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EXPLORING THE ENGLISH TEACHER'S EFFORTS TO INCREASE STUDENTS' VOCABULARY AT *MTsN SUKARAJA*

A THESIS

**Submitted to the English Language Teaching Department, *Tarbiyah* and
Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon In
Partial Fulfillment of The Requirements of Undergraduate Degree**



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ABSTRACT

Resa Layinatun Napisah 14111310056. *EXPLORING THE ENGLISH TEACHER'S EFFORTS TO INCREASE STUDENTS' VOCABULARY AT MTsN SUKARAJA*

Teaching vocabulary as a first step in teaching English language. Many students face many problem in learning english language as foreign language. They can not reading, writing, speaking, and listening well yet. All of that causes many aspect, one of them is master of vocabulary. the students' perception about vocabulary is difficult, they can not comphare write and speak it. Sometimes poor vocabulary make them do not understand what the meaning in every text, expression, etc. Here, the researcher meet with a new teacher whom teaching English during two years. The teacher have many efforts how to teach English vocabulary to her students in the class. This study is aimed to investigate a English teacher's efforts to increase students' vocabulary.

Furthermore, the qualitative study is conducted to observe teacher's effort through documentation, interview, questionnaire, and classroom observation. The researcher conducts interview, classroom observation and documentation to collect the data. Here, data taken from English teachers at MTsN Sukaraja as the source will be analyzed, interpreted and represented descriptively.

In addition, the finding shows that English teacher's efforts in teaching vocabulary have to make good prepare. Teacher's efforts which is used by English teacher are lesson plan, implementation and evaluation from teaching and learning process. Lesson plan made to help teacher easy in teaching vocabulary, and not stuck because the teacher have managed class condition. The teacher selective in choose material, method, media, and also strategy to approach with students.

Moreover, the finding also presents that teacher's efforts is believed for being a tool for learners to learn. After teacher arrange lesson plan as a first effort, then this lesson plan implementing in the class in next meeting. Implementation here as a reality fact in class activity. The teacher teach students and manage them based on her lesson plan. While the lesson plan and implementation was applying, the next step is evaluation. Evaluation use to check what the material which teach by teacher, what the students gain from the material which the teacher deliver.

The last, the English teachers at MTsN Sukaraja believe that learners' abilty can be improve in classroom. Furthermore, the English teacher and students' responses to teacher's efforts will develop teaching and learning process among teaching languages in classroom activities is used for many reasons which is applied mostly for message repetition.

Key words : Vocabulary, Teaching Vocabulary, and Grammar Translation Method.



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RATIFICATION

This thesis which entitled **"EXPLORING THE ENGLISH TEACHER'S EFFORTS TO INCREASE SUDENTS' VOCABULARY AT MTsN SUKARAJA"** written by Resa Layinatun Napisah, student numbers 14111310056 has been examined on 02 December 2015. It has been accepted by board examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I INTRODUCTION

This chapter describes information related to the study including research background, identification of the problem, main problem of the research, , the research question, the aims of the research, the significance of the research, theoretical foundation, research methodology, method of the research, research systemtic, instrument of the research, technique of collecting data, the technique of analyzing data and research timeline.

1.1 Background of the Problem

Many students cannot using English language because they do not have memorize of vocabulary. The teacher have to think something of solution the students' difficult. According to O'connor (2007: 29) explains that activities to develop children's vocabulary would be helpful for all students to begin learning language with richly developed oral language and knowledge of word meanings. Before learn English is so far, students have to know and to be master of vocabulary first, because of it the students can study it easy and quickly. So, the teacher's efforts are very important in this situation.

To teach English vocabulary there are many ways can use by the teacher, the teacher cannot teach vocabulary is quickly. Because, learn vocabulary is continuous process. The teacher must be patient in teaching English especially teaching vocabulary. Greenwood (2010:83) delivered that when the teacher teach vocabulary, he/she have to slowly for deep and defined the word knowledge require. The teacher tries to remind her/his students' vocabulary in order to extend their knowledge of a word's meanings through different encounters with the words. This condition can do in every times meet in the classroom or another place.

In teaching and learning process, the teacher have a role. The teacher make a good prepare or plan before. Within education context in Indonesian, that called Rencana Pelaksanaan Pembelajaran (RPP) or lesson plan. It is made before learning process by teacher. Richardo (2002 : 37) explained that lesson plan is most important, it often viewed as a key aspect of teaching a successful lesson The teacher needed more focus extremely and time enough to think and arrange the activity in



learning process in the classroom. Sometimes to think is easy, to act is difficult, and even thought to put one's thought into action is the most difficult (Goethe in Kare, 2007: 152). The teacher must know the students' character and manage the class, the time and activities more effective and efficiency. It means that, the teacher need to make decisions that relate to the needs of his/her class, and adapting the lesson from many resources like from the textbook or other to make it better suit the class.

In the practice teaching, the teacher teach the material most fully and usefull in order to the students not just to memorize, but also to question, examine, create, solve, interpret, and debate the material in their courses. According to Gardner in Crawford (2005 : 9) said that learning fully and usefully means that students can think about what they learn, apply it in real life or situation and more improve that learning in the future. In the classroom condition there are two figure, namely people as the teacher, and people as the students. They into that place to be doing interact and joint each other. To do it, the teacher should be know the science, in other to the students cannot confuse and stress when they do not yet understand. When they like that, the students will ask and the teacher should be able to answer the students' question. Beside that, the teacher must have good character in order students have feeling comfortable while stay in the class. So, the classroom condition is life.

Talking about learning process and strategy, here, there is explain from O'Connor (2007: 29) explains that activities to develop children's vocabulary would be helpful for all students to begin learning language with richly developed oral language and knowledge of word meanings. Before learn English is so far, students have to know and to be master of vocabulary first, because the students can study it easy and quickly, from that teacher's efforts very important in this situation.

In this research, the researcher finds the students' difficulties in MTsN Sukaraja who learning English language, especially vocabulary. They use sundanese language in their daily life. As the people know that structure of English language and sundanese language is different, whereas in write and speak a word in English language both of them are different. Because of that the students in MTsN Sukaraja need a teacher's help. The teachers must think what the efforts to teach them, prepare good lesson plan, and choose the kind of media and method which apposite with the lesson and students' characters, and also decide the good strategy in teaching



vocabulary in order to in teaching and learning process they can follow and as soon as the vocabulary which they have is increase.

