TEACHERS' EFFORTS IN INCREASING STUDENTS' VOCABULARY AT MTs MUHAMMADIYAH 02 PEKANBARU

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ABSTRACT

Elviani (2011): "Teachers' Efforts in Increasing Students' Vocabulary at MTs Muhammadiyah 02 Pekanbaru."

The English teachers at MTs Muhammadiyah 02 Pekanbaru have implemented effort to increase students' vocabulary such as the teachers give new vocabulary and writing vocabulary test once a weeks and give reward for students who can memorize many vocabularies. Nevertheless, there are some of students who do not master vocabularies given by the teachers.

This study was carried out at MTs Muhammadiyah 02 Pekanbaru. The subject of this research was the English teachers at MTs Muhammadiyah 02 Pekanbaru, and the objectives of this research were to find out ″how is the teachers' efforts in increasing students' vocabulary?″, and ″what factors influencing teachers' efforts in increasing students' vocabulary at MTs Muhammadiyah 02 Pekanbaru?″.

To collect the data of this research, the writer used two techniques; observation and interview technique. In analyzing the data, writer used descriptive qualitative technique with percentage by using the four categories based on the Suharsimi's opinion; if the applied skills acquire 76%-100% it is categorized into good, 56%-75% it is categorized into fair, 40%-55% it is categorized into less, and if it less than 40%, it is categorized into bad.

Finally, based on the result of this research, the percentage of teachers' efforts in increasing students' vocabulary at MTs Muhammadiyah 02 Pekanbaru is 57.14%. It means that teachers' efforts in increasing students' vocabulary at MTs Muhammadiyah 02 Pekanbaru is categorized into **fair**. Furthermore, there are three factors that influence teachers' efforts in increasing students' vocabulary at MTs Muhammadiyah 02 Pekanbaru ; they are the teachers, the students, and the facilities in the school.

ABSTRAK

Elviani (2011): "Usaha-usaha Guru dalam Meningkatkan Kosakata Siswa di MTs Muhammadiyah 02 Pekanbaru."

Guru bahasa Inggris di MTs Muhammadiyah 02 Pekanbaru sudah menerapkan usaha-usaha untuk meningkatkan kosakata siswa seperti guru memberikan kosakata baru, ujian kosakata tertulis, memberi penghargaan pada siswa yang bisa menghafal banyak kosakata. Meskipun demikian masih ditemukan sebagian siswa tidak menguasai kosakata yang telah diberikan oleh guru.

Penelitian ini telah dilaksanakan di MTs Muhammadiyah 02 Pekanbaru, subjek dari penelitian ini adalah guru bahasa Inggris di MTs Muhammadiyah 02 Pekanbaru, dan objek dari penelitian ini adalah untuk mengetahui ″bagaimana usaha-usaha guru dalam meningkatkan kosakata siswa?″, dan ″apa faktor- faktor yang mempengaruhi usaha-usaha guru dalam meningkatkan kosakata siswa di MTs Muhammadiyah 02 Pekanbaru?″.

Untuk mengumpulkan data pada penelitian ini, penulis menggunakan dua tehnik; yaitu tehnik observasi dan wawancara. Dalam menganalisa data, penulis menggunakan tehnik describtif qualitatif dengan persentase terbagi dalam empat kategori berdasarkan pendapat Suharsimi; jika penerapan kemampuan diperoleh 76%-100% dikategorikan baik, 56%-75% dikategorikan cukup, 40%-55% dikategorikan kurang, jika kurang dari 40% dikategorikan buruk.

Akhirnya, berdasarkan hasil dari penelitian ini, persentase pada usaha-usaha guru dalam meningkatkan kosakata siswa di MTs Muhammadiyah 02 Pekanbaru adalah 57.14%. Itu berarti bahwa usaha-usaha guru dalam meningkatkan kosakata siswa di MTs Muhammadiyah 02 Pekanbaru dikategorikan **cukup**. Selain itu, ada tiga faktor yang mempengaruhi usaha-usaha guru dalam meningkatkan kosakata siswa di MTs Muhammadiyah 02 Pekanbaru; yaitu guru, siswa, dan fasilitas sekolah.

عنوان هذا البحث **"جهود المدرس في ترقية إتقان التلاميذ في المترادفات بالمدرسة الثانوية محمدية 02**
.

