

## CHAPTER IV

### REPORT OF THE RESEARCH RESULT

#### A. General Description of Research Location

##### 1. Brief history of SMPN 2 Kintap

The research has been done at SMPN 2 Kintap which is located in A. Yani Street, Km. 13, Sungai Cuka, Kintap District, Tanah Laut Regency, South Kalimantan. The East side of this village borders on Muara Kintap, the West side borders on Bukit Mulia, the North side borders on Sarindai and the South side borders on Kintap City. SMPN 2 Kintap was built in 1991. There are five periods of head masters had been changed since that years, they can be seen at the following table:

Table 4.1 Description of Headmasters of SMPN 2 Kintap academic year 2010/2011

No	Name	Period
1	Basuni Anyt	1991 – 1996
2	Drs. Johansyah	1996 – 2001
3	Ayub, S.Pd	2001 – 2006
4	Faturrahman, S.Pd	2006 – 2011
5	Aliansyah, S.Pd	2011 – Now

*Source: Documents, Interview and observations of SMPN 2 Kintap Academic Year 2010/2011*

Learning time at SMPN 2 Kintap is begun at 07.00 – 14.00 o'clock for learning activity and at noon is begun at 15.00 – 17.00 for extracurricular activity. There are some extracurricular activities for students to explore their potency based on their interests, they are:

- a. Scouting at Saturday
- b. Art skills

## **2. Descriptions of teachers, staffs, students and facilities at SMPN 2 Kintap in Academic year 2010/2011**

### **a. Description of teachers, administration staff and students at SMPN 2 Kintap in Academic year 2010/2011**

In academic year 2010/2011 SMPN 2 Kintap has 26 teachers that include 1 headmaster, 25 teachers include 4 English teachers. The data can be seen on the table in the appendices.

There are four English teachers at SMPN 2 Kintap academic year 2010/2011, they are Ahmad Rahmani, S.Pd (Permanent teacher), he teaches at first grade classes, Prasetyana, S.Pd (Permanent Teacher), he teaches at second grade class A and third grade classes, Teor Bagus, S.Pd (Part Time Teacher), he teaches at second grade class B and C, and Sahawi (Assistant Teacher), he teaches at second grade class D. The writer observed two of them, they are Prasetyana, S.Pd and Teor Bagus, S.Pd. Prasetyana, S.Pd has graduated from English education department of IKIPN Yogyakarta, and Teor Bagus, S.Pd has graduated from English education department of UNLAM. For more detail to show the information about the data can be seen at the following table:

Table 4.2 Description of English teachers being observed at SMPN 2 Kintap academic year 2010/2011

No	Name	Subjects	Educational Background	Experience in teaching	Training course
1	Prasetyana, S.Pd	English	IKIPN Yogyakarta	12 years	MGMP for Regency and National
2	Teor Bagus, S.Pd	English	UNLAM	5 years	LPMP

*Source: Documents, Interview and observations of SMPN 2 Kintap Academic Year 2010/2011*

**b. Description of staffs' administration at SMPN 2 Kintap in Academic year 2010/2011**

For the year 2010/2011 there are three administration staffs at SMPN 2 Kintap, they are Winter Simanjuntak as chief of administration staff (has graduated from senior high school), Titin Junawati as member of administration staff (has graduated from senior high school), and Siti Fatimah as member of administration staff (has graduated from senior high school), for more detail it can be seen on the table in the appendices.

**c. Description of students at SMPN 2 Kintap in Academic year 2010/2011**

For the year 2010/2011 the total numbers of students at SMPN 2 Kintap are 376 students. They are consist of 33 students for class VII A, 33 students are for class VII B, 31 students for class VII C, 34 students for class VII D, 31 students for class VIII A, 33 students for class VIII B, 28 students for class VIII C, 31 students for class VIII D, 29 students for class IX A, 32 students for class IX B, 29 students for class IX C, and 32 students for class IX D, for more detail it can be seen on the table in the appendices.

#### **d. Description of school facilities at SMPN 2 Kintap in Academic year 2010/2011**

Based on the observation, interview result and documentary, the writer got the data about the school facilities. They are consist of one headmaster room, one teacher's room, one administration room, one counseling room, twelve classrooms, one mosque, one science laboratory, one language laboratory, one library, one UKS room, one OSIS room, one Skill room, one canteen (cooperation), one computer, one hall, one warehouse, twelve toilets, one football yard, one basketball yard, one ceremony yard, and two parking yards. To know more closely about the data can be seen on the table in the appendices.

