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EFFECTIVE METHODS IN TEACHING VOCABULARY

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Abstract

This research intends to analyze the teachers' effective method in teaching English vocabulary to the students of Denanyar Islamic Boarding School. The research method used in this study is a descriptive qualitative. The subject of the study were the high school students in Denanyar Islamic Boarding School. The research questionnaire resulted that 65.2% like to use Picture, 26.1% use Memorization, and 8.7% use Translation. It concludes that the using Picture card or paper can increase the English vocabulary most in the class.

Keywords: Effective method, Vocabulary, Picture

Abstrak

Penelitian ini bertujuan untuk menganalisa metode efektif guru dalam mengajarkan kosakata bahasa Inggris pada santri Pondok Pesantren Denanyar. Metode penelitian yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Subjek penelitian adalah siswa SMA di Pondok Pesantren Denanyar. Kuisioner penelitian menghasilkan 65,2% suka menggunakan gambar, 26,1% menggunakan hafalan, dan 8,7% menggunakan terjemahan. Dari Hasil penelitian dapat disimpulkan bahwa penggunaan kartu bergambar atau kertas dapat meningkatkan kosakata bahasa Inggris di kelas.

***Kata Kunci**: Metode efektif, Gambar, Kosakata*

1. Background of study

It is widely known that English is one of the world's languages that has assuredly made people conscious to learn it for different purposes. As the global challenge people to be more aware of it, some people are wishing to learn English. They go after studying English to fulfill their self-centered welfare as their personal motives. To go on top in the workplace and continuing study overseas are kind of example they can get for mastering English. Those, English language learners need to be accustomed with four kinds of macro language skills in English. They are speaking, writing, reading and listening skills.

One of the basic ability that is also important to master English is vocabulary. By controlling vocabulary, it may increase the ability in other four skills. Based on Neuman and Dwyer (2009, p.385) stress this significant role through their definition of vocabulary as the words that enable us to "communicate effectively". Similar with the baby who learn her/his language through some vocabularies given by the parents. It is part of the crucial way that can attract babies or children to speak up and understand the language. Then, the problems are the effective methods used by the teacher in teaching English Vocabulary to the students and the difficulties faced by students in learning English Vocabulary?

The urgency of this research is the need of the students to increase their skill in English. Besides, it becomes the way to prove some methods which is good to be applied. Then, the product can be a tool to build knowledge in English learning. However, the researcher hopes it can make the students easy to understand more in reading course, easy to speak English, easy to write and easy to listen English Language.

There are many kinds of method applied by some teachers in conducting the the English vocabulary. Those are word map, memorization, using dictionaries, ease method, self assessment, etc. Many methods conducted by the teachers to improve students' ability, especially in mastering vocabulary. Those are because the urgent need to master English vocabulary as the basic knowledge.

In High School level, the urgent to master English is increase more. Many high schools right now are using bilingual as the tool in communication verbally and orally. They have to communicate by using English and Arabic in daily life. It supposed to make students to become more global and wider competition.

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2. Theoretical Framework

There are some researches, Indonesian and International learners of English, analyzing effective methods in teaching vocabulary. There are four previous studies dealing with the vocabulary teaching. They are Alizadeh Iman (2016), Sheridan Robert and Laura Markslag (2017), Hamdan Amani and Safa Al Ahmed (2018), Amalia Dhestia (2019). The research of Alizadeh Iman (2016) were discussing about vocabulary teaching technique with sub chapter a review of common practices. This review paper aims to provide a brief account of practices in vocabulary teaching and learning by focusing on the research on teaching words in context and out of context as well as incidental and intentional vocabulary learning.

Meanwhile, Sheridan Robert and Laura Markslag (2017) stated their research on engaging cooperative vocabulary card activities in teaching vocabulary. In this paper, the researcher describe how learner made vocabulary cards help students initially learn the lexical items found on the NGSL and other important special purpose vocabulary lists. Then, they present a variety of engaging cooperative learning activities that reinforce the learning of these lexical items, thereby overcoming the lack of recycling in most EFL textbooks. These exciting activities have been well received by learners across levels in a variety of EFL contexts.

Another research is from Hamdan Amani and Safa Al Ahmed (2018). They were talking about effective methods in teaching vocabulary in Saudi students, especially for woman. It resulted that students taught using the new methods of instruction had better vocabulary test scores than those taught using the traditional method. These methods have proven to be effective in improving students' vocabulary acquisition.

The last is from Amalia Dhestia (2019). Her research aimed to find out young learners' achievement in learning vocabulary, techniques that can be employed to young learners and techniques that can work for young learners. The finding of her research revealed that young learners' average score categorized very good in the age of 5,6 and 7.

Considering the importance of vocabulary competence in learning English, the teacher should find the appropriate technique and strategy to teach vocabulary to young learners, so the classroom will be more alive and the learners more enthusiastic to study English. Based on Vossoughi (2009:1), Vocabulary is one element of language component that should be learn and taught. It is the tool we use think, to express feelings and ideas, and learn about the world is vocabulary. It is a basic knowledge to make a communication, and for the students to fulfill their knowledge and conversation which each other. It is a core component of language proficiency and provides much of the basis for how well learner speak, listen, read and write (Richards and Renandya, 2002:26). Vocabulary is a word or a sound which represents a certain meaning as an utterance unity.Vocabulary is the most important part in language learning.

