stated by Cameron (2001:1) children are often more enthusiastic and lively as learners. It means that children have curiosity and motivation more high to learning and doing something.

According to Harmer (2001:14) teaching vocabulary to children is different from teaching vocabulary to teenagers and adults. It is because different age has different needs, competencies, and cognitive skill. Teacher should know about strategies, methods, techniques, and materials, thus the teacher can convey the material well in accordance with children's characteristics. In teaching vocabulary, teacher's techniques are an important thing to achieve success in English teaching process.

Talking about techniques in language teaching, techniques is one of the way that teacher uses in teaching the material. Commonly, the teacher uses techniques to help the learners understand the material well. In this case, the

techniques used by the teacher should be useful and also appropriate with the material.

According to Brown (2001:16) techniques is any wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objectives. It is meant that activities done by teacher should be related to his and her own techniques to reach objectives of lesson.

There are many kinds of techniques to teach vocabulary to young learners especially to elementary school such as teaching vocabulary by drill, warm-up, games and other techniques. Thornbury (2002:24) presents there are several techniques to develop vocabulary such as repetition, motivation, visualize a picture.

Based on the survey that had been conducted by the researcher at SD Muhammadiyah Rambah. The teacher said that she used picture and using gesture in teaching vocabulary. The teacher used object or picture and gesture so that children could remember the vocabulary and could make children more fun to study because children like playing when studying. It means that the teachers have to know what the children want and it was referred to the techniques used by the teacher in teaching English lesson. The teacher still has a problem about facilities in teaching English vocabulary such as lack of media and objects used in teaching English. So that, the teachers should have techniques to help students understand about lesson and students have lack of motivation in studying English because students have a perception about studying English is not easy. Therefore, the teachers should have techniques to make students motivated in studying English that English is fun. From

the problem above, the researcher wants to know techniques that teachers use in teaching vocabulary at SD MuhammadiyahRambah. Therefore, researcher was interested in conducting this research entitled: “**TEACHERS’TECHNIQUES IN TEACHING VOCABULARY AT SD MUHAMMADIYAH RAMBAH**”.

#### **B. Setting of The Problem**

Based on the background of the problem mentioned above, it can be identified as follows: First, the student had difficulty to pronoun, writing and remember vocabulary. Second, the students prefer to play when studying. Fourth, the school was lack of facilities in supports teaching English. Finally,the students were lack of motivation.

#### **C. Limitation of The Problem**

There were many problems could be investigated to students’ problem in teaching English. But, in this research, the researcher only focused to describe what kinds of technique used by the teachers when the teach vocabulary at SD MuhammadiyahRambah.

#### **D. Formulation of the problem**

Based on the limitation of the problem above, the researcher formulated the problem on the following question. “What techniques are used by English teachers in teaching vocabulary at SD MuhammadiyahRambah?”

#### **E. Purpose of The Research**

The purpose of this research is to describe teachers’ techniques in teaching vocabulary at SD MuhammadiyahRambah.

## **F. Significant of The Research**

The need of the study are identified as follow:

1. As an information for the teachers especially English teachers that use techniques in teaching English vocabulary.
2. Adding writer's knowledge in education.
3. Providing information and considerations for the future researchers.

## **G. The Definition of The Terms**

To understand this thesis comprehensively, following term used in this thesis.

1. Vocabulary is the collection of words that an individual knows. From his statement that development of a rich vocabulary is an important element in the acquisition of a second language (Nunan 2005:121).
2. Techniques are the specific activities manifest in the classroom that is consistent with a method and therefore are in harmony an approach as well. (Brown 2001:14)
3. Teaching is knowledge transmission, management, of learning, providing of learning structures, a collaborative process (Graves 2000, in DEwi 2010:7).

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter discusses about the review of the related literature. It consists of review of related theories, review of related findings, and conceptual framework. Review of the related theories consists of definition vocabulary, teaching vocabulary and definition of techniques in teaching vocabulary.

#### **A. Review of Related Theories**

##### **1. The Nature of Vocabulary**

Vocabulary is a core component in studying a language and it is very necessary to be known. There are some expert who give definition about vocabulary. Vocabulary is the first and foremost important step in language acquisition Naveen, 2009 (in Candra , 2015:9). It means that vocabulary is element of language, without vocabulary nothing language, so every language need vocabulary.