#### **B. Data Presentation**

On this data presentation, the writer describes about result of research on the field that collected by technique of data collection, they are observation, test, interview and documentary.

English learning process at SMPN 2 Kintap for the second grade students class A and B have done only five hours a week, on Wednesday and Thursday for class VII B and for class VII A on Tuesday, Wednesday and Friday.

The writer had done the class observation six times for each teacher. The writer observed the teacher of second grade class A (Teacher A) in March, 8<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, 18<sup>th</sup> and June, 8<sup>th</sup>, 10<sup>th</sup> 2011, and observed the teacher of second grade class B (Teacher B) in March, 9<sup>th</sup>, 10<sup>th</sup>, 16<sup>th</sup>, 17<sup>th</sup> and June, 8<sup>th</sup>, 10<sup>th</sup> 2011. Before of all, in March, 5<sup>th</sup> 2011 the writer gave the research letter from Education Department

National in Pelaihari City to the head master of SMPN 2 Kintap, doing some interview and also asking some documents.

In June, 11<sup>th</sup> 2011 the writer did the research by giving the written test in class VII A and B. The writer provided 90 minutes for the students to answer the test. The test was done together on that day because they did not study for the last day before facing the final examination. For more detail to show the information about the data can be seen at the following table:

Table 4.3 Description of observation activities schedule at SMPN 2 Kintap academic year 2010/2011

No	Observation activity	Observation dates
1	Giving the research letter to the headmaster, doing some interview and also asking some documents.	March, 5 <sup>th</sup> 2011
2	Class observation at second grade of SMPN 2 class A	March, 8 <sup>th</sup> , 9 <sup>th</sup> , 11 <sup>th</sup> , 18 <sup>th</sup> and June, 8 <sup>th</sup> , 10 <sup>th</sup> 2011
3	Class observation at second grade of SMPN 2 class B	March, 9 <sup>th</sup> , 10 <sup>th</sup> , 16 <sup>th</sup> , 17 <sup>th</sup> and June, 8 <sup>th</sup> , 10 <sup>th</sup> 2011
4	Giving the written test to students class 2 A and B	June, 11 <sup>th</sup> 2011

*Source: Interview and observations of SMPN 2 Kintap Academic Year 2010/2011*

## **1. Description of Teaching Techniques Vocabulary at The Second Grade Students of SMPN 2 Kintap Tanah Laut Regency Academic Year 2010/2011**

### **a. Description of teaching techniques vocabulary for Teacher A based on interview**

Based on the interview that had been done in March, 5<sup>th</sup> 2011, the writer found only few techniques used by the teacher. The teacher told that he uses guessing words in context, using dictionary, word in sentence and reading comprehension question techniques in teaching vocabulary.

**b. Description of teaching techniques vocabulary for Teacher A based on class observation**

Based on the observation that had been done for six times in March, 8<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, 18<sup>th</sup> and June, 8<sup>th</sup>, 10<sup>th</sup> 2011, some techniques were found by the writer during the teaching and learning process of the second grade students A, such as; reading comprehension question, finding antonyms, finding synonyms, fill in the blank, use words in sentence, composition, reading aloud, question and answer exercise, repetition, define and match, story retelling, using dictionary and enumeration. For more detail to show the information about the data can be seen at the following table:

Table 4.4 Description of teacher techniques in teaching vocabulary of second grade student class A of SMPN 2 Kintap academic year 2010/2011

No	Techniques	Dates of Observations						Total
		8-03-2011	9-03-2011	11-03-2011	18-03-2011	08-06-2011	10-06-2011	
1	Translation of the literary passage	-	-	-	-	-	-	-
2	Reading comprehension question	√	-	√	√	-	-	3
3	Finding Antonym	√	-	-	-	√	-	2
4	Finding Synonym	√	-	-	√	-	√	3
5	Fill in the blanks	√	√	-	√	√	-	4
6	Memorization	-	-	-	-	-	-	-
7	Use words in sentences	√	√	√	√	√	√	6
8	Composition	√	-	-	-	-	√	2
9	Reading aloud	√	√	√	√	√	√	6
10	Question and answer exercise	√	√	√	√	√	√	6