The researcher point MTsN Sukaraja as place to observation, because in there the researcher gain the students' problem in learn vocabulary. For them, vocabulary make them confuse to chompare the one word with the other word, and decide to use that word in the sentence. Finally, according to the background above, the researcher would like to research the problem in this case with the title "*Exploring The Teacher's Efforts to increase Students' Vocabulary at MTsN Sukaraja*".

1.2 Identification of the Problem

1.2.1 The Field of the Research

This research is connected to teaching and learning process in the class eighth grade - D. the researcher focus on an English teacher's efforts in teaching vocabulary. The English teacher's efforts would be identify are teacher's method and media, how the implementation of teacher's efforts and evaluation English teacher's efforts, and also identify the students' responses of teacher's efforts. The lesson which will identify by researcher is about descriptive text about Bongo is Orangutan in writing skill. In this research, the researcher do not identify about kinds of vocabularies, part of speech, grammar structure, and writing skill.

1.2.2 The kinds of the problem

Based on the background of the study above, there was some problem find by researcher. Namely, the students get difficulties to learn English because limited vocabulary which they have. They do not understant about the lesson meaning and also not yet able to using vocabularies is well.

1.2.3 The Main Problem of the Research

The main problem which will be try to identify are the studens' difficulties to learn vocabulary, and feel confuse to remember vocabulary.

1.3 The Research Question

There are many efforts used by English teacher to teach vocabulary and help students increase English vocabulary. Thus, the researcher could formulate the problems are:



- 1) What are the kinds of English teacher's efforts to teach vocabulary?
- 2) How is the implementation of the English teacher's efforts in teaching vocabulary?
- 3) How are the students' responses on the English teacher's efforts?

1.4 The Aims of the Research

- 1) The researcher want to find out the kinds of English teacher's efforts to teach vocabulary
- 2) The researcher want to find out the implementation of the English teacher's efforts in teaching vocabulary
- 3) The researcher want to find out the students' responses on the English teacher's efforts

1.5 The Usefulness of The Research

Hopefully, the result of the study present benefit information related to teacher's efforts to method and media in implementation teaching and learning vocabulary. The research enriches another study in students' responses. This research will create the relation among the teacher's efforts, namely method of teaching, media in teaching and learning vocabulary.

In addition, the research built correlation between teacher's efforts in teaching vocabulary and students' responses to teacher's efforts.

1.6 Theoretical Foundation

This research is related to the theoretical foundation which is concerned about:

1.6.1 Vocabulary

Vocabulary refers to words the people use to communicate in verbal and produce language. Hanson (2004 : 7) defines the terms of vocabulary namely receptive vocabularies, refers to the words which the people understand through reading and listening. And productive vocabulary, refers to the words the people use to communicate through writing and speaking. Gairns (1998: 73) argued that the terms of vocabulary there are receptive and productive vocabulary. His means that receptive vocabulary to mean language items which can only be recognized and comprehended in the context of reading and listening material, and productive



vocabulary to be language items which the students can recall and use appropriately in speech and writing. The other means Melka in McCarten (2007 : 23) delivered that the vocabulary which hope students to be able to when they speak (active vocabulary) and write (productive vocabulary) and the teacher hope the students able to recognize (passive vocabulary) and understand (receptive vocabulary) but not necessary product.

1.6.2 Teaching vocabulary

To teach vocabulary with beginners, it is probably necessary to explicit teach all words until students have enough vocabulary to start making use of the unknown words they meet in context. But beyond this most basic level, incidental learning should be structured into the program in a principled way (Schmith, 2000 : 81). It is argued by Penny Ur (1998 : 73) the students need vocabulary in order to ask relevant question and obtain further information. High on a beginner's list of priorities will be repeat, write, and or spell, mean, explain, and pronounce.

In teaching English, especially teaching vocabulary, the teacher must to make a technique or strategy to teach English vocabulary. it is perhaps the students can easy and understand quickly. As explanation by Nation (2000:77) technique is a useful way of teaching new vocabulary, in particular becoming familiar with the spoken form of the word and linking it to its mean. It can make interaction like when the learners think they know what the word means, they raise their hands. After enough hands are raised, the teacher ask a learner for a translation or explanation the meanings. The teacher description might go like this. According to McCarten (2007 : 23) adds that the teacher more better if he or she help students get into the habit of noticing by making clear in classroom instruction and homework assignments. This is the ways can use by teacher to teach vocabulary :

- Providing clearly marked vocabulary lessons
- Making the target vocabulary set stand out, including focused practice and regular review
- Giving lists of vocabulary to be learned for the lesson

Allen (2006 : 15) stated that the teacher can support students' developing words knowledge in a variety ways, those are:

- Repeated words in varied contexts
- Described words



- Supported words with visual
- Connected words to students' lives

Addition by Schmitt (2000 : 75) said that one approach of facilitating vocabulary learning that has attracted increasing attention is vocabulary learning strategies (VLS). Interest in VLS has paralleled a movement away from a predominantly teaching-oriented perspective to one that include interest in how action of learners might affect their acquisition their language. Commonly used VLS seem to be simple memorization, repetition, and taking notes on vocabulary. however repeation can be effective if students are accustomed to using it. According Cohen in Schmitt (2000 : 75) adds that the efforts like that more suitable for beginners, because they contain less material that may only distract a novice, whereas intermediate or advanced learners can benefit from the context usually included in deeper activities.

In attempt teach English language, especially vocabulary. the teacher have to to became good teacher. what is making a good teacher? in this question, Harmer (2001 : 13) have the answer for that question, namely :

- the teacher make their lesson interesting
- the teacher must love her job as a teacher
- the teacher must have lots of knowledge
- a good teacher is an entertainer and i mean that in a positive sense, not a negative sense

Harmer also explain the relationship between the teacher and the students, those are:

- the teacher should be approachable when the students have the problem
- teacher who has an empathy with the students that they are teaching
- a good teacher should try and draw out the quiet ones and control the more talkative ones. It means that, the teacher can tell the students of classes which are dominated by bright, witty, loud, outgoing person students. As the English foreign language teacher implies, it is easy to be captivated by such students. It takes more effort to ensure that the quiet, shyer also get a chance
- The teacher should be able to correct people without offending the students
- A good teacher is someone helps rather than shout
- A good teacher is someone who knows the students' names.



