

TEACHERS' PERCEPTION ON VOCABULARY TEACHING TECHNIQUES AT SMAN 14 SIGI

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui teknik yang digunakan oleh guru dalam pengajaran kosakata di SMA Negeri 14 Sigi and untuk mengetahui respon dari siswa terhadap teknik guru dalam pengajaran kosakata di SMA Negeri 14 Sigi. Penelitian ini menggunakan penelitian deksriptif kualitatif. Instrumen penelitian yang digunakan untuk mengumpulkan data adalah wawancara dan kuesioner. Penelitian menunjukkan bahwa ada dua Guru Bahasa Inggris di SMA Negeri 14 Sigi, guru pertama (Y) menggunakan tiga teknik dalam pengajaran kosakata: menyusun kata, mencocokkan kata dan permainan. Sedangkan guru kedua (E) menggunakan dua teknik dalam pengajaran kosakata: menggunakan gambar dan menggunakan video. Para guru menggunakan teknik-teknik tersebut untuk meningkatkan penguasaan kosakata siswa. Para guru dapat memberikan materi secara jelas kepada siswa dengan menggunakan teknik-teknik tersebut. Berdasarkan dari kuesioner, kebanyakan siswa merasakan tertarik dalam pembelajaran menggunakan teknik-teknik tersebut dalam pembelajaran. Jadi dapat dilihat bahwa mereka menikmati proses belajar mengajar bahasa inggris. Implikasi dari penelitian ini adalah para guru harus menggunakan teknik-teknik lain yang menarik dalam proses belajar mengajar dan juga menggunakan media yang lain untuk mendukung proses belajar mengajar.

Kata kunci : *Persepsi, Teknik Pengajaran, Kosakata*

ABSTRACT

The aim of this research is to find out the techniques used by the teachers in teaching vocabulary at SMA Negeri 14 Sigi and to find the students' responses toward the teachers' tecniques in teaching vocabulary at SMA Negeri 14 Sigi. This study employed descriptive qualitative research. The research instruments used to collect the data were interview and questionnaire. The findings show that there are two English teachers in SMA Negeri 14 Sigi, the first teacher (Y) used three techniques in teaching vocabulary: jumble word, making a match and games. Meanwhile the second teacher (E) used two techniques in teaching vocabulary: using picture and using video. The teacher used those techniques to improve students' vocabulary mastery. The teacher can give the material clearly to the students by using those techniques. Based on the questionnaire, mostly the students were interested in learning by used that techniques. so can be seen if they enjoy the teaching learning process of English. The implication of this findings is the teacher needs to use other techniques that is interesting in teaching learning process and also use the other media to support teaching learning process.

Keyword : Perception, Teaching Techniques, Vocabulary.

INTRODUCTION

The word “perception” from the Latin “percipio” is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. Slameto (2003:12) found that perception process to input message or information to the human brain by the human perception that continuously makes relation with the environment. This relation is done by the five senses those are senses of sight, sense of feeling, sense of smell, and sense of touch.

Lindsay and Norman (1977) state that perception as the process by which organism interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, noses, tongue, or skin.

From the definitions above, the researchers concludes that all of them have certain things in common. All the definitions describe perception as the process or phenomenon by which a person perceives any object and interprets it. This involves our five sense organs and the brain, which help in interpreting and organizing the whole process.

Vocabulary is a list of words contain much information about the meaning of the word itself. By knowing vocabulary, we can comprehend and construct a sentences grammatically. Richard and Renandya (2005:225) state, “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write”. Meanwhile, Hornby (1995:1331) defines that vocabulary as the total number of words in a language and it is a list of words with their meanings. Furthermore, Zaenuri (2002:2) finds out, “vocabulary is a component of language that contains all information about meaning and using word in a language”.

Regarding to the statements above, it can be conclude that vocabulary is important component in every skills of language, it is list of words that we know and also contain of information about how to use word and the meaning of the word itself. So it is very essential and basic for people to communicate. Beside that, it also shows us how important vocabulary is in learning new language. Vocabulary as part and parcel of language. It means that those who learn new language especially students cannot master the language without vocabulary mastery. It will be difficult for them to express their idea and feeling without knowledge of vocabulary.