11	Dictation	-	-	-	-	-	-	-
12	Paragraph writing	-	-	-	-	-	-	-
13	Complete the dialog	-	-	-	-	-	-	-
14	Role-play	-	-	-	-	-	-	-
15	Action sequence	-	-	-	-	-	-	-
16	Guess the meaning	-	-	-	-	-	-	-
17	Individualize picture matching	-	-	-	-	-	-	-
18	Repetition	√	-	√	-	-	√	3
19	Word shapes	-	-	-	-	-	-	-
20	Scrabbles	-	-	-	-	-	-	-
21	Crossword puzzle	-	-	-	-	-	-	-
22	Define and match	√	-	-	√	-	√	3
23	words and action	-	-	-	-	-	-	-
24	Story retelling	√	-	√	-	-	-	2
25	vocabulary ranking	-	-	-	-	-	-	-
26	Guessing words in context	-	-	-	-	-	-	-
27	Using dictionary	√	√	√	√	√	√	6
28	Vocabulary cards	-	-	-	-	-	-	-
29	Enumeration	√	-	-	√	√	√	4
<b>Total</b>								13

*Source: Interview and observations of SMPN 2 Kintap Academic Year 2010/2011*

Based on the data above, we know there are thirteen techniques used by the teacher A, they are:

1) Reading comprehension question

After reading a text, teacher asked the students to comprehend the text by answering the questions based on the text, e.g. “Who is Rudi’s father?”

2) Finding Antonyms

The teacher gave one set of words and asked the students to find the antonyms in the reading passage or to match them to some list words which provided by the teacher, e.g. “what is the antonym of high in the word phrase **“high mountain”?**”

3) Finding Synonyms

The teacher asked the students the similar word when finding the meaning of a word, e.g., “what is the similar word of thief?”

4) Fill in the blank

Students were given a series of sentences with word missing. They filled in the blanks with new vocabulary items or with items of particular grammar type, such as preposition or verbs with different tenses.

Example:- Wendy goes to the beach today. (Simple Present Tense)

- Wendy ..... to the beach yesterday. (Simple Past Tense)

5) Use word in sentence

When the teacher taught some new words, the students are asked to make some sentences using those new words.



#### 6) Composition

The teacher gives the students topic to write in the target language, e.g. the topic is holiday. Then the teacher gave some clues, such as, how to count up the budget, where the places will be visited, and etc.

#### 7) Reading aloud

After reading a dialog, the teacher asked the students to read it loudly. Then the teacher gave the meaning of some difficult words using gesture, picture, realia, example or other means.

#### 8) Question and answer exercises

The teacher asked the student by the target language after explaining a lesson, e.g. “any question?” If the students want to ask, they have the opportunity to ask questions using English. The teacher can also asked the students some questions then they answered in English.

#### 9) Story Retelling

The teacher told the students a funny story and easy to understand, e.g. “a fairy story”. The teacher helped students to understand the text and explained more detail. After the students understood, then he asked them to retell the story.

#### 10) Repetition

When teaching a reading text, the teacher tried to explain more to the students repeatedly and gave the students the meaning of new words also the students mentioned the word loudly and repeatedly.

#### 11) Define and match

The teacher gave half of the class a list of words and the other half a list of definitions. Then he asked the half of learners with the words to try to give a meaning in English and the half learners with the definitions to try to think of the defined words, e.g. what is “berkunjung” in English?, then the students answer: “visit”. Then he asked another students; what is the meaning of word “vacation”?, then the students answer:”liburan”.

#### 12) Using dictionary

The students opened the dictionary when they don't know the meaning of a word. In using the dictionary the students will have the correct information about the meaning of some word.

#### 13) Enumeration

The teacher explain a new word by listing other words related to that word, such as recreation, related to camping, hiking, travelling, beach, mountain, zoo, and etc.

### **c. Description of teaching techniques vocabulary for Teacher B based on interview**

Based on the interview that had been done in March, 5<sup>th</sup> 2011, the writer found only few techniques used by the teacher. The teacher told that he uses question and answer exercise, using dictionary and word in sentence techniques in teaching vocabulary.