Pasty (2006) states that for most people, the importance of vocabulary seems very clear. As it has often been remarked, we can communicate using words that are not placed in the correct order, pronounced perfectly, or marked with the appropriate grammatical morphemes, but communication often breaks down if we do not use the correct words. Although we can use gesture and circumlocution but the vocabulary is very important to use when we communicate. Vocabulary is the basic component to help the students in mastering language. They can learn the language skill easily if they have enough vocabulary. In any foreign language, learning vocabulary is one that is emphasized. Students have to develop their vocabulary. Because with developing a good vocabulary will help them to improve their ability in learning vocabulary. Many of the vocabulary in English textbook have to be learned. Without it no one can speak or understand the language. It means that people cannot write a word or make a sentence well, when they do not master it.

As Alemi and Tayebi (2012:1) states that vocabulary is the basis component of language proficiency which provides the basis for learners‟ performance in other skill, such as: speaking, reading, listening, and writing. The students who have good vocabulary mastery will have well in other skill and high score on achievement test than students who are lack of vocabulary.

3. Method

This study is classified as descriptive qualitative by interview and questionnaire. This design is used to investigate the effective method used by the teacher in teaching vocabulary. The subject of the study were all high school students in Denanyar Islamic Boarding School. The steps begin with planning the questionnaire and interview sheet. Next is delivering the sheet to the students and ask some students to be interviewed. Then, one of the teacher is interviewed. Next, analyzing the result to find out the result.

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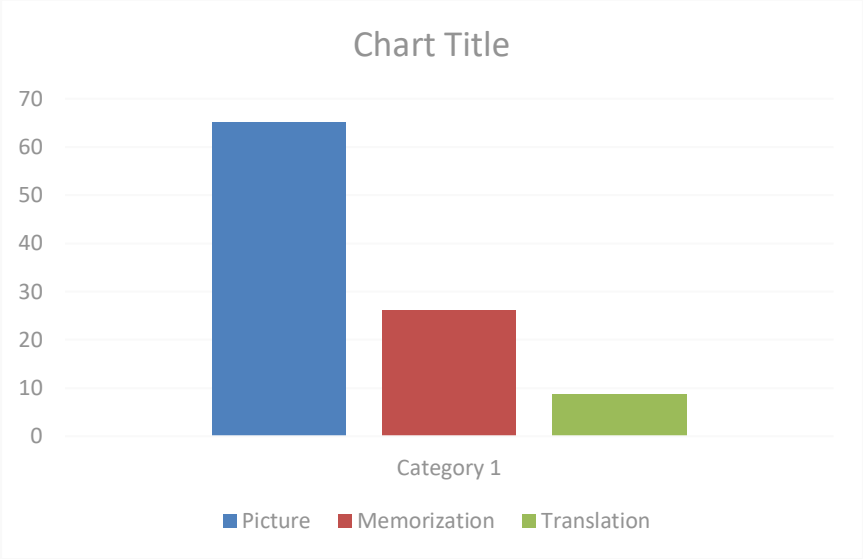
4. Research Result



The chart above shows that there were 65.2% students stated that the teacher used Picture, 26.1% used Memorization, and 8.7% used Translation. From the interview conducted by the researcher, it is well known that the students like to learn English vocabularies by using pictures.

The percentage of picture as declared showed the importance of using picture card or paper to increase students' vocabulary skill. This is identical with the research from Tama, Surya Adi with the title The Impact Of Using Pictures On The Students' Vocabulary Mastery At Grade Three of Sd Negeri 2 Rulung Raya Natar South Lampung In Academic Year 2013-2014. Here the research concluded that the application of using picture was more effective than traditional teaching.

The second method which is importance in increasing vocabulary skill is memorizing. As it is told by **Kunnu**, **Wichuda and Thanakorn Uiphanit** by the title The Development of Vocabulary Memorization by Using Games. Here the researcher stated that the participants speak English more fluently and more confidently while applying Memorizing games. They applied what they have learned both in and outside the class.

The last method is translation. As stated by Zulkhaeriyah entitled Increasing Vocabulary Through Translation Of Indonesian Short Story Into English (A Case Study At Sman 1 Watampone) as shown in *Jurnal Adabiyah Vol. 17 Nomor 1/2017*. It is as proven that applying translation method can increase the English vocabulary of the students.

The research result is also identical with the score of the students in the test conducted by the teacher. The score shown higher result than other methods. The teacher also stated that the class situation is more active and fun learning English vocabulary while she conduct picture method.

5. Conclusion

It can be concluded that students is Denanyar High School usually learn vocabulary by using Picture (65.2%), 26.1% used Memorization, 8.7% used Translation. It is also match with the teacher explanation that the class situation be much more effective while the students is being taught by using Picture methods as to increase the student's vocabulary skill. From the interview conducted by the researcher to the students, it is true that the students like to learn English vocabularies by using pictures, as it is proven by the score gotten better if the teaching and learning process is using picture card or paper method.

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