To make a good teacher is that good teacher care more about their students' learning than the teacher do about their students' learning their own teaching. The teachers can never be quite sure what their students think of them, however. The least predictable thing can be effect the teacher's students' perception.

In the teaching and learning process, Gairns (74 : 1986) delivered that the teacher would stress the importance of decision making and materials material writer about which items are worth learning for productive use and which are only useful for purpose of recognition. This decision making has several implication; the teacher will need select what he feels will be most relevant for the students' productive vocabulary and this , in turn, will affect his treatment of those items in the classroom.

1.6.3 Learning vocabulary

To learn vocabulary, the students can be helping by two broad areas. First, the students need to present and practice in natural context the vocabulary that is frequent, current and appropriate to students' needs. Second, the lesson should help students become better students of vocabulary by teaching different techniques and strategies they can use to continue learning outside the classroom (McCarten, 2007 : 24). The fact, vocabulary many words. As (I.S.P Nation : 2000 : 85) said that the words must be memorize so much, and know the meaning of that words, both memorizing and knowing the meaning it can make students comprehended in the textual input to the task, or through teacher explanation or dictionary use.

According to Thombory (2002 : 13) in learning vocabulary the students can use labeling. That is mapping words on to concepts. It means that accuring a vocabulary requires not only labeling but category skill. the students needs to realize that common words like apple and dog can be replaced by superordinate terms like *fruit* and *animal*, when teaching and learning in the classroom, the students condition will face by teacher is variety type of students. Talk about the students types Nunan (1991 : 92) devided the type of students like these:

- Type 1 : *concrete learners*. These students tend to like games, picture, film, video, using cassette, talking in pairs and practice English outside class.
- Type 2 : *analytical learners*. The students like studying grammar, studying English book, and reading newspaper, studying alone, finding their own mistakes and working on problem set by the teacher



- Type 3 : *communicative learners*. These students like to learn by watching, listening to native speakers, talking to friends in English and watching television in English, using English out of class in shop, trains, etc. Learning new words by hearing them, and learning by conversation.
- Type 4 : *authority-oriented learners*. These learners prefer the teacher to explain everything. Liked to have their textbook, to write everything in a notebook, to study grammar, learn by reading, and learn new words by seeing them.

1.6.4 Teacher's efforts

1.6.4.1 Lesson Plan (Rencana Pelaksanaan Pembelajaran)

A. The definition of Lesson plan

In Indonesia education, every teacher have to make lesson plan before teach their students. In the lesson plan, the teacher think the ways to make students interest into her strategy. So, students can follow with enjoy feeling. Harmer (2001:133) said that lesson plan is a framework, an overall shape and as a informal report. Good teacher are flexible and respond creatively to what happens in the classroom, but they also need to have thought ahead. The teacher make a lesson plan to help her to think about where they are going and gives them time to have ideas for tomorrow's and next week's lesson. And for students, teacher's planning in lesson plan to managed everything with no major problems, and carried out the activities with some warmth and enthusiasm.

Teaching as a complex process that requires careful planning for it success. For this reason, teacher should realize the importance of planing of effective instruction and classroom management. Arranging effective teaching, to create effective instructions teacher's responsibilities. Therefore, all steps that must be taken in the classroom should be planned well. In terms of instructional design, this planning is called lesson plan.

Good techniques and activities will not give much point if they are not integrated into a program of studies, and few teachers would take an activity or piece of material into class without first having a reason for doing so. The best teachers are the ones that think carefully and systematically about what they are going to do in classes and who plan how they are going to organize the teaching and learning. This is the reason why teaching preparation is definitely important for the success of the teaching. As Sugeng and Faridah (2010) acknowledge, Lesson Plan is the most



operational plan of the teacher before the teacher to carry out learning. Hence, planning is became a fundamental aspect that bring lesson to an effective instruction.

One of the important teaching preparations is lesson plan. It is a detail plan aimed to help the teachers conduct a classroom interaction in a guided way. Brown (2001:149) states that the terms lesson is popular considered to be unified set of activities that cover a period of classroom time. Plan is arrangement for doing the lesson. There are some components that construct lesson plan. Such as : goals, objectives, materials and equipment, procedures, evaluations, and extra class work.

According to Brown (2001,24-25) explain that the teacher look at some numbered statement to make lesson plan, namely:

- Why the small talk (vs. Just getting straight to the lesson)? what teaching principle justifies such on opening? How long should such chatter continue?
- Why did teacher ask for closed textbook? Isn't the written word reinforcing? Of what advantage was the chalkboard? Why did she write it on the board before class (instead of on the spot)?
- What are the ponce and cons of asking students "real" question-about their own lives, not a fictitious textbook character in the classroom, especially at this early stage in the lesson, before students have had any mechanical practice of the forms? What if a student who is called on can't respond at all?
- Teacher made "selected" corrections. How did she select which errors to correct and which not to correct? Shouldn't all errors be corrected?
- Why weren't these words explained earlier? What if some students didn't know them? Or do they need explaining at all? What is advantage of waiting until after some practice time to explain such words?
- Is this too soon for pair wok? Before the pair work, why did teacher model question and responses? Was that sufficient for all students, even those with lower than average profecience? If some of the pairs are silent, what should teacher do? If only one person in a pair is talking, is that okay? If not, how can a teacher get both partners to talk? What if they talk to each other in their native language?
- What did teacher wait until know to "present" the paragraph about keiko?