According to Prasasti (2004), the technique of teaching vocabulary is a procedure or a collection way use in the classroom teaching vocabulary. From the meaning techniques above the researchers conclude that techniques are very important in the teaching learning process.

According to Prashant (2000), in innovative the meaning words, there are many ways to innovative the meaning of new words : by showing actual objects, using demonstrations and showing pictures, teaching words in the context, etymology, by drawing pictures, associated vocabulary, using morphological analysis of words, dictionary, crossword puzzle, word formation, reading the word, series, scales, systems, role play.

Beside the technique above, there are several teaching techniques in general. The first techniques is jumble word. Jumbled word is writing games. Jumbled word is a method of teaching vocabulary that can motivate the student to learn and memorize vocabulary easily. There were some words or sentences which are jumbled by teacher and the student must arrange it into correct words or sentences. This technique can be collaborated with some clues and pictures to help students in understanding the materials. It can make the student more interesting in teaching learning process. It also help teacher to convey the materials easily. So, students do not feel bored and they will enthusiast to learn English vocabulary.

The second techniques is making a match. According to Brown (2000:16), "Technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives." Technique is used to help and encourage many learners to sustain their interest, work, and help the teacher to create context in which the vocabulary is useful and meaningful. The fun factor may help making words more memorable. One of the techniques that used in teaching vocabulary is make a match. Making a Match technique is one method in cooperative learning developed by Curran (1994). In this technique the teacher must prepare some cards that contain several concept, vocabulary items or topics. Making a Match is a simple and easy technique to use. It is interesting suitable for the school which has limited technique to teach English. The teacher does not get difficulties when teaching using this technique. Making a Match is one of technique that will help teacher to teach vocabulary. It is not

just making pairs, but it will help the students get new words easier. By using Making a Match the students will be easier to improve their vocabulary achievement.

The third technique is games. According to Hornby (1995: 486), game as an activity that you do to have some fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Here we know that a game is not a chaos-maker if we can apply and conduct it straight as its rules. Language games are games that are used in teaching learning activity to make the students easy in learning English. The emphasis is on a successful communication rather than on a concreteness of language. Games are an extremely effective way of motivating the students in the classroom. The most important thing is the games are fun. There are several game, for example linking words game and guessing game.

Linking words game is one of the interesting games which can be used in teaching vocabulary. Game is ways to help students not only enjoy and entertain with the language they learn, but also practice it incidentally. This game trains the students to find new vocabularies by linking words to each other through common shared letters. The procedure of teaching vocabulary through linking words game based on Molinsky & Bliss (1994) are follow: The first, the teacher divides students into several groups. The second, the teacher gives a certain word and writes it on the board. The words can be the things in the classroom, specific to a place, or the other topics as long as the topics are still matched with the English syllabus used in the school. The third, the students in each group tried to think of another related word that begun with the last letter of the word on the board and linked that word into the word.

Guessing game is a game in which the participants compete individually or in teams to identify something that indicate obscurely. In teaching speaking through guessing game, students are expected to be involved actively in speaking class activity; they are much courage to think what they want to say. According to Klippel (2004), "The basic rule of guessing games is eminently simple; one person knows something that another one wants to find out". Based on the definition, it can be conclude that guessing games is a game in which a person or participant knew something and competes individually or in a team to idetified or to found out the answer.

The next techniques is using picture. According to Allen (1983), using picture is very useful as long as the picture is big enough so all students in the classroom can see the pictures. Wright (2007) states five roles of picture in writing and speaking. First, picture can bring world into the classroom. Second, picture can motivate the students in the lesson. Third, pictures can describe the subjects. Fourth, picture can provide and stimulate information in a conversation and discussion. The last can respon the prompt subsitutionsfrom controlled practice. The teachers gave a picture related to the material and ask them to make sentence or dialogue or make question.

The last techniques is using video. Concerning the appropriate techniques, a teacher must choose suitable method to teach vocabulary. According to Gaims & Redman (2003) suggested some techniques of language of vocabulary teaching: covering, visual aids, verbal explanation, and contextual guesswork. Video are kinds of audio visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. Stated that video allows us to introduce any aspect of real life into the language learning environment, contextualizing the learning process. The great value of video lies in its combination of sounds, images, and sometimes text. All this makes it a very comprehensible tool for teaching vocabulary to students.