**d. Description of teaching techniques vocabulary for Teacher B based on class observation**

Based on the observation and interview that had been done for six times in March, 9<sup>th</sup>,10<sup>th</sup>, 16<sup>th</sup>, 17<sup>th</sup> and June, 8<sup>th</sup>,10<sup>th</sup> 2011, some techniques were found by the writer during the teaching and learning process of the second grade students B, such as; reading comprehension question, fill in the blank, use words in sentence, reading aloud, question and answer exercise, guess the meaning, and using dictionary. For more detail to show the information about the data can be seen at the following table:

Table 4.5 Description of teacher techniques in teaching vocabulary of second grade student class B of SMPN 2 Kintap academic year 2010/2011

No	Techniques	Dates of Observations						Total
		09-03-2011	10-03-2011	16-03-2011	17-03-2011	08-06-2011	09-06-2011	
1	Translation of the literary passage	-	-	-	-	-	-	-
2	Reading comprehension question	√	-	-	-	√	√	3
3	Finding Antonym	-	-	-	-	-	-	-
4	Finding Synonym	-	-	-	-	-	-	-
5	Fill in the	√	√	√	√	√	√	6

	blanks							
6	Memorization	-	-	-	-	-	-	-
7	Use words in sentences	√	√	-	√	√	√	5
8	Composition	-	-	-	-	-	-	-
9	Reading aloud	√	-	√	-	√	-	3
10	Question and answer exercise	√	√	√	√	√	√	6
11	Dictation	-	-	-	-	-	-	-
12	Paragraph writing	-	-	-	-	-	-	-
13	Complete the dialog	-	-	-	-	-	-	-
14	Role-play	-	-	-	-	-	-	-
15	Action sequence	-	-	-	-	-	-	-
16	Guess the meaning	√	-	√	√	-	√	4
17	Individualize picture matching	-	-	-	-	-	-	-
18	Repetition	-	-	-	-	-	-	-
19	Word shapes (mapping)	-	-	-	-	-	-	-
20	Scrabbles	-	-	-	-	-	-	-
21	Crossword puzzle	-	-	-	-	-	-	-
22	Define and match	-	-	-	-	-	-	-
23	words and action	-	-	-	-	-	-	-
24	Story retelling	-	-	-	-	-	-	-
25	vocabulary ranking	-	-	-	-	-	-	-
26	Guessing words in context	-	-	-	-	-	-	-
27	Using dictionary	√	√	√	√	√	√	6
28	Vocabulary cards	-	-	-	-	-	-	-
29	Enumeration	-	-	-	-	-	-	-
<b>Total</b>								7

Source: Interview and observations of SMPN 2 Kintap Academic Year 2010/2011

Based on the data above, we know there are seven techniques used by the teacher B, they are:

1) Reading comprehension question

After reading a text, teacher asked the students to read and then comprehend the text by answering the questions based on the text, e.g. “What are the seasons in Indonesia?”

2) Fill in the blank

Students were given a series of sentences with word missing. They filled in the blanks with new vocabulary items, e.g. “Rina used an umbrella because it was ....”

3) Use word in sentence

When the teacher taught some new words, the students are asked to make some sentences using those new words, e.g. sunrise. “We are going to the beach to see a wonderful sunrise.”

4) Reading aloud

After reading a dialog, the teacher asked the students to read it loudly. Then the teacher gave the meaning of some difficult words using gesture, picture, realia, example or other means, e.g. the teacher give the meaning of word “run” by gesture, then he did a small run in the class.

5) Question and answer exercises

The teacher asked the student by the target language after reading a text and then explaining it, e.g. “any question?” If the students want to ask, they have

the opportunity to ask questions using English, e.g. a student asked the teacher: "Why did the police catch the thief?"

6) Guess the meaning

The teacher asked the students to point the pictures that provided in the book, which picture suitable to the meaning that mentioned by the teacher.

7) Using dictionary

The students opened the dictionary when they don't know the meaning of a word. In using the dictionary the students will have the correct information about the meaning of some word.

**2. Description of The Second Grade Students' Vocabulary Achievement of SMPN 2 Kintap Tanah Laut Regency Academic Year 2010/2011**

To know the students' vocabulary improvement of the second grade students at SMPN 2 Kintap, the writer compare their score between first score and second score. First score is taken from a test done by the teacher and second score is taken from a test from the writer.