- What purpose do the question accomplish? Isn't it obvious who is in the picture and what she is doing?
- Why did teacher encourage student's question? Why did she quickly move on to the next step?
- Again, teacher chose the deductive mode of dealing with vocabulary. why? What are the advantages of encouraging students to attempt definitions?
- Teacher reads the paragraphs, but why did not she have student's repeat the sentences after her in choral drill? Or have students read the passage?
- What purpose did the right and wrong statements fulfill? Why did teacher ask students to volunteer here rather than calling on them?
- Were students ready for this exercise?
- What purpose did reading aloud serve? Why did teacher call on students rather than get volunteers? Could this just as well have been a silent activity?
- At this point. Teacher choose to focus on the pronouncation error. Why now, when some other errors have gone untreated?
- Is it helpful to write down such responses? Why?
- Why did teacher ask students to correct each other? Under what circumstances is this appropriate (vs. Teacher directly correcting)?
- This explanation could have been made at the beginning of the lesson. Why did teacher wait until now?
- While this exercise is provided by the textbook, why did teacher choose to include it? What further practice did it offer students?
- Teacher asks students to define words again. Why not just give the definitions?
- What is the advantage of pair work? Can a teacher control pair work even if classes are large (this class, of course, is not)?
- What research principles justify this sort of sharing and comparing? What affective and linguistic purposes did it serve?
- Do students miss vital information when teachers choose to skip certain exercise?
- Why volunteers here instead of calling on certain students?
- Is this explanation appropriate? Is it sufficient?
- What is the function of a choral drill? Shouldn't this kind of drill come earlier in the class hour? Did it go on long enough? Too long?

- Why did teacher choose to do an activity that got everyone out of their seats? Were directions clear? Was the activity too chaotic? What if a students didn't participate?
- When should teacher circulate like this and when is it wiser not to do so, allowing students to be less inhibited? How much input should teacher give at this point?
- What affective and linguistic purpose does this final activity serve?
- What do you do if an activity is cut short by the end of a period? What is the value of homework for a class like this?

B. The Lesson Plan KTSP Model (Depdiknas, 2007b:1)

1. School
2. Subject
3. Class/semester
4. Standard Competence
 - For example: Expressing the meaning in short functional text and short monologues/essays of narrative, explanations, and discussions accurately, fluently, and appropriately in daily life context
5. Basic Competence
 - For example: Expressing ideas/message in short functional text in the form of written text accurately, fluently, and appropriately in daily life contexts
6. Indicators
7. Time Allotment

A. Learning Objectives

- For example:
 1. Given a topic, students are able to write a personal letter.
 2. Give a personal letter, students are able to respond/ reply the letter given

B. Learning Material

- For example:
 1. Students handout
 2. English text book

C. Learning Method/Techniques



- For example:
 1. PPP (Presentation, Practice, and Produce)
 2. Discussion

D. Learning Steps/Procedures

Pre-Activities:

- For example:
 - Teacher greets the students
 - The students are asked some question to review the previous lesson
 - The students are showed an envelope and letter then are asked whether they have sent of received letters.

While Activities:

- For example:
 - The teachers explains the features of the letter, the important points on personal letters, and the difference of formal and informal letter
 - The students are asked to take out the sample of personal letter they have brought (it has been asked by the teacher to find a sample of personal over the internet)
 - The students are asked to recognize the things have been explained by teacher and are asked to distinguish the kind of letter they bring
 - The teacher passes out samples of letters with some mistake in groups and discuss it together as whole class
 - The students are given task to write a personal letter where the formal and informal is decide by their attend number, the students with odd number are asked to write informal letter. The students may choose on of topics given
 - The students are asked to exchange the letter with their partners who have been decide by the teacher

Post Activities

- For example:



- The students are asked to write the respond of their partners letter and find the material about memos and messages which will be discussed on the next meeting

E. Learning Source, Media

- For example:
 - Littlejon, Andrew. 2005. Writing 3: student's book. England: Cambridge University Press

F. Evaluation/Assessment

- For example:
 - Evaluation technique: Essay Construction task
 - Instrument Form: Written Task

C. The another format of lesson plan

Brown (2000:162) gave the format of lesson plan, like here:

1. Goal (s)

In the goals of teaching and learning process is the teacher should be able to identify an overall purpose that the teacher will attempt to complete by the end of the class period. This goal may be quite generalized, but it serve as a unifying theme for you. Thus, in the sample lesson plan, "understanding telephone conversation" generally identifies the lesson topic.

2. Objectives

Objectives are clearly captured in terms of stating what students will do. However many language objectives are not overtly observable and therefore you may need to depart from strictly behavioral terms for some objectives.

The teacher would be unable to confirm the realization of any of these sorts of abstruse, loosely stated objectives. In stating objective distinguish between terminal and enabling objectives. Terminal objectives are final learning outcomes that the teacher will need to measure and evaluate. Enabling objectives are interim steps that build upon each other and lead to a terminal objective. Example:

Terminal lesson objective:

Students will successfully request information about airplane arrivals and departures.

Enabling objectives:

- Students will comprehend and produce the following ten new vocabulary items.
- Students will read and understand and airline schedule



- Students will produce question with when, where, and what time
- Students will produce appropriate polite forms of requesting

3. *Material and equipment*

The good planning includes knowing what you need to take with the teacher or to arrange to have in classroom. It is easy, in the often harried life of a teacher, to forgot to bring to class a tape recorder , a poster, some handout you left on your desk at home, or the workbooks that the students gave you the night before.

4. *Procedure*

Several a very general set of guidelines for planning, the teacher may be think in terms of making sure the lesson plan includes:

- a. An opening statement or activity as a warm-up
- b. A set of activities and techniques in which you have considered appropriate proportions of time for
 - i. Whole-class work
 - ii. Small group and pair work
 - iii. Teacher talk
 - iv. Students talk (Brown, 2000: 164)

5. *Evaluation*

Some forms of evaluation may have to wait a day or two until certain abilities have had a chance to build. But evaluation is an assessment, formal or informal, that the teacher make after students have sufficient opportunities for learning and without this component the teacher have no means for assessing the success of your students or making adjusment in the teacher's lesson plan (Brown, 2000: 164)

6. *Extra-class work*

It is sometimes misnamed "homework" (students don't necessary do extra-class work only at home). Whether the teacher are teaching in an English foreign language , the teacher can almost always find applications or extensions of classroom activity that will help students do some learning beyond the class hour (Brown, 2000: 164).