According to Thornbury (2002:13) without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that Only with sufficient vocabulary one can express his ideas effectively, can understand the language task and foreign language conversation. With the limited vocabulary the students will have the difficulties in learning and understanding the foreign language.

Moreover, Cameron (2001:73) vocabulary is about learning words, children are not only expected to know the word but also they have to know what the meaning of that word. It means that Vocabulary is very important in learning

English we cannot communicate and write better and if vocabulary our down. It does not mean only translating or giving meaning directly words with dictionary but also giving meaning of the words.

According to Chitavelu 1995 (in Dewi, 2010:11) there are two categories in vocabulary namely:

a. Content word

There are words with a specific meaning, e.g. girl, chair. They may refer to a person, e.g. teacher; a thing, e.g. pencil; an action, e.g. skipping; a quality, e.g. sweet; with other words, i.e. they have lexical meaning. Content words include mainly nouns, verbs, adjective, and adverbs.

b. Function words

These words have little meaning when they are used on their own. They, however, show grammatical relationships in and between sentences, i.e. they have grammatical meaning. Words such as the, but and over are function words. This group therefore, includes categories such as articles, conjunctions and prepositions.

Traditionally, the teaching of vocabulary above elementary levels is mostly incidental, limited to presenting new items as they appeared in reading or sometimes listening texts. This indirect teaching vocabulary assumes that vocabulary expansion will happen through the practice of other language skills, which has been proved not enough to ensure vocabulary expansion.

Teaching vocabulary at the beginning level should be concerned on the function of the words and more frequently used vocabulary items. In addition,



vocabulary item should be taught in the same way in teaching other skills. It means that when the teacher explains the lesson, he is expected to use an appropriate technique that can support teaching and learning process.

There are some theories started by experts about teaching vocabulary. Gairns and Redman 1986 (in Yerika Sri Dewi, 2010:12) say that several aspects of lexis that need to be taken into account when teaching vocabulary, are:

- a. Boundaries between conceptual meanings: knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (e.g. cup, mug, and bowl).
- b. Polysemy: distinguishing between the various meanings of a single word form with several and closely related meanings (head: of a person, of a pin, of an organization).
- c. Homonymy: distinguishing between the various meanings of a single word form which has several meanings which are not closely related (e.g. a file: used to put papers in or a tool).
- d. Homophony: understanding words that have the same pronunciation but different spelling and meaning (e.g. flour, flower).
- e. Synonymy: distinguishing between the different shades of meaning that synonymous words have (e.g. extends, increase, expand).
- f. Affective meaning: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speaker's attitude or the situation. Socio-cultural associations of lexical items are another important factor.

- g. Style, register, dialect: being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.
- h. Translation: awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).
- i. Chunks of language: multi-word verb, idioms, strong and weak collocations, lexical phrases.
- j. Grammar of vocabulary: learning the rules that enable students to build up different forms of the word or even different words from that word.
- k. Pronunciation: ability to recognize and reproduce items in speech.

Based on all theories above, it can be concluded that vocabulary is a list of words with their meanings that accompanies a text book in a foreign language. Vocabulary plays a significant role in supporting the mastery of language skills such as listening, reading, speaking, and writing which are called by four skills of language. In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

## **2. Teaching Vocabulary**

Teaching vocabulary is a complex task because it includes the meaning of the word. A good teacher should use appropriate strategy and enough practice for certain words, so that the objective will be achieved. Concerning the appropriate strategy, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of the words but also has to use appropriate method for each other aspect of language.

According to Richards, 2001 (in zahro' 2010:8) vocabulary is one of the most obvious component of language and one of the first things applied linguistics turned their attention. It means that learning language must be given special attention in order to get the goal of language learning. Teaching English aims to develop the four skill, they are, listening, reading, speaking and writing. To support the developing of four language skills, English language component vocabulary, grammar and pronunciation or spellings are also taught. Besides that in constructing a sentence, we do not need just grammar and pronunciation correctly but also the appropriateness of choosing vocabulary.