**a. The second grade students' first score**

**1) The second grade students' class A first score**

The performance of the students' first score of the vocabulary achievement can be seen on following tables:

Table 4.6 Students' score of vocabulary achievement for class A

No	Name	Students' Achievement Scores
1	Eka Nurindah Sari	80
2	M. Aldiannoor	70
3	Selvina Linda Pratiwi	60
4	Puji Heri Kusuma	80
5	Risky Doni Fahdian	70
6	Arbaiyah	70
7	Yeni Nursanti	50
8	Aji Anggara Mukti	70
9	Frans Septian H.S	80
10	M. Sirajul Munir	50
11	Rendra Alfaj Fajar	30
12	Kiky Ika Cahyandri	50
13	M. Anang N.	30
14	Abdul Wahid	60
15	Sugiannoor	70
16	Ayat Sudrajat	70
17	Yuli Anita	50
18	M.Rizal	70
19	Ika Fitri Suwanti	70
20	Diyah Safitri	40
21	Maya Ratna Sari	60
22	Aulia Ulfah	20
23	Febrian Budi Nugroho	50
24	Dermahwan	60
25	Fitri Yanti	70
26	Selvi Nurviani	30
27	Hana Pratiwi	60
28	Annisa	70
29	Rendy Hidayat	70
30	Meynita Intan Utari	70
31	Dian Kristiani	70
<b>Total</b>		<b>1850</b>
<b>Mean</b>		<b>59.68</b>

Table 4.7 The Classification of Students' vocabulary achievement for class A

No	Score	Category	Frequency
1	90 – 100	Excellent	0
2	80 - < 90	Very good	3

3	70 - <80	Good	13
4	60 - <70	Fair	5
5	50 - <60	Poor	5
6	0 - <50	Very poor	5
<b>Total</b>			<b>31</b>

Sources: Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT. Renika Cipta, 1998).

Table 4.8 Percentage of Students' Score in Vocabulary test for class A

No	Category	Frequency	Percentage
1	Excellent	0	0%
2	Very good	3	9.68%
3	Good	13	41.93%
4	Fair	5	16.13%
5	Poor	5	16.13%
6	Very poor	5	16.13%
<b>Total</b>		31	100%

Based on the classification, it shows that none of students (0 % from the total students) classified in excellent category who got the score between 90 – 100, 3 students (9.68 % from the total students) got the score between 80 - <90 are classified in very good category, and 13 students (41.93 % from the total students) got score between 70 - <80 are classified in good category, 5 students (16.13 % from the total students) got score between 60 - <70 are classified in fair category, 5 students (16.13 % from the total students) got score between 50 - <60 are classified in poor category, and 5 students (16.13 % from the total students) got score between 0 - <50 are classified in very poor category. From the calculation, it is gotten that mean of students' vocabulary achievement for class A is 59.68. It is gotten from the total score of students' vocabulary achievement that is 1850 and divided with the number of students that is 31. Based on this result, it can be said that the students' vocabulary achievement is 59.68 and included in poor category. It means that the vocabulary achievement of the second grade class A students at SMPN 2 Kintap in academic year 2010/2011 is poor.



## 2) The second grade students' class B first score

The performance of the students' first score of the vocabulary achievement can be seen on following tables:

Table 4.9 Students' score of vocabulary achievement for class B

No	Name	Students' Achievement Scores
1	Abdul Majid	80
2	Ade Khoirul Obi	50
3	Ady Setiawan	70
4	Ahmad Besari	60
5	Andi Mahendra	60
6	Askani	70
7	Aulia Arianti	50
8	Budi Pramono	70
9	Danang Tri Riswanto	80
10	Dwi Retno Sari	50
11	Dwi Rianovi Safitri	30
12	Fatimah	40
13	Ferianto	20
14	Hafsah	50
15	Hairudin	70
16	Harti	40
17	Jullia Sapta Ariani	50
18	Misran Effendi	60
19	M. Hafiz Ridha	70
20	Muhammad Nor Arifin	50
21	Muhammad Nurul Iman	30
22	Normala	40
23	Nurillah Safitri	20
24	Nurmilasari	20
25	Nurul Hidayah	40
26	Nurul Husna	60
27	Sindy Triana Dewi	60
28	Susi Sutini	50
29	Sutrifiani	60
30	Tibyan Abdul Azis	70
31	Wahyu Anggara	70
32	Yoga Kurnia Akbar	50
33	Yongki Saputra	40
<b>Total</b>		1730
<b>Mean</b>		52.42

Table 4.10 The Classification of Students' vocabulary achievement for class B

No	Score	Category	Frequency
1	90 – 100	Excellent	0
2	80 - < 90	Very good	2
3	70 - <80	Good	7
4	60 - <70	Fair	6
5	50 - <60	Poor	8
6	0 - <50	Very poor	10
<b>Total</b>			<b>33</b>

Sources: Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT. Renika Cipta, 1998).