In this research, the researchers focused on the techniques used by the teacher in teaching English vocabulary students of SMA Negeri 14 Sigi and students' responses toward the teachers' technique in teaching vocabulary. The researchers used interview and questionnaire to collect the data.

These several researchers had conducted research about techniques used by teacher in teaching vocabulary. The first research is from Wibowoati (2017) entitle "A Study On Vocabulary Teaching Techniques At Seventh Grade Of SMP Negeri 1 Cepogo Boyolali In Academic Year 2016/2016". In this study, the reseacher discussed about some techniques used by teacher in teaching vocabulary. The aim of this study was to teach vocabulary especially to unify the concept of materials which are being learnt by the students. The result of this study showed that there were nine teaching techniques in teaching vocabulary used by English teacher. The second research is from Hidayat entitle "The Techniques For Teaching Vocabulary At SMP Muhammadiyah 10 Surakarta in 2016-2017 Academic Year". This study is aimed to describe the techniques

used to develop students' vocabulary, explain the purpose of each technique used, and to identify the problems faced by teachers in the learning process to develop vocabulary. The findings of the research show that the techniques used by the teachers in developing the vocabulary at SMP Muhammadiyah Surakarta 10 are series of picture and animation video.

The conclusion of the previous researchers showed techniques of teaching vocabulary used by teacher. Based on the statement above, the researchers formulates a research question as follows: "What are the techniques used by teachers in teaching vocabulary at SMA Negeri 14 Sigi?" and "How are the students' responses toward the teachers' technique in teaching vocabulary?"

METHOD

This research used a descriptive qualitative research focusing on teacher's technique in teaching vocabulary to students and the students responses toward the techniques used by the teacher in teaching vocabulary. It describe that technique used by the teacher in teaching English vocabulary to students at SMA Negeri 14 Sigi and the students responses toward the technique used by teacher.

In the research, there are two teachers that teach English in SMA Negeri 14 Sigi. They are Ms. Y, (The teacher of tenth grade), and Mrs. E (The teacher of eleventh and twelfth grade). The researchers chose tenth grade and eleventh because from the suggestion of English teacher. Total number of students from both class is 58 students.

The researchers used interview and close ended questionnaire test as the instruments. In this case, the interview of this research focus on teacher's technique in teaching English vocabulary such as: the material, the media and the technique use by the teacher and problem face by the teacher and the students. Meanwhile close-ended questionnaire are given to the tenth grade and eleventh students of SMA Negeri 14 Sigi in order to obtain data relate to the students response toward the teacher technique in teaching vocabulary. The question in the questionnaire should be answer by the students privately. They have to give checklist from those questions.

This This study adopted the framework developed by Miles and Huberman (1994: 10) to describe the procedures of data analysis. The data analysis consists of three streams of activity: data reduction, data display, and conclusion drawing and

verification. The researchers chose the important data that had been collected. Then, researchers categorized the data related to students' response toward the teachers' technique in teaching vocabulary, and the kinds of the techniques from the data of interview and document. In this activity, the researchers made an abstracting the data. In directing, the researchers showed the data in narration and description. In eliminating the data, the researchers chose the general subject to organize on the problem statements and get the conclusion. This research uses the discription will show the techniques of teaching vocabulary used by the teacher of SMA Negeri 14 Sigi during teaching learning process. The conclusions were verified by revisiting the data as many times as necessary. Verification was also enhanced by conducting peer checking and consultation with the supervisors.

FINDINGS AND DISCUSSION

In collected the data, the researchers interviewed the teacher in diffrent time. There are 11 questions of interview regarding to find out techniques used by teacher in SMA Negeri 14 Sigi. All the interviews conducted in Bahasa Indonesia, and then they were translated into English.

The first teacher (Y) stated about techniques that she used in teaching vocabulary. According to the first teacher (Y), these techniques were often used both offline and online.

“Saya menggunakan teknik jumble word, making a match, and games dalam proses belajar mengajar. Saya memilih teknik-teknik ini karena dapat membuat siswa lebih aktif dikelas. (I am using jumble word, matching a match and games in teaching and learning process. I choose those techniques because it can make students more active in class)”.

Like the first teacher (Y), the second teacher (E) explains about techniques that she used in teaching vocabulary. According to the second teacher (E), these techniques were often used both offline and online.