Teaching vocabulary is very significant for the students because in the increasing of vocabulary extension. More vocabularies the learners have, more chances they master language. In fact, teaching activities will be more fluently if the word is a context form because students will know it clearly.

Teaching vocabulary and grammar will be more effectively if it has relation with children's environment, so they can practice them easily. To develop vocabulary intentionally, students should be explicitly taught both specific words and word learning strategies. The students learn only a limited vocabulary which may not be sufficient to express freely. Thornbury (2002:24) presents there are several techniques to develop vocabulary:

1. Repetition of encounters with a word, the importance of retrieval and use of the new words. While practicing, learners should make decisions about words.

2. Motivation, which is closely linked with attention “a very high degree of attention seems to correlate with improved recall”.
3. Visualize a picture for a new word or to link an abstract word with some mental image. Sketches by students themselves have the best outcomes. Besides sketches, there are other mnemonics, such as making clues from associations with similarly sounding word and its meaning in the mother tongue. Besides that, students’ own an image has the best influence on remembering what they learn.

Based on all theories above, it can be concluded that vocabulary is very important to be taught to children. Teacher should choose appropriate strategies, methods and techniques in teaching vocabulary to students. Especially teaching vocabulary to children, the teacher should be able to choose teaching techniques related to the environment of children so they are easy to practice.

### **3. The Nature of Techniques Teaching**

According to Richards (in Dewi, 2010:14) English language teaching methodology covers content of instruction Curriculum and syllabus, and specification for the processes in English language teaching – Approach/methods, Techniques/Strategies as follows:

- a. Approach: different theories about the nature of language and how language is learned.
- b. Method: an overall plan for the orderly presentation of language material-procedural-based on a selected approach.

lesson. Teacher can said they are like actors because they fell as if they are on the stage. When teacher will be teaching in the classroom they must prepare the material and prepared what is the techniques will be used.

#### **4. Techniques in Teaching Vocabulary**

English teacher has to know various techniques of presenting vocabularies; in order the students can understand what the teacher expects then to do. The techniques function not only can help the students to understand of new the words easily, but also make the variation of teaching in order to avoid the passive class.

Lado (1994 in Bulan, 2014) pointed out some ways to teach vocabulary to the students who are learning foreign language. The steps are as follow:

- a. Hearing a word. Chance to hear the word in solution two or three repetition can be given in order that they hear to correct pronunciation.
- b. Pronunciation the word. The students should be given chance to pronounce the word since it will help them remember the word longer and identify it more readily when they hear and see it.
- c. Grasping the meaning. The teacher should help the student get the meaning of the word without using translation.

Commonly, there are several techniques concerning of vocabulary. However, there are a few things that have to be by most English teachers if they want to present a new vocabulary or lexical items to their students. It meant that the English teachers want students remember new vocabulary. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting.

Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learner (Takac, 2008). This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one plans vocabulary item, the teacher usually combines more than one technique, instead of employing one single technique.

Here are some techniques of teaching vocabulary as stated by Brewter, at al (1992 as cited in Alqahtani, 2015:26):

a. Using object

Using the technique includes use of realia. It can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words (Takec, 2008). In addition, Gaims&Redmen (1980) state that real objects technique is appropriately employed for beginners or young learners and when presenting concreting vocabulary.

Bierbaum in Wantini (2010:16) state that listed some characteristics of using object or realia in teaching vocabulary. They are:

1. They are related to the real world.
2. They are usually more portable and accessible than whole environment they present.
3. They can be touched, manipulated and observed.
4. They are often inexpensive and readily obtained.
5. They are almost infinitely various.

6. They are versatile, and may fill several learning objectives or educational recreational needs.
7. They are often meaningful without language.
8. They combine elements of instructional recreational and appeal to cognitive and affective domains.
9. They may lead from the general to the particular or the reverse.

So, objects or realia can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in classroom or thing brought to the classroom can be used.

b. Using illustrations and pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new word. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used often as possible.