Table 4.11 Percentage of Students' Score in Vocabulary test for class B

No	Category	Frequency	Percentage
1	Excellent	0	0%
2	Very good	2	6.06%
3	Good	7	21.21%
4	Fair	6	18.18%
5	Poor	8	24.24%
6	Very poor	10	30.30%
<b>Total</b>		33	100%

Based on the classification, it shows that none of students (0 % from the total students) classified in excellent category who got the score between 90 – 100, 2 students (6.06 % from the total students) got the score between 80 - <90 are classified in very good category, and 7 students (21.21 % from the total students) got score between 70 - <80 are classified in good category, 6 students (18.18 % from the total students) got score between 60 - <70 are classified in fair category, 8 students (24.24 % from the total students) got score between 50 - <60 are classified in poor category, and 10 students (30.30 % from the total students) got score between 0 - <50 are classified in very poor category. From the calculation, it is gotten that mean of students' vocabulary achievement for class A is 52.42. It is

gotten from the total score of students' vocabulary achievement that is 1730 and divided with the number of students that is 33. Based on this result, it can be said that the students' vocabulary achievement is 52.42 and included in poor category. It means that the vocabulary achievement of the second grade class B students at SMPN 2 Kintap in academic year 2010/2011 is poor.

**b. The second grade students' second score**

The writer observed the students by giving 10 items in multiple choice test, 5 items in completion, 5 items in matching test and 5 items in jumbled word test. Here are the categories for the scores:

- The right answer for multiple choice would be marked 2.5 and wrong answer will be marked 0, if the students answer all items correctly, they will get score 25.
- The right answer for completion would be marked 4 and wrong answer will be marked 0, if the students answer all items correctly, they will get score 20.
- The right answer for matching test would be marked 5 and wrong answer will be marked 0, if the students answer all items correctly, they will get score 25.
- The right answer for rearranging words would be marked 6 and wrong answer will be marked 0, if the students answer all items correctly, they will get score 30.

The total maximum Expected Score (MES) of questions are 100 points. There are 31 students of the second grade class A, 33 students of the second grade class B and 28 students of the second grade class C, and time provided for answering is 90 minutes. Based on the calculation, it is known that the highest score is 86 and the lowest score is 11.5.

**1) The second grade students' class A first score**

The performance of the students' second score of the vocabulary achievement can be seen on following tables:

Table 4.12 Students' score of vocabulary achievement for class A

No	Name	Students' Achievement Scores
1	Eka Nurindah Sari	82
2	M. Aldiannoor	78
3	Selvina Linda Pratiwi	68
4	Puji Heri Kusuma	80
5	Risky Doni Fahdian	68.5
6	Arbaiyah	66.5
7	Yeni Nursanti	45.5
8	Aji Anggara Mukti	79
9	Frans Septian H.S	86
10	M. Sirajul Munir	53.5
11	Rendra Alfaj Fajar	29
12	Kiky Ika Cahyandri	48.5
13	M. Anang N.	28.5
14	Abdul Wahid	58.5
15	Sugiannoor	76
16	Ayat Sudrajat	72
17	Yuli Anita	57
18	M.Rizal	70
19	Ika Fitri Suwanti	74
20	Diyah Safitri	45.5
21	Maya Ratna Sari	69.5
22	Aulia Ulfah	18
23	Febrian Budi Nugroho	47
24	Dermahwan	67
25	Fitri Yanti	68.5
26	Selvi Nurviani	39.5
27	Hana Pratiwi	58.5
28	Annisa	69.5
29	Rendy Hidayat	78.5
30	Meynita Intan Utari	78
31	Dian Kristiani	79
<b>Total</b>		<b>1939</b>
<b>Mean</b>		<b>62.55</b>

Table 4.13 The Classification of Students' vocabulary achievement for class A

No	Score	Category	Frequency
1	90 – 100	Excellent	0
2	80 - < 90	Very good	3
3	70 - <80	Good	9
4	60 - <70	Fair	7
5	50 - <60	Poor	4
6	0 - <50	Very poor	8
<b>Total</b>			<b>31</b>