1.6.4.2 Implementing the Lesson Plan

The lesson plan which the teacher make, actually have to implement in the class activity. Implementation the lesson plan is the most important and have the effect toward teaching and learning suitably with the lesson plan. As Richard (2002 :



44) said that the lesson plan itself will draw back into the background as the reality of the class take over. The teacher should remember that the original plan was designed with specific intentions in mind and the plan was based on the teacher's diagnosis of the learning competence of the students. In other hand, the teacher need to make certain adjusment to her lesson plan at the implementation phase.

According to Nunan (2000 : 101) states that the implementing is important for organization and management of the classroom because is trough language that teachers either success or fail to implement their teaching plan.

1.6.4.3 Evaluating the Plan

Evaluating is the last part of lesson plan after the lesson has the end. It as remind us that evaluation can take place during the lesson happen. The important of evaluation to know after the teacher teach students a lesson, what the process teaching and learning process success or not and why is the reason (Richard 2002 : 45). Addition by Brown in Richard (1999) said that the lesson plan without evaluation element in the lesson, it will make the teacher has no way of accessing the success of the students. And also the teacher has no adjusment to make for next lesson. Addition by Ur (2000 : 231) the lesson plan needed evaluation to measure whether the teacher have done to improve it or not, to know whether the lesson plan good or not. Other units in this module have dealt with the criteria that can be applied to the design or assessment of particular procedures; this one concentrates on overall evaluation of the lesson event whether effective or not.

According to Brown (2000 : 164) explain the evaluation of the lesson plan as a assessment. It means that the teacher make evaluation after students have sufficient opportunities for learning, and without this component or evaluating the lesson plan, the teacher will never know the success of her students. The are the factors to measure the lesson plan, according to Ur (2000 : 231) the criteria for evaluating lesson effectiveness as follow:

1. The class seemed to be learning the material well
2. The students were engaging with the foreign language throughout
3. The students were attentive all the time
4. The students enjoyed the lesson and were motivated
5. The students were active all the time
6. The lesson went according to plan



7. The language was used communicatively throughout

And to make teacher more prepare again in arrange the lesson plan, here many ways for teacher to reflect on after conducting a lesson for future (Richard, 2002 : 45). Namely:

1. The teacher should know before whether the students actually learned
2. What tasks were most successful? Least successful? Why?
3. Did you finish the lesson plan on time?
4. What change (if any) will make in teacher's teaching and why (or why not)?

1.7 The Significance of the research

Theoretically, this study intended to:

1. Giving easier to another teacher to teach English vocabulary using a plan and then implementing it, so teacher can still control teaching and learning in the class. The researcher hope the result of the research can be able use by teacher as the alternative way to teach English lesson, especially to teach vocabulary.
2. Giving happy feel and easier to students learning English and increasing vocabulary by using good plan. The researcher hope the result of the research will help the students to be remembered of vocabulary.

Practically, this study gives contribution to Vocabulary area:

1. Increasing teachers' creativity in apply teaching English vocabulary, especially to increase of the words in the process of teaching learning vocabulary using good plan and implementing it.
2. Rising students' clever to develop their ability in English language. With increase of vocabulary using a lot of the teacher's efforts, the researcher will help students to learn and add much vocabulary in their mind.

1.8 Research Methodology

1.8.1 The Place and Time of the Research

The research of this study is held at MTsN Sukaraja, which is located on Jl. Sukaraja, Jatiwangi. Why the researcher choose this school, because this school have students who still confuse and difficult in learning vocabulary. The teacher using media which they have or students have, and using media look at the class condition. The students in there majority is used sundanese language, sometimes they learn and



apply English language use same with theirs' style of sundanese language. They are still need the teacher's efforts to help them. The kinds of teacher's efforts whom teach in MTsN Sukaraja at eighth grade namely the Grammar Transaltion Method as a method, dictionary as a media, implementation and evaluation of that. For the practice teaching, the teacher use a material which relevant with the lessons.

Time allocated for the research is eight meeting for instruments used by researcher for collecting data. Thereby, it takes about one month (03 August 2015 - 05 September 2015) to complete all of collecting data.

1.8.2 The Respondent of the Research

The response for this research is an English teacher whom teach in eighth grade in MTsN Sukaraja considered as the source of data. The researcher take one class in class D of eighth grade, and take twenty pstudents to ask interviews as a addition of the data. Here, the teacher's effort to teach students more easy learn English lesson which will the researcher investigate. The investigation will begin from the teacher's prepare, and then apply it in the teaching learning process. And the last find out the students' responses in the class during teaching and learning process is directly.

1.8.3 The Method of the Research

This research use qualitative research method and the kinds of qualitative research using study case. Qualitative research is connected with a range of different methods. It can be taken refers to research that does not make (regular) use of statistical procedure (Mackey and Gass, 2005 : 179). It suggestion by Mason (1996 : 3) in Mackey and Gass (2005 : 162) explain that qualitative research whatever it might be-certainly does not stand for a combined set of techniques or philosophies and indeed has grown out of a wide range of intellectual and dicipline tradition. Qualitative research refers to investigate the quality of relationship, activities, situation or material are frequently. In other hand, the qualitative research is more explain the analysis of data which find by researcher.

Addition by Lodico (2010 : 172) said that qualitative researchers focus on the study of social phenomena and on giving voice to the feelings and perceptions of the students under study. From the depinition above, the researcher get the point that the research qualitative is have to search many data and collecting them, it can through observation, interview, and quistionare. To do it, the researcher make a good plan



first, and make a good implementation her efforts in order to the students can receive the question and can answer that, and then the researcher gain a lot of the data.

1.8.4 Research Design

According to Ary Et al (2010 : 445) states that the research design is the researchers' plan of how to process to get an understanding of several group or several phenomenon in that context. The qualitative researcher begins from a conceptual framework qualitative research uses an developing design that may change throughout the study. In the design of research methods include a system of concepts, assumptions, expectations, beliefs, and theories (Maxwell; 2005). The research design begins with a general statement of a research problem. This initial topic that qualitative researcher choose for investigation is reffer to as the focus of inquiry.