“Saya menggunakan teknik dalam bentuk memperlihatkan gambar atau sebuah video dan melalui gambar dan video tersebut siswa diminta untuk membuat pertanyaan dan menjawabnya sendiri atau menyusun sebuah kalimat atau pun menyusun sebuah

dialog. (I am using the showing picture and showing video technique. And from the pictures and videos students are asked to make questions or compose a dialogue).”

Based on the answer above it can be concluded that two teachers have different techniques. The first teacher (Y) chose 3 techniques, namely jumble word, making a match and games. Meanwhile the second teacher (E) chose the showing picture and showing video technique. Both teachers believed that the technique they used very effective for students in their class, based on student response was positive when the technique was used.

In additional, both of teachers agree these techniques very helpful in teaching and learning process and also help students in understanding the material. All of them stated that the techniques they used by turn depends on the teaching material and depend on students' understanding of the material provided by the teachers in online or offline class. There is no difference in the implementation of these techniques in online or offline. However when online class, the teachers used TPACK approach, like used media of WA, Google, Youtube, etc. Both of them believed that the main problem in implementing these techniques when online class was internet connection, students can't understand some words because bad connection. So make the lesson is not clear.

Furthermore, in teaching and learning process the teachers still got students' who had difficulty pronouncing vocabulary after the techniques used because all the students' had different abilities to understand the material. Meanwhile, the two teachers had different opinions when there are students who complain during the lesson. The first teacher (Y) stated, there were students who complain during lesson.

“.... Ya, ada. Khawatir karena malu akan ditertawai teman2 apabila pelafalannya salah. (Yes, there were students' anxiety that their friends will be laughed at them because their pronunciation is wrong).”

Unlike the first teacher (Y), the second teacher (E) had different answered, she did not had complains during the lesson.

“..... Sampai saat ini belum pernah ada dengar, kalau ada siswa mengeluh dalam proses belajar mengajar. (Till now, no one has complaining during the lesson).”

The statement above explained that the students had difference in confidence level. There were students felt not confident in their English ability. So, they felt shy and afraid to make mistakes.

The success of the teacher in teaching material can be looked from the responses of the students toward the used of the techniques that used by the teacher. The responses include that is used by the teacher that is how the teacher manages the class to create enjoyed and interactive atmosphere in the classroom. To know the students response, the researchers used questionnaire. The questionnaire can be seen below:

Table 4.1 Questionnaire Sheets for Student

No	Pertanyaan	Setuju	Tidak Setuju
1.	Apakah teknik mengajar vocabulary yang digunakan guru menarik bagi kalian?	40	18
2.	Apakah ada kendala dalam menerima teknik pembelajaran vocabulary via online?	33	25
3	Apakah guru sering menggunakan variasi teknik pembelajaran dalam mengajar via online?	37	21
4	apakah guru selalu memberikan evaluasi setelah proses pembelajaran selesai?	58	0
5	Apakah kalian mengalami kemajuan dalam mengerjakan soal setelah kegiatan belajar mengajar?	39	19

6	Apakah kalian bosan dalam proses pembelajaran dengan teknik yang digunakan oleh guru kalian?	21	37
7	Apakah teknik yang digunakan oleh guru sesuai dengan pembelajaran vocabulary?	46	12

Based on the questionnaire the researchers found that the students who are strongly agree (S) is 79%, disagree (TS) is 21%. From the findings it can be concluded that the students response toward teachers technique in teaching vocabulary was good because the dominant choice in questionnaire is strongly agree (S). It is 79%. It means that the students had good response and enjoyed with teachers techniques during teaching learning process.

CONCLUSION

the researchers draw the answer about the research problem related the used of teaching technique. That was used by teacher in teaching English vocabulary at SMA Negeri 14 Sigi, and the students' responses toward the used of the technique. Based on the data analysis, the researchers found that the teacher not only used one technique but the teacher used some techniques of teaching vocabulary. There are jumble word techniques, making a match, games, using picture and using video as their vocabulary teaching techniques. It makes student interesting and enjoy in learning vocabulary.

The success of the teacher in teaching material can be looked from the responses of the students toward the used of the techniques that used by the teacher. The responses include that is used by the teacher that is how the teacher manages the class to create enjoyed and interactive atmosphere in the classroom. To know the students response, the research used questionnaire. Based on questionnaire concluded that the students

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