إن مدرس اللغة الإنجليزية بالمدرسة الثانوية محمدية 02 المحاولات لترقية إتقان التلاميذ في المترادفات المثال تقديم المدرس المفردات الجديدة، امتحان المفردات التحريرية، إهداء التقدير للتلاميذ الذين حفظوا المترادفات الكثيرة. هناك بعض التلاميذ الذين لم يتقنوا المفردات المقدمة من قبل المعلم.

انعقد هذا البحث بالمدرسة الثانوية محمدية 02 باكنبارو، موضوع هذ مدرس اللغة الإنجليزية بالمدرسة الثانوية محمدية 02 باكنبارو، و الهدف لهذا البحث جهود المدرس في ترقية إتقان التلاميذ في المترادفات و العوامل التي تؤثر جهود المدرس في ترقية إتقان التلاميذ في المترادفات بالمدرسة الثانوية محمدية 02
.

لجمع البيانات في هذا البحث، استخدم الباحث التقنيتين، هنما الملاحظة و المقابلة. في تحليل البيانات، استخدم الباحث تقنية وصفية نوعية مع النسبة المئوية تنقسم إلى أربعة تصنيفات استنادا إلى رأي سوهارسيمي: إذا كان تطبيق القدرة مكتسبة 76- 100 في المائة سوف يصنف جيد، 55   75- في المائة يصنف كفاية، 40   55- يصنف ضعيف، إذا أقل من 40 في المائة يصنف قبيح.

في الأخير ، استناد إلى حصول البحص، نسبة مئوية جهود الدرس في ترقية إتقان التلاميذ في المترادفات بالمدرسة الثانوية محمدية 02 باكنبارو هي 57 14   . هذا بمعنى أن جهود المدرس في ترقية إتقان التلاميذ في المترادفات بالمدرسة الثانوية محمدية 02 باكنبارو يصنف كفاية. بجانب ذلك، هناك ثلاثة عوامل تؤثر جهود المدرس في ترقية إتقان التلاميذ في المترادفات بالمدرسة الثانوية محمدية 02 باكنبارو وهي: التلاميذ، والوسائل المدرسية.

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CHAPTER I

INTRODUCTION

A. The Background

Based on the school-based curriculum at the school called Kurikulum Tingkat Satuan Pendidikan (KTSP) (in BSNP: 11-13), in learning English, the students are prepared to be able to attain their target language in the form of four language skills, namely; listening, speaking, reading and writing. To master them, the student need to master English components, such as vocabulary, grammar, pronunciation, phonology, and spelling. English is the first foreign language that is taught from elementary school until university in Indonesia. According to the school-based curriculum on teaching English at Junior High School, the target of teaching English is to enable the students to master 1000 words of vocabulary. It means that if a student has already graduated from school, he or she is assumed to have mastered approximately 1000 words.

The teaching of vocabulary is an important component in the mastery of English language. Pieter A. Napa (1994:6) mentions that vocabulary is one of the components of language and that no language exists without words. He said that vocabulary has important role because language will created from words, impossible any language exists without words. Therefore, vocabulary is one of the important aspects that have to be learned by students. Furthermore, Rivers in Nunan (1991: 117) states that, the acquisition of an adequate vocabulary essential for successful foreign language use because, without an extensive wide

vocabulary, we will be unable to use the structure and functions we may have learned for comprehensible communication. The above statement indicates that we will get success in second language learning if we master the English vocabulary as plenty as possible because, without more vocabulary, we cannot learn to build the sentences and use them, so misunderstanding would be happening in communications.

The teaching of vocabulary is divided into two parts, the first part deals with "unplanned vocabulary teaching" that is extempore removes teaching of problem vocabulary items that comes up without warning in the course of a lesson. The second part deals with "planed vocabulary teaching" that is where the teacher goals into the classroom with an item of a get of vocabulary items that/ he delude beforehand will be though doing the course of the lesson. (Murcia, 1991:298)

Teacher can help student by preparing them in a passage together with their meaning read it. The students choose pre-writing though reading context and the student try to enrich new vocabulary. We can understand what the meaning in the word is. According to Nunan (1991: 121); "rather than getting them to undertaken the time consuming task of memorizing long list of words or looking or knowledge words in a dictionary which would make the reading process unbearably slow and radiuses and which would probably contribute little to the learning or vocabulary".