This research is qualitative method and used case study research. Case study is one of the forms of qualitative in which the researcher explores in depth a program, event, activity, process, or one more individuals. The case are delimited by time and activity, and the researcher collect detailed information using a variety of the data collection procedure over a continued period of time (John W, 2014 : 253). In the study case many phenomenon will be find by a researcher, and it is actually was happened.

Case study is generally tends to provide a detailed descriptions of specific learners (or sometimes classes) with their learning setting. It is usually connected with a longitudinal approach, in which observation of phenomena under investigation are made at periodic intervals for an unlimited period of time. Every method of research actually have the principal. As explained Nunan (1992 : 45) that there are six principal the benefit of adopting case study , they are: the case is strong in reality, the people claim that one can general from a case, strength of the case study is that it can represent a multiplicity of viewpoints and can offer support to alternative interpretations, case study provide the database of materials which may be reinterpreted by future researcher, case study can be put to direct use for a variety of purposes, and serving multiple audiences. Case study can be conducted with more than one individual learner or more than one existing group of learners for the purpose of comparing and differentiate their behaviour within their particular context.



Melalui studi kasus peneliti secara mendalam dan intensive menganalisis gejala yang bermacam-macam yang merupakan putaran hidup unit yang diteliti dengan harapan (bukan tujuan) membangun generasi ihwal populasi lebih luas. Apapun maslahnya atau pendekatannya ruh dari studi kasus adalah observasi (Alwasilah, 2015: 75).

The researcher must be found the problem of study first, and then make plan to observation, and make a good prepare of the research question which will give to research object. In this research the researcher want to conduct the effort of English teacher to make long term memory of vocabulary. the researcher want to know the efforts which used by English teacher and how the responds from the students. It means that the researcher will observation about the teacher's efforts, it included the lesson plan and implementation as teaching vocabulary in the classroom. It means that, the researcher take a video and picture to catch the teaching and learning process as a observation. And to know the teacher planning, the researcher will ask it to teach as collecting documentation. And the researcher also will interview the English teacher who teach in MTsN Sukaraja and the several students about teaching learning vocabulary.

1.8.5 Research Systematically

1.8.5.1 Step of Research

There are nine steps of design qualitative research (Lodico, Et al, : 190). They are:

1) Identify a research topic or focus

In qualitative research, topics are typically identified by the researcher based on experience, observation in the research settings, and reading on the topic. Although topics are set at the beginning in the study, the focus of the study may change during the data collection phase. For the first time, the researcher look for the phenomena which happen in the real life in the school. After that, the researcher search the other resourcer to begin indentifying it.

2) Conduct a review of literature

In qualitative research, the researcher reviews the literature to identify information relevant to the study, establish a theoritical framework, and write a research question. This literature review often continues while data are being collected and allows the researcher to refine the research question. Sometimes the



review of literature is conducted after data have been collected and analyzed so that the stories of the individual are considered first and then links to past research. The review of literature or the other name is the previous study, the researcher conduct five the study in the past, all of them identify about teaching and learning vocabulary.

3) Define the role of researcher

In all qualitative research, the researcher must decide to what degree she or he will become involved with the students. The researcher seek to create respectful and close contact or relationship with the students that involve either active participants' day to day activities or in depth learning about their lives through observation and interviews.

To make a research, certainly the researcher have a role to arrange it, from begin make a research purpose, do investigate in the school, and the last arrange this research, the researcher have, and obedient of that.

4) Manage entry into the field and maintain good field relations

A field of study must be identified and contacts made to secure permission for the study. Due to the intensive and long term requirements of data collection, as well as how much can be learned from the location. The selected field must be consistent with the research topic.

The researcher write this research is certainly, think before and do it after finish with contain the field and have means which relation.

5) Write qualitative sub questions

Qualitative sub questions are design by the researcher and are based on the topics identified both at the start of the study and as the study progresses. Qualitative sub questions help the researcher to focus data collection and allow the data collection to proceed in a systematic way, but they should not pre determine what the researcher will find.

Of course, the researcher making a formulation of the research, in order to this researchs focus on the research field and help the researcher to collecting data and identify the data.



6) Select participants

The researcher examine his or her qualitative sub questions and selects a purposeful sampling strategy to select participants who are best able to provide the information essential for the study.

The participants who are choose by the researcher, only one class (take twenty students) and one teacher. the researcher identify both of them with use observation and interview.

7) Collect the data

The data collections in qualitative research is generally includes observations, interviews, and document analyses.

The researcher do observations with use take a video and picture, and then make interpret from the data. And to interview the researcher ask to one teacher and some students as sample. For the document analysis the researcher get the lesson plan from the teacher and get a profile of school from the school staff.

8) Analyze and interpret the data

In all qualitative research, data analysis and interpretation are continuous throughout the study, so that insight gained in initial data analysis can guide future data collection data in qualitative research are analysis through the reading and review of data (observations note, interview transcripts) to detect themes and pattern that emerge. The researcher summarizes and explain the results by describing the major ideas, that emerge from the analysis.

9) Disseminate result

Qualitative researchers frequently use creative formats for reporting results, inviting their audiences to enter into the experiences of participants by witnessing dramatic performance.

1.8.6 The Instrument of The Research

According to Ary, et al (2010: 453), descriptive qualitative research applies interview as the way for collecting data. Here, technique is used to gather data from respondents. Then, the researcher uses appropriate instrument as guidance questions for interview. Furthermore, the researcher provides a set of questions for students as a secondary data that support data collection for teachers' interview. Also, there is an observational checklist to observe the implication of relevant topic inside the



classroom to explain how teachers behave and manage their teaching. Here, the writer will collect data as follows:

1. *Study of Document*

In the research of collecting data used by researcher is document analysis. Ary Et al (2006 : 482) defines that document refer to a wide range of written, physical and visual material, including what other authors may term artifacts. In this research analyzed the teachers' efforts to teach students vocabulary. This technique was intended to see quality teaching and learning vocabulary and responses, and the result from that data at MTsN Sukaraja. Document analysis was conducted because documents are natural sources that can give real information. Document which the researcher get from the teacher are curriculum vitae can be seen in Appendix 11, the lesson plan can be seen in Appendix 8, syllable can be seen in Appendix 9 and school profile can be seen in Appendix 10. All of them will be analyze by researcher.