According to Donal (2013:81) picture as visual aids will attract students' attention, and motivate them to learn. The list of picture includes: posters, flashcards, wall chart, magazine pictures, board drawings, stick figures and photographs (Alqahtani, 2015:27). So, Pictures for vocabulary come from many sources. Apart from those drawn by the teacher or students, they are sets of colorful pictures intend for schools. Pictures cut out of newspaper and magazines are very useful as well.

According to Wright in Boualleg (2016:55) there are some criteria for selecting good picture for the learners, for instance:

1. Picture should be easy to prepare by teacher.
2. Picture should organized by the teacher.
3. Picture should be interesting.
4. Picture should be meaningful and authentic to help learners to acquire a language and use effectively.
5. Picture should have a sufficient amount of language.

From the explanation above, the criteria of a good picture have to be seen by all the learners and clear. Furthermore, the selection of picture is required to be suitable with the learners' interest and knowledge also clearly related to the subject that the teachers present.

Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. So, the teacher can use learning material is provided by the school. They can also make their own visual aids or use pictures from magazines. Visual support helps learners understand the meaning and helps learners understand the meaning and helps to make the words more memorable.

#### c. Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance the words "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the



word “black”. Furthermore, verb “contrast” means to show a difference, like photos that reveal how much weight someone lost by contrasting the “before” and “after” shots.

Many studies have also shown vocabulary is best acquired if it is similar to what is already learnt (e.g. Rudska et al., 1982), it is not surprising that learning synonym is a way to expand our vocabulary. So, learning about synonym is important also because this is how dictionaries are organized.

d. Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in the collection (Alqahtani, 2015:28). It can be used to explain visually. In the word technique helps when any word is difficult to explain visually.

We can say “clothes” and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g. address, a skirt, trousers etc, and then the meaning of the word “clothes” will become clear.

e. Mime, Expressions and Gestures

Klippel (1994) state that mime or gesture is useful if it emphasizes the important of gestures and facial expression on communication. At the essence it can not only used to indicate the meaning of a word found in reading in passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions,

and gesture such as “sad, ‘happy” mime and taking a hat off your head to teach hat and so on.

In addition to supporting comprehension, according to Tellier (2008) the effect of gestures on memorization is thus something witnessed by many but hardly explored on a systematic and empirical basis. So, teaching gesture may also be relevant for learners’ memorization process. Indeed, many second language teachers who use gestures as a teaching strategy declare that they help learners in the process of memorizing the second language lexicon. Many of them have noticed that learners can retrieve a word easily when the teacher produces.

f. Guessing from context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has suggested widely by L1 and L2 reading specialists (Dubin, 1993). Learning from context not only includes learning from extensive reading, but also learning from taking conversation, and learning from listening to stories, films, television or the radio (Nation, 2001). In order to activate guessing in a written or spoken text, there should be four elements available: the reader, the text, unknown words, and clues in the text including some knowledge about guessing.

Furthermore, this technique encourages learners to take risk and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of word when they are on their own. There are many clues learners can use

to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue and general knowledge (Walters, 2004)

d. Translation

Even though translation does not create a need or motivation of the learner to think about word meaning (Cameron, 2001:72), in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary (Thornbury, 2002:77). It means that translation can help students understand about meaning of the word.

Furthermore, Widdowson (2003) believes that translation can be used to present the second language not as the acquisition of new knowledge and experience, but as an extension or alternative realization of what the learner already know (as cited in Asiyaban, 2012:113). So, translation can be to help students reinforce and internalize what they have already acquired.

Nolasco and Athur in Dagiliene (2012:125) suggest that translation activities should meet the following criteria:

1. Language is used for purpose.
2. Translation activities create a desire for communication.
3. Translation activities encourage students to be creative and contribute their ideas.
4. Students are focused on what they are saying, rather than how they are saying it.
5. Students work independently of the teacher.

6. Students determine to say or write.

Moreover, translation activities need not to be used in isolation, but should be included in an inherent part of the language learning course.

e. Drawing

Drawing is the art of representing object, scenes, etc with a pencil, chalk, etc (hornby,1987:264). Furthermore, according to Alqahtani (2015:27) object can either be drawn on the blackboard or drawn on flash cards the letter can be used again in different contexts if teacher made with cards and covered in plastic. So, the teacher can help young learner easily understand and realize the main points that teacher have learned in the classroom.