Vocabulary can be also introduced through reading text. According to Wassman and Lee (2000: 59), how can you remember the meaning of new words, which words remember you need to be selective in your choices and concentrate on the appear repeatedly in your reading. Words you see frequently but are unclear. Often, textbook term will be given in a glossary or printed in boldface or italic type to signal their importance. Instructors frequently point out words that you must comity to memory. Learning just 10-20 new words a week increases your vocabulary by 500 to 1000 words a year.

In order to attract students' interest in learning vocabulary especially for the beginning Junior High School students, teachers can use reading text as the way of teaching. This method becomes impressive to the students because of this activity they do not only ask to read the text, but also activate themselves in learning process. It means that while they are mastery vocabulary, collect difficult words in the passage to be remembered in their mind, and then the meaning of them must be interpreted to understand the vocabulary.

Though in particular method for teaching vocabulary has been identified as best Back and McKewown (in Hardiana, 2007: 2-3), a number of instructional strategies such as identifying synonym and antonyms, providing example and no examples, and relating words to one's own life, have yielded growth in students' vocabulary. For these reasons, vocabulary A-Z has developed a five-day vocabulary teaching plan that focuses on teaching word based on context and meaning, not memorization.

In mastering vocabulary, the teacher can use many efforts to help their students in mastering vocabulary, such as using pictures, listening English song, game, using card, reading text, etc. Remembering words makes the students bored and easy to forget. Therefore, the teacher can combine the efforts to have fun activities in mastering vocabulary.

Therefore, English teachers are demanded to utilize the best ways that became more appropriate to encourage and motivate the students to learn English. The teachers function as facilitators in learning process and play an important role to make the classroom activities running well.

The English teachers at MTs Muhammadiyah 02 Pekanbaru has implemented effort to increase students' vocabulary. Nevertheless, there still finds some of the students who do not master vocabulary yet. Based on the observation, the writer finds some of phenomena as follows:

a. The teachers give new vocabularies to students to memorize in front of class while teaching-learning process in the following meeting, but there are some of students who cannot memorize the vocabularies.

b. The teachers give writing vocabulary test once a week, but there are some of students cannot answer the questions.

c. The teachers try giving reward wisely for students who can memory many vocabularies, but there are some of students still get difficulties in memorizing the vocabularies.

d. Teachers have done efforts to increase student's mastery of new vocabulary, but some of students are afraid if teacher gives vocabulary test to them.

Based on phenomena above, the writer is interested in carrying out a research, entitled:

"TEACHERS' EFFORTS IN INCREASING STUDENTS' VOCABULARY AT MTs MUHAMMADIYAH 02 PEKANBARU"

B. The Definition of the Term

In order to avoid misunderstanding and misinterpretation about the terms is used in this study, it is necessary to define the operational definition terms comprised in this research:

1. Teachers' Efforts

Teachers' efforts consist of two words, effort and teacher. Effort is the physical or mental energy that you need to do, meaning that the effort takes a lot of energy. The teachers are person who present the materials that are demanded to have good competence. Therefore, teacher's efforts are efforts done by English teacher in increasing students' vocabulary.

2. Increase

Increase is making or becoming greater in size, number degree, etc. Hornby (1995: 603). Increase in this research is making students of MTs Muhammadiyah 02 Pekanbaru in master of vocabulary.

3. Vocabulary

Vocabulary is total numbers of words that make op a language, besides vocabulary means that words used in language skills. In this research, mastery of vocabulary means that the students can memorize and comprehend the words. Meaning that the students can master all of the components of vocabulary such as synonym, antonym.

C. The Problem

1. The Identification of the Problems

Based on the background and the phenomena above, the problems can be identified as follows:

a. How are the teachers' efforts in increasing students' vocabulary?

b. What are the teachers' efforts in increasing students' vocabulary?

c. What are the factors that influence teachers' efforts in increasing students' vocabulary?

d. Why are some students difficult in mastering vocabulary?

2. The Limitation of the Problem

To avoid misunderstanding about the problems of the research, the writer needs to limit the problems about the teachers' efforts in increasing students' vocabulary and the factors that influence the teachers' efforts in increasing students' vocabulary.

3. The Formulation of the Problem

Based on these problems above, the writer can make the formulation of the problems as follows:

a. How are the teachers' efforts in increasing students' vocabulary at MTs Muhammadiyah 02 Pekanbaru?

b. What are the factors that influence the teachers' efforts in increasing students' vocabulary at MTs Muhammadiyah 02 Pekanbaru?