2. *Observation*

In order to gain the data, the researcher have to observe, it as a method to find out the problem of the research. As the Alison say (2005 : 192) that to collect the data use observation technique, the researcher aim to provide careful descriptions of students' activities without overly influencing the events in which the students are busy. The data are often collected through some combination of field notes and audio or visual recordings. The field notes consist of engage detailed feel of the researcher's intuitions, sense and even questions as they come out.

Addition by Fraenkel (2011 : 476) explain observation as the kind of the research questions which can best be answered about how people actor and how things look. In observation. The researcher interact with members of the group as naturally as possible and for all intents and purpose as far as the researcher are concerned. And after that the researcher make its clear that is doing research. In this research, the researcher will observation around the learning process in the class, the teachers' efforts, and the teacher's way teach students. And for students, the researcher will observation the students' responds and motivation.

The qualitative researcher's goal is a complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors (Ary, et al., 2010: 431). Moreover, Ary et al (2010: 432) claims that



quantitative observations often use checklists and behavior observation tools developed prior to the observation to record or document observed behaviors.

In MTsN Sukaraja the researcher observe the teaching and learning process in the classroom, in there the teacher teach the material descriptive text about Bongo is Orangutan, asking and giving opinion, and asking and giving fact. But in this thesis the reseracher focus on the descriptive text about Bongo is orangutan.

1) Observational checklist

According to Ary, et al., (2010: 217), checklist presents a list of the behaviors that are to be observed. The observer then checks whether each behavior is present or absent. A checklist differs from a scale in that the responses do not represent points on a continuum but, rather, nominal categories. For example, a researcher studying disruptive behavior would prepare a list of disruptive behaviors that might occur in a classroom. An observer would then check items such as “Passes notes to other students” or “Makes disturbing noises” each time the behavior occurs. The behaviors in a checklist should be operationally defined and readily observable. Here, the researcher formulates the observational checklist into 2 main parts which consists of the teacher’s paedagogic and professional competence that can be seen in Appendix 1. Furthermore, the result of the design is served in Appendix 6.

3. Interview

Interview engages some form of direct contact between respondents in the sample and the researcher as the interviewer who presents the questions to each respondent and records their response (Ary, et al., 2010: 379). The researcher interviews the respondents in sample group by doing face to face interaction to gather data. Additionally, Ary, et al (2010: 380) state that face to face setting interview called personal interview gives some advantages such as has its own flexibility to press for additional information and emphasize key aspect of what being interviewed. Additionally, the study takes personal interview to collect data.

According to Fraenkel (2011 : 481) said that interview is an important method for a researcher to check the accurateness of to make sure or refute the impressions the researcher has gained through observation. To describes interview is as the most important from technique of collect the data a qualitative researcher proccesses. In this research, the researcher will ask the participants with ten question about the



learning process, thirty question for the English teacher and thirty question again for the students.

The structure of interview is usually ask an identical set of question of all respondents. It is similar to verbal questionnaire and allow researcher to compare answer from different participants. Interview develop and adapt their own question, helping respondent to open up and express themselves in their own conditions and at their own momentum (Mackey and Susan, 2005 : 190). Interview can call as natural conversation, and outcomes are not limited by researcher's set ideas about the area of interest. Then, the form of design of interview guidance can be seen in Appendix 2. And the form of questions guidance for doing interview can be seen in Appendix 3 and 4. Those questions are flexible in the implication depend on respondents' answer and reaction. And the question to teacher's interview can be seen in Appendix 3.

4. *Questionnaire*

Brown (2001) describes questionnaire as written instrument that provides a sequence of questions or statements to respondents in which they react by writing out their answers or selecting them among existing answers. Using questionnaire has some advantages such as it can be mailed or given to the large number of respondents (Fraenkel, Wallen, hyun., 2011: 125). Thereby, Mackey and Gass (2005: 92-93) states that the researcher utilizes questionnaire to gather data from English teachers in order to observe their beliefs, motivation, or reaction to learning classroom activities.

In addition, questionnaire design is presented in Appendix 13 as the researcher's step to relate the concept of the study about teacher's efforts and students' responses. Then, a series of questions form for questionnaires is created into closed and open ended question. Ary, et al (2010: 391) defines closed ended question or fixed alternative as specified relevant responses to a question which means that the answer of the question is boundary while open ended question is identified as questions which provide a great number of possible answers when they are distributed to respondents.

1.8.7 The Techniques of Collecting Data

Based on the investigating teacher's efforts in teaching vocabulary, this research uses qualitative method. The researcher use field research for this study which has some several steps for gathering the data. Here, there are some basic steps



followed by the researcher who use qualitative research which is taken to collect the data (Fraenkel, Wallen, Hyun : 2011 : 429)

a. Identification of the phenomenon

It is the first step for doing qualitative study to provide particular phenomenon to be explored.

b. Defining the participants

This step is purpose to classify what kind of participant. In this research, the researcher take one teacher who teach eighth grade, and take fiveteen students in MTsN Sukaraja.

c. Data collection

The researcher observes people, events, and often supplementing his or her observations with in-depth interviews of selected participants and the examination.

d. Data analysis

Analyzing the data in a qualitative study essentially engages analyzing, synthesizing, and reducing the information the researcher obtains from various sources (e.g., observation, interviews, documents) into a coherent description of what the researcher has observed or otherwise discovered.

e. Interpretations and conclusion

Interpretations are made continuously throughout the course of study. Qualitative researchers tend to formulate their interpretations as they go a long. As a result, one gets the researcher's conclusions in a qualitative study more or less intergrated with other steps in the research process.

1.8.8 The Techniques of Data Analysis

for analysis the collect of the data, the researcher using Ary's way,

1. Familiar and organizing

When the researcher do observation, the researcher should became familiar with the data through reading and rereading notes and transcript, viewing and reviewing videotapes, and listening repeatedly to audiotapes. Furthermore, the researcher will make a good notes and make a format to transcript the data in order to deliver the observation is well.