Sources: *Suharsimi Arikunto, Prosedur Penelitian, (Jakarta: PT. Renika Cipta, 1998).*

Table 4.14 Percentage of Students' Score in Vocabulary test for class A

No	Category	Frequency	Percentage
1	Excellent	0	0%
2	Very good	3	9.68%
3	Good	9	29.03%
4	Fair	7	22.58%
5	Poor	4	12.90%
6	Very poor	8	25.81%
<b>Total</b>		31	100%

Based on the classification, it shows that none of students (0 % from the total students) classified in excellent category who got the score between 90 – 100, 3 students (9.68 % from the total students) got the score between 80 - <90 are classified in very good category, and 9 students (29.03 % from the total students) got score between 70 - <80 are classified in good category, 7 students (22.58 % from the total students) got score between 60 - <70 are classified in fair category, 4 students (12.90 % from the total students) got score between 50 - <60 are classified in poor category, and 8 students (25.81 % from the total students) got score between 0 - <50 are classified in very poor category. From the calculation, it is gotten that mean of students' vocabulary achievement for class A is 62.55. It is gotten from the total score of students' vocabulary achievement that is 1939 and divided with the number of students that is 31. Based on this result, it can be said that the students' vocabulary achievement is 62.55 and included in fair category. It means that the vocabulary achievement of the second grade class A students at SMPN 2 Kintap in academic year 2010/2011 is fair.

## 2) The second grade students' class B first score

The performance of the students' second score of the vocabulary achievement can be seen on following tables:

Table 4.15 Students' score of vocabulary achievement for class B

No	Name	Students' Achievement Scores
1	Abdul Majid	84
2	Ade Khoirul Obi	49
3	Ady Setiawan	60
4	Ahmad Besari	57
5	Andi Mahendra	65.5
6	Askani	67
7	Aulia Arianti	49
8	Budi Pramono	74
9	Danang Tri Riswanto	80
10	Dwi Retno Sari	54.5
11	Dwi Rianovi Safitri	26.5
12	Fatimah	43
13	Ferianto	16.5
14	Hafsah	53.5
15	Hairudin	74
16	Harti	46
17	Jullia Sapta Ariani	54
18	Misran Effendi	68
19	M. Hafiz Ridha	74
20	Muhammad Nor Arifin	49.5
21	Muhammad Nurul Iman	33
22	Normala	47
23	Nurillah Safitri	11.5
24	Nurmilasari	23
25	Nurul Hidayah	49
26	Nurul Husna	68.5
27	Sindy Triana Dewi	66.5
28	Susi Sutini	50
29	Sutrifiani	68.5
30	Tibyan Abdul Azis	76.5
31	Wahyu Anggara	72
32	Yoga Kurnia Akbar	58
33	Yongki Saputra	43
<b>Total</b>		<b>1811.5</b>
<b>Mean</b>		<b>54.89</b>

Table 4.16 The Classification of Students' vocabulary achievement for class B

No	Score	Category	Frequency
1	90 – 100	Excellent	0
2	80 - < 90	Very good	2
3	70 - <80	Good	5
4	60 - <70	Fair	7
5	50 - <60	Poor	6
6	0 - <50	Very poor	13
<b>Total</b>			<b>33</b>

Sources: Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT. Renika Cipta, 1998).

Table 4.17 Percentage of Students' Score in Vocabulary test for class B

No	Category	Frequency	Percentage
1	Excellent	0	0%
2	Very good	2	6.06%
3	Good	5	15.15%
4	Fair	7	21.21%
5	Poor	6	18.18%
6	Very poor	13	39.39%
<b>Total</b>		33	100%

Based on the classification, it shows that none of students (0 % from the total students) classified in excellent category who got the score between 90 – 100, 2 students (6.06 % from the total students) classified in very good category who got the score between 80 - <90, and 5 students (15.15 % from the total students) got score between 70 - <80 are classified in good category, 7 students (21.21 % from the total students) got score between 60 - <70 are classified in fair category, 6 students (18.18 % from the total students) got score between 50 - <60 are classified in poor category, and 13 students (39.39 % from the total students) got score between 0 - <50 are classified in very poor category. From the calculation, it is gotten that mean of students' vocabulary achievement for class B is 54.89. It is gotten from the total score of students' vocabulary achievement that



is 1.811,5 and divided with the number of students that is 33. Based on this result, it can be said that the students' vocabulary achievement for class B is 54.89 and included in poor category. It means that the vocabulary achievement of the second grade students for class B at SMPN 2 Kintap in academic year 2010/2011 is poor.