D. The Objective and the Needs of the Research

1. The Objective of the Research

a. To know the teachers' efforts in increasing students' vocabulary at MTs Muhammadiyah 02 Pekanbaru.

b. To know the factors that influence the teachers' efforts in increasing students' vocabulary at MTs Muhammadiyah 02 Pekanbaru.

2. The Needs of the Research

a. To give a bit contribution to English teachers at MTs Muhammadiyah 02 Pekanbaru in increasing their students' vocabulary.

b. To increase the researcher's experience and knowledge in the problems that are being discussed.

To fulfill one of the partial requirements for the graduate study program at English Education Department of the Education and Teachers Training Faculty of State Islamic University of Sultan Syarif Kasim Riau

CHAPTER II

THEORETICAL FRAMEWORK

A. The Theoretical Concept

1. The Nature of Effort

Effort is defined as ahard trial use strength and energy to do something. According to Hornby(1994: 277), defines the effort as trying hard, use of strength and energy to do something. Furthermore, Sykes (1976: 331) state that the effort is strenuous exertion; vigorous attempt, force exerted, special activity; something accomplished involving concentration or special activity. Longman (1987: 326) says that, effort is the use the physical strength or power of the mind; trying hard with mind or body, an attempt using all one is power, and something made or done as the result of trying. By these statements, we can conclude that the effort is an exertion of strength or power, whether physical or mental, in performing an act or aiming at an object. Meaning that it is our hard trial toward something and it is used our power whether physical or mental.

According to Brown (1994: 34), the effort itself is influenced by motivation as the extent to which you make choices about (a) goal to pursue and (b) the effort you will devote that pursuit.

2. The Nature of Vocabulary

Vocabulary is one of the elements of language skills. All of four language skills (listening, speaking, reading, and writing) need vocabulary. In addition to mastering vocabulary, we have to know the kinds of vocabulary. Alkalis and Susiowati (in Hardiana, 2007: 10) say that in meaning the words in order to be a correct sentence, we have to know how to manage the words so that we can understand it. These words are adverb, preposition, conjunction, and interjection. Nuttal (1982: 76-78) states that there are some kinds of difficult words, namely idioms, trance of meaning, words with several meaning, sub technical vocabulary, super ordinates, synonym and antonym, and irony.

a. The Teaching Vocabulary

There are some techniques in teaching vocabulary, Chitravela (in Hardiana, 2007: 11) states that the comment techniques for teaching vocabulary are as follows:

1. Visual technique

   There are two activity types using visual for technique of vocabulary, they are word picture associations and using diagram.

2. Verbal technique

   There are variety of verbal technique we can use they may include following: use of synonym and definition, use of antonyms and contrast, and use of context word part clues and vocabulary group.

3. The Use of a dictionary

This way is useful as a means of confirming contextual guesswork. More importantly, it can be used as a source to clarify uncertainly in areas of words, meaning, pronunciation, grammar, and spelling.

4. Translation

Translation is probably best used where there are no contextual clauses, where explanation of the meaning of the word may by long indolence or where the English word and firs language word reflect to the something.

b. The Factors Influence the Teacher's efforts in Increasing Students' Vocabulary.

The teacher motivations also influence their efforts in increasing student's vocabulary. Brown (1994: 34) says that, the effort that is influenced by motivation is the extent to which you make choices about goal to pursue and the effort you will devote to pursue.

From the statement above, it is clear that the teacher motivation can influence their efforts in increasing students' vocabulary. In this case, the teacher should do some efforts in order to increase the students' vocabulary. They are as follows:

1. Giving score

This is the symbol of learning result because many students want to get high score. It will improve the students' motivation in learning.

2. Giving reward

   Some students will be interested to learn by giving reward.

3. Giving competition

   This can encourage the students to learn. The competition can be done individually or in-group.

4. Giving ego-involvement

   This is given in order to grow the awareness to the students to thing that learning in very important.

5. Giving test

   The students will be motivated to learn when the teacher gives the test.

6. Giving the result of learning

   By giving the result of learning, the students will be motivated when there is improvement.

7. Giving appreciation

   It is given when the students do the task well.

8. Giving punishment

   It is as negative reinforcement, so the teacher should give it correctly.