2. Coding and reducing

The step of coding refers to read and reread all the data and sort them by looking for units of meaning words that seem important. The researcher may begin



with a framework for analysis, a set of priori concepts derived from the literature that are used as codes. Coding of items is done in order to begin to recognize differences and similarities in the data. When using the code the researcher depend categories to give the collect of data name.

3. Interpreting and representing

Interpretation is about bringing out the meaning, telling the story, providing an explanation and developing plausible explanations. it depends on the background, perspective, knowledge, and theoretically orientation of the researcher. And representation involves how the data are presented. For use it, the researcher conduct the problem with report by theme, topic or cases and demonstrate these through descriptive detail.

1.9 Literature Review

Here, there are some investigate which used various of strategies in teaching learning vocabulary. The first, Istikomah (2009) observed the research about teaching vocabulary through contextual teaching and learning. In her research, CTL is a system of command based on the way life that students learn when they see meaning in educational material, and they can see meaning in lessons when they connect new information with previous knowledge and their own experience. Second, Elsy (2012) explain his research about teaching vocabulary by using picture seventh grade students. She explain that students memorizing the words increased since they saw the pictures and it appropriated and also helped the students in obtaining the new words faster.

Third, Muttahidah (2011) she was observed the improving students' vocabulary through vocabulary card. In apply it, the students more active and participated in teaching learning, vocabulary card can be alternative strategy for teacher in teaching vocabulary. and also using vocabulary card can be apply with organization of vocabulary in general to specific hierarchies. Forth, Khairunnisa (2005) investigates the use of puzzle in vocabulary teaching, it encourages students to use the language, and give them facilitates to improve their individual competence. The word search puzzle can list vocabulary through relations of wholes to parts.

The last, Rosidi (2006) told about teaching vocabulary through games. According his research, games give motivation to the students , because using games



in learning teaching process make situation become conducive and the students so fun and enjoy to join. From the previous study which mentioned, the researcher get the point that teacher's efforts in teaching students to increase students' vocabulary, there are many way. Among them use kind of method and kind of media. The teacher must understand the lesson before teach, and decided the method and media.

The past research above, have similarities with this research. It is the ways, or strategy or efforts to increase and make students knowledge about vocabulary more better. But, this research have little different with the other. In this research, the researcher identify the teacher's efforts to teach vocabularies. From begin teacher's lesson plan, the implementation from the teacher's plan, evaluation and the students' respond.

In this opportunity, the researcher will observe and explain the teacher's efforts to increase students' vocabulary and also tell students' respond in teacher's efforts. To do it, the researcher observe the teachers' lesson plan, and then identify the kind and of teachers' strategy and how to implement it, and the last report the students' responses in teacher's efforts, during teaching and learning process.



CHAPTER V CONCLUSION

5.1 Conclusion

From the discussion in three previous chapters, it can be conclude that the efforts of English teacher to increase students' vocabulary at MTsN Sukaraja is influenced by many factors. Here, the data connected by the researcher trough member checking, interview and classroom observation has been analyzed and comes to the final conclusion. In this opportunity the researcher will show it through description.

1. Teacher's efforts in teaching vocabulary

In teaching vocabulary, the teacher prepare as good as planning before she teach. The teacher's efforts consist of arrange the lesson plan, implementation of the lesson plan, and evaluating toward both of arrange the lesson plan and implementing of that. The teacher arrange the lesson plan as a frame is made to perfect a build. How make that build strong, beautiful and given some benefit to many students.

The students can easy in learning vocabulary, trough using method and media as a purpose in influence teaching and learning process. The method and media which the teacher use are Grammar Translation Method and Dictionary. Te teacher using it, because she think that suitable with the students character in MTsn Sukaraja.

2. The implementation of teacher's efforts

In teaching vocabulary, the teacher give the material before to send the students can find the new vocabulary which unknown from. The teacher guide them to use dictionary. The students step by step can follow the teacher' s instruction and they able to apply their knowledge about English vocabulary. Using dictionary and Grammar Translation Method is suit for students in MTsN Sukaraja, this school is development school which have limited facilities. For teacher, she can use facilities it is. With arrange the lesson Plan first, the teacher can predict what the happen in the class during teaching and learning process, manage the class, and the ways to teach them according to good procedure.

The dictionary and Grammar Translation method is used by teacher, in order to the students try to active in learning vocabulary, make them want to know the meaning of new words. Dictionary as a tool for them to find the meaning of new



words. From that, the students can get many new words and it can say that the students increase in mater of vocabulary.

3. The students' responses to teacher's efforts.

The teacher can know how the students' responses from the students' reaction during teaching and learning process. The students' responses which found by researcher are responses to teaching and learning process, they feel comfort learn in the class with their English teaching. Teacher's attitude, smart, and friendly make the teacher like English lesson and teacher also. This is can see when teaching and learning process the students enthusiastic the teacher come to class. they follow English lesson until finish.

In teaching and learning process, Grammar Translation Method which teacher use, increase students to improve their ability in master of English language. They see and listen the teacher and what the teacher say. The teacher style in teaching is around the class and approach the students to know what the problem that students have in learning vocabulary, then the teacher help them. From that, when the students feel the lesson is difficult, they direct ask to teacher.

5.2 Suggestion

The current study about English teacher's efforts hopefully can give advantage for further research that focus on English teacher's efforts in increasing students' vocabulary context. Moreover, with all weaknesses in this research, the further study is intended to make it more perfect. The study is weak on giving detail information related to the topic, limited time to conduct observation and interview may cause important information that reflects students' belief could not be involved in this study.

In addition, the researcher hopes that this study can more or less give contribution to teach vocabulary and keep memorize that words. Related to teacher's efforts, the researcher believes that it has great influences on the teaching and learning vocabulary so that it is quite important to conduct further investigation. Consequently, the researcher recomend the policy for English teacher in any education institution to make their efforts also are expected to recognized the importance of those three aspect in arrange the planning to teach vocabulary that influences the process of teaching itself.



However, English teacher's efforts can be caused by many factors such as their background and the environment. So, another study about related to the topic with various concerns is needed to enrich the insight in the field of English teaching.



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