By drawing, the students will be interesting in learning vocabulary, stimulating the students' creativity in drawing and making the students easy to remember the vocabulary. Furthermore, it stimulates students to learn vocabulary enjoyable.

f. Spelling the word

The primary means of spelling is actually memorizing word (Simonson&Gunter, 2001). Word spelling needs to be considered since form of English words is not always be inferred by the pronunciation.

Related the techniques, Pinter (2006) argues that teachers are suggested to conduct planned presentation of vocabulary as various as possible, so it is better that teacher present word meaning and form by combining more than one technique. In addition Takac (2008) points out that in choosing which

techniques to be used in the classroom consider time availability, the content or teaching material, and its value for the learners.

Besides, Nation in Cameron (2001:85) proposes that are some listed basic techniques that can be used by teacher in young learner classroom:

By demonstration and picture:

1. Using object

In teaching English, teacher should use the real object that are related to the material will be learnt. It can help the teacher to make the students understand about the material.

2. Using Gesture

Gesture is one of the aids to help the teacher in explaining the material. Students can know the meaning of the words by gesture of the teachers. It can be used to describe something.

3. Performing an action

In telling the story, it is very important for the teachers to do the action based the situation given because it can make the students interested to the story because the teacher makes the students feel that it is real and they will be easy to understand the story.

4. Photograph

The teachers use the picture to help them in explaining the material. The photograph should be appropriate with the material and children's words.

5. Drawing or diagram on the board

Drawing something or diagram to make the lesson that explained will be clear for the students.

6. Picture from the books

In teaching, the teachers also use the pictures not only from the books but in TV, video or computer. The pictures can attract students to catch the ideas that teachers delivered.

By verbal explanation

1. Putting the new word in defining context

The teacher can help to activate schemas or networks that will in turn understanding. Like that, if the students know hospital, then mention it will help them construct a meaning for ambulance, by activating scenarios connected with hospitals.

2. Translating into another language

The new words can be translated to the source language. It can help the students to know the meaning of the word by translating to the language.

Based on explanation above, the researcher can concluded, teaching vocabulary to build knowledge of word, teaching vocabulary can be presented in many ways. In teaching vocabulary, teacher can use using object, pictures, enumeration, gestures, translating the word, drawing, and spelling the words. The teacher can use them based on needs and level of the students.

The teacher must have expertise in teaching, especially in teaching of vocabulary, the teacher in teaching vocabulary using basic stages by teaching

techniques that can attract the attention of students to know the material, with the techniques used in teaching vocabulary teacher must first match which techniques are suitable for use in this matter, because by using a technique more suited to the material that will be presented that can improve students' curiosity and enthusiasm in learning.

## **B. Review of The Related Finding**

There are many studies related to this research. First, research is conducted by Anita Wahyuni (2009). Her research design is descriptive study entitled "The Techniques Used In Teaching Vocabulary To Young Learners at SDN Sumbersari 2 Malang". The source of the data is English teacher and subject are the students of grade 1 up to grade 6 at SDN Sumbersari 2 malang. She find that teacher use various techniques in teaching vocabulary.

Second, Yunita Natalia DwiWibowowati (2012). Conducted a research with the title "Teachers' Techniques in Teaching Vocabulary For The First Graders of Laboratorium Elementary School Salatiga". The subject in this study are two English teacher and their students at Laboratorium Elementary School in Salatiga. Data obtained in this study with the observation and interview. The result of the study that there are nine teaching techniques in teaching vocabulary used by the English teachers.

Third, Sutini (2010) conducted a research with the title "Teaching English Vocabulary to Young Learners Using Story Telling Technique (A Case Study at the Fifth Grade Students of SD Kebon Sari 1 Cimahi)". This research use qualitative research method and subject of this research is the fifth grade students

of SD Kebon Sari 1 Cimahi. To get the data researcher use writing test and interview. The results in this research show that: 90% students' response toward telling vocabulary using stories and students' response positively the use of storytelling.