Based on all explanations above can be known all mean scores for each class, as on the table below:

Table 4.18 Students' Mean Score in Vocabulary test for all classes

Types of Test	Mean Score of All Students	
	Class A	Class B
First Test	59.68	52.42
Second Test	62.55	54.89

### C. Data Analysis

After all data has been completed and are presented in data presentation, than the writer wants to analyze them. Data analysis needs to know the application of techniques in teaching vocabulary for the second grade students of SMPN 2 Kintap and students' vocabulary improvement academic year 2010/2011.

#### 1. Techniques Applied by The Teacher in Teaching Vocabulary in The Second Grade Students of SMPN 2 Kintap

From the interview and observation that the writer done, the techniques are used by both of the English teachers in teaching vocabulary are different. The techniques that told by the teacher A are fewer than the writer found during the observation. The teacher told that he only use guessing words in context, using

dictionary, use word in sentence and reading comprehension question techniques in teaching vocabulary. While The techniques used by the first teacher during class observation are 13 kinds; they are reading comprehension question, finding antonyms, finding synonyms, fill in the blank, use words in sentence, composition, reading aloud, question and answer exercise, repetition, define and match, story retelling, using dictionary and enumeration. And the techniques that told by the teacher B are also fewer than the writer found during the observation. The teacher told that he only use question and answer exercise, using dictionary and use word in sentence techniques in teaching vocabulary. While the technique used by the second teacher during class observation are 7 kinds, they are reading comprehension question, fill in the blank, use words in sentence, reading aloud, question and answer exercise, guess the meaning, and using dictionary.

## **2. The influence of teachers' technique to the students' vocabulary improvement**

The writer observed both of teachers' techniques and carried the written test to measure the students' vocabulary achievement to the second grade students. It is obtained that mean of the students' vocabulary achievement of the second grade students class A at SMPN 2 Kintap in academic year 2010/2011 is 62.55. It is means that the students' vocabulary achievement of the second grade students class A at SMPN 2 Kintap in academic year 2010/2011 is fair. It can be seen on table 4.13, it is provided that none of students (0 % from the total students) classified in excellent category who got the score between 90 – 100, 3 students (9.68 % from the total students) got the score between 80 - <90 are

classified in very good category, and 9 students (29.03 % from the total students) got score between 70 - <80 are classified in good category, 7 students (22.58 % from the total students) got score between 60 - <70 are classified in fair category, 4 students (12.90 % from the total students) got score between 50 - <60 are classified in poor category, and 8 students (25.81 % from the total students) got score between 0 - <50 are classified in very poor category.

From the description above, it can be known that the students' vocabulary achievement is fair category and the first teacher's teaching technique can improve students' vocabulary achievement of the second grade student class A of SMPN 2 Kintap. It can be seen on the table 4.19, it is known that the improvement increased from the first test done before the observation; mean of students' score is 59.68, to the second test done by the writer after the observation; mean of students' score is 62.55.

And it is also obtained that mean of the students' vocabulary achievement of the second grade students class B at SMPN 2 Kintap in academic year 2010/2011 is 54.89. It means that the students' vocabulary achievement of the second grade students class B at SMPN 2 Kintap in academic year 2010/2011 is poor. It can be seen on table 4.16, it is provided that the classification shows that none of students (0 % from the total students) classified in excellent category who got the score between 90 – 100, 2 students (6.06 % from the total students) classified in very good category who got the score between 80 - <90, and 5 students (15.15 % from the total students) got score between 70 - <80 are classified in good category, 7 students (21.21 % from the total students) got score

between 60 - <70 are classified in fair category, 6 students (18.18 % from the total students) got score between 50 - <60 are classified in poor category, and 13 students (39.39 % from the total students) got score between 0 - <50 are classified in very poor category.

From the description above, it can be known that the students' vocabulary achievement for class B is poor category and the second teacher's teaching technique also can improve students' vocabulary achievement of the second grade student class B of SMPN 2 Kintap. It can be seen on the table 4.19, it is known that the improvement increased from the first test done before the observation; mean of students' score is 52.42, to the second test done by the writer after the observation; mean of students' score is 54.89.