Fourth, Yerika Sri Dewi (2010) entitled “ The Techniques in Teaching Vocabulary at The Second year students of SekolahLuarBiasa (SLB) Sri MujinabPekanbaru”. This researcher find techniques in teaching vocabulary is very good. The subject of this research is the English teacher and the object of this research is the techniques in teaching vocabulary at the second year students of sekolahluarbiasa (SLB) Sri MujinabPekanbaru. In collecting the data, the researcher use observation and interview.

Based on explanation above, the problem which is not yet discussed in the previous researcher was discussed in this research. This research focused on the teachers' techniques in teaching vocabulary at SD MuhammadiyahRambah.

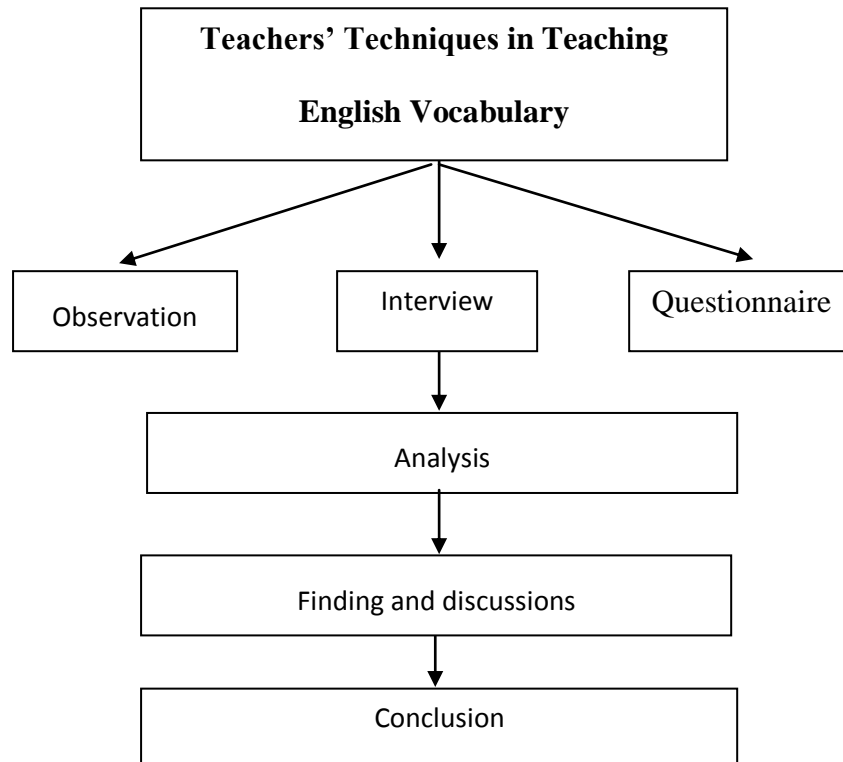
### **C. Conceptual Framework**

In this research, the researcher also included the conceptual framework of the research in order to easy readers to see the plan of the research was conducted.

The steps of the research can be seen on the following figure:



Figure 1: Conceptual Framework



Based on figure above, researcher describes teachers' techniques in teaching vocabulary. The researcher analyzed techniques in teaching vocabulary by doing the observation, interview and questionnaire.

In this study, the researcher observed and investigated teachers' techniques in teaching vocabulary. In this research, the teachers' answers them with the interview and questionnaire to describe teacher's techniques in teaching vocabulary.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the research methodology that the researcher used in this study. This chapter consists of several sections; research design, setting of the research, the population and sample, instrumentations of the research, procedure of the research, technique of collecting the data, and technique of analyzing the data.

#### **A. Research Design**

The title of this research is “Teachers’ Techniques in Teaching Vocabulary at SD MuhammadiyahRambah. This research was a descriptive qualitative research, to describe techniques in teaching vocabulary at SD MuhammadiyahRambah. Gay in Rahayu (2013) states that qualitative research is a descriptive research involves selecting the data in order to answer concerning that current status of the subject of the study. It means that descriptive research is to give respond of the current subject.

In addition, qualitative research takes places in natural setting of language usage; enable the researcher to make interpretation of the data. In this design, the researcher simultaneously observed teaching and learning process in vocabulary class. The design to identify the teaching techniques that are applied by the teachers in teaching vocabulary.

## **B. Setting of The Research**

The subject of this research was the English teachers at SD MuhammadiyahRambah and the object of this research was teachers' techniques in teaching vocabulary at SD MuhammadiyahRambah.

## **C. The Population and Sample**

According to Arikunto (2010:173) population is a set or collection of all elements processing one or more attributes of interest. In this case, the researcher was interested in taking the population of this research all English teachers at SD MuhammadiyahRambah. There were two English teachers.

Therefore, the total number of sample was two people. Because this research about techniques in teaching vocabulary, so the researcher used purposive sampling. Purposive sampling is a sampling technique with a certain considerations (Sugiono, 2011:60).

**TABLE III.1**

**Population and Sample of the research**

NO	NAME	EDUCATION	GRADUATION
1	HOTMAIDA HARAHAHAP S.Pd.i	S1	IAIN Padang Sidempuan
2	RISKA INDAH SARI S.Pd	S1	UIR Pekanbaru

## **D. Instrumentations of The Research**

According to Arikunto (2012:136), states that the instrument is a tool or a research facility used by researcher to collect data in order to work more easily processed. This instrument the researcher used observation, interview and questionnaire.

1. Observation

The instrument used for this research was an observation. It was to observe process of teaching and learning in the class when the teacher explains the lesson. Observation was conducted three times every grade. For the observation, three instruments were used, they are; observation checklist, field note and HP recorder/camera digital.

2. Interview

The researcher used the interview to know the implementation techniques used by English teacher when teaching vocabulary. For the interview, two instruments were used; an interview guide and a HP recorder.

3. Questionnaire

The instrument for this research also used questionnaire, which consisted of 15 items, considering that there were 45 minutes for the teachers to answer the questionnaire.

#### **E. Procedure of the Research**

The procedure of collecting data in this research as follows:

1. Introduction

The first thing was introducing the researcher herself in the class. And then prepared all things that researcher needs to do a observation.

2. Collecting the data

The researchers came to office to interview for an English teacher after the learning process was done by teacher and after that the researcher the teachers asked to answer the questionnaire to get the accurate data.

3. Analyzing the data

After collecting the data of their product about observation learning process, answer the interview and questionnaire the researcher analyzed the data that were being taken.

4. Conclusions

And the last researcher made a conclusion about the data that were being collected.

#### **F. Technique of Collecting The data**

According to Sugiyono (2014:62) data collection techniques are the most strategic step in the study, because the main goal of the study is to get the data. The purpose of collecting the data is to find the data and to get information about the research. Collecting the data of this research was divided into several following steps:

1. Observation

This technique used in order to have some data about the techniques of English teacher or teaching vocabulary by observing the teaching learning process.

## 2. Interview

The researcher collected the data by using interview. It was used to know teaching techniques in teaching vocabulary process. In interview, the researcher asked some questions to respondent the teacher of English at SD MuhammadiyahRambah. Then, the writer analyzed her respondent.

## 3. Questionnaire

The researcher collected the data by using questionnaire. It was used to know students respond and evaluation based on techniques were applied by teachers in teaching English vocabulary.

### **G. Technique Of Analyzing The Data**

Analysis in this research was an important part, because after analyzing the data researcher found out the benefit, especially get final research. According to Bogdan and Biklen (2007 in Gunawan 2015:2010) data analysis is the process of systematically finding and setting the interviews, notes and materials collected to improve the understanding of all the things that collects and allows presenting what will be found.

This research used descriptive method which aims to collect information on teachers' techniques in teaching vocabulary at SD MuhammadiyahRambah. This research was conducted with descriptive analysis, with the following:

1. Collecting the data using observation.
2. Conducting to interview and questionnaire to support the data obtained through observation.

The technique of the Analyzing Data in this research as follows:

1. Identification of teachers' techniques after observation.

To know the technique of teacher in teaching vocabulary, researcher used the following the observation. The observation was conducted in the attempt to identify and describe the techniques used by the English teacher in teaching vocabulary.

2. Identification of teachers' answer after interview.

To know implementation techniques used by English teacher. The researcher used the interview.

3. Identification of teachers' answer after questionnaire.

To know students' respond and evaluation based on techniques were applied by teachers in teaching English vocabulary.