9. Giving desire and talent

   In this case, the students have been motivated to learn.

10. Giving talent

    It is given by growing the needs, relating to test experience, giving chance to get good result, and using various teaching methods.

11. Giving clear objective

A clear objective is important to the students to know it because it can be a motivation for them.

In addition, Glesser (in Umi Salamah, 2007: 10) states that there are four skills that should be mastered by the competence teachers. They are mastering the material well, being able to observe the students behavior, being able to plan the lesson in teaching process, and being able to know the result of learning.

B. The Relevant of the Research

As a matter of fact, there are many previous studies; namely:

1. "The Students' Strategies in Memorizing English Vocabulary at the Second Year Students of Abbasiyah Senior High School Teluk Pinang Indragiri Hilir" is written by Afrizal in 2005. In this study, the writer focused on students' strategies in memorizing English vocabulary at the second year students of Abbasiyah and the influence.

2. "The Efforts Done by Students in Enriching The New Vocabulary at Second year in State Senior High School One Reteh Pulau Kijang" is written by Hardiana in 2007. In this study, the writer focused on how the students' efforts in developing their skill and focus that influence in writing, they are: the students concentrated in learning writer, have good attitudes in learning writer, have good classroom, and have motivation from the teacher in learning.

3. "The Increasing Students' Vocabulary Mastery through English Songs at The Second Year Student of Senior High School Babussalam Pekanbaru" is written by Riska Cahyati in 2008. In the study, the writer focused how well the students' vocabulary mastery through English songs is and any significant effect of English songs in increasing students' vocabulary mastery.

4. "The Teachers' Efforts in Motivating Students to Speak English at Bahrul Ulum Islamic Boarding School" is written by Anisya Syamsul in 2008. In the study, the writer focused how the teacher's efforts in motivating students to speak English and the influence.

   Therefore, for a study "Teachers' Efforts in Increasing Students' Vocabulary at MTs Muhammadiyah 02 Pekanbaru", the writer focuses on how the teachers' efforts in increasing students' vocabulary and what the factors influence the teachers' efforts in increasing students' vocabulary.

C. The Operational Concept

The operational concept is a concept used to give the explanation about the theoretical framework. In order to know teacher's efforts in increasing students' mastery of vocabulary and the factors that influence at MTs Muhammadiyah 02 Pekanbaru, the writer determines some indicators as follows:

1. **The teacher's efforts in increasing students' vocabulary**

   a. The teachers make small groups in learning.

   b. The teachers review vocabularies before starting the lesson.

   c. Teachers do review students' vocabularies mastery in closing lesson.

   d. The teachers help students who get difficulties in mastery of vocabulary.

   e. The teachers use media in learning to increase students' mastery of vocabulary.

   f. The teachers use techniques translation to increasing students' mastery of vocabulary.

2. **The factors that influence the teachers' efforts in increasing students' vocabulary**

   a. The teacher gives difference vocabularies for every teaching and learning process.

   b. The teachers give writing test vocabulary once a week.

   c. The teachers give homework to students.

   d. The students bring dictionary in learning process.

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and Time of the Research

This research was conducted at MTs Muhammadiyah 02 that is located on Jl. Srikandi Pekanbaru. The time of this research, the writer conducted on December 2009 to January 2010.

B. The Subject and Object of the Research

The subject of this research was English teachers at MTs Muhammadiyah 02 Pekanbaru and the object of this research was the teachers' effort in increasing students' vocabulary.

C. The Population and the Sample of the Research

The population of this research was the English teachers at MTs Muhammadiyah 02 Pekanbaru. There were two English teachers, so the writer took them as respondents as it is stated below:

TABLE I
THE LIST OF ENGLISH TEACHERS AT MTs MUHAMMADIYAH 02 PEKANBARU

NO	NAME	GRADUATE
1	Umar S.Pd	FKIP UIR
2	Gustini S.Pd	FKIP UNRI

Even, to make the data valid, the writer also took some informants to crosscheck the data gathered and it is also known as triangulation. According to Brannen (2002: 20), in finding the data, the researcher should be flexible, meaning that the data gathered not only from respondents but also from informants. The informant of this research was as follow:

TABLE II
THE LIST OF THE HEADMASTER AT MTs MUHAMMADIYAH 02 PEKANBARU

NAME	GRADUATE
Rusli Nur S.PdI	S1 UIN SUSKA RIAU

TABLE III
NUMBER OF STUDENTS OF MTs MUHAMMADIYAH 02 PEKANBARU

NO	CLASS	AMOUNT OF CLASS	STUDENT		AMOUNT
			MALE	PEMALE	
1	VII	3	37	32	69
2	VIII	3	47	36	83
3	IX	3	35	33	68
AMOUNT		9	119	101	220

D. The Data Collection Techniques

To collect the data involved to this research, the writer used technique as follows:

a. Observation

According to Suharsimi (2006: 156), observation is an activity that is concern toward some objects by using the five of senses. Observation is the way to get some data by observing the object of the research. In this research, this technique was used by observing directly to get some data about the teachers' efforts in increasing students' vocabulary.

b. Interview

According to Suharsimi (2006: 155), interview is dialogues done by interviewer to get some information from interviewee. Interview is a process to get some data of the research by giving some questions from interviewer to interviewee or respondent by using interview guide. In this research, this technique was used to attain further information and to complete the data needed and give some question to English teachers. Even, the writer also used interview to get some data from informants.

E. The Data Analysis

This study is descriptive qualitative study. The reason is that the study only attempts as objectively as possible to describe and interpret the data on the teachers' efforts in increasing students' vocabulary. The data gathered was quantitatively analyzed and compared with the expected number of which the percentage was interrupted into qualitative words. To determine it, the writer gave percentage about the teachers' efforts in increasing students' vocabulary based on Suharsimi's opinion (1998: 246). The categories as below:

a. 76%-100% is good.

b. 56%-75% is fair.

c. 40%-55% is less.

d. Less than 40% is bad.

To describe the data presentation, the writer used the following formula:

$$P = \frac{F}{N} x100\%$$

Note: P: Individual proportion individual in-group

F: Frequency

N: Total

Anas Sudijono (2000: 40)

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

In this data presentation, there are two instruments used by the writer. The first was observation and the second was interview. Previously, it has been noticed that the aims of this research are to find out the teachers' efforts in increasing students' vocabulary and to know the factors that influence the teachers' efforts in increasing students' vocabulary.

Therefore, to gain the data about the teachers' efforts in increasing students' vocabulary, the writer used observation technique. Meanwhile, in collecting the data about the factors that influence the teachers' efforts in increasing students' vocabulary, writer used interview technique.

1. **The Data Presentation about The Teachers' Efforts in Increasing Students' Vocabulary at MTs Muhammadiyah 02 Pekanbaru**

   The data presentation about the teachers' efforts in increasing students' vocabulary at MTs Muhammadiyah 02 Pekanbaru, the writer presents the result of observation toward the English teachers who teaches in the whole classes (VII, VIII, IX). For each class, writer observed four times observation. In this observation format, the writer used two alternatives answer "Yes" and "No". Answer "Yes" the writer gave sign with (   ) and for answer "No" with (-). "Yes", indicated the implemented activities. Otherwise, "No", indicate. that activities were not implemented.

TABLE IV
LIST OBSERVATION ON THE TEACHERS' EFFORTS IN INCREASING STUDENTS' VOCABULARY AT CLASS VII A

NO	ITEMS OBSERVED	OBSERVATION TIME				TOTAL	
		1	2	3	4	YES	NO
1	The teacher reviews vocabularies before starting the lesson		-	-		2	2
2	The teacher gives new vocabularies for every teaching and learning process	-			-	2	2
3	The teacher makes small group in learning		-	-		2	2
4	The teacher helps the students' difficulties in mastery of vocabulary			-		3	1
5	The teacher use media in learning		-	-		2	2
6	The teacher use technique translation			-	-	2	2
7	The teacher does review students' vocabularies mastery in closing lesson	-			-	2	2
	Total Percentage					15 53.57%	13 46.42%

The table above shows that the category "Yes" acquired 15 and "No" 13 times. It is found that the percentage of category "Yes" is 53.57% and the percentage "No" is 46.42%. Clearly, the percentage of Yes is higher than the percentage of No.

TABLE V
LIST OBSERVATION ON THE TEACHERS' EFFORTS IN INCREASING STUDENTS' VOCABULARY AT CLASS VII B

NO	ITEMS OBSERVED	OBSERVATION TIME				TOTAL	
		1	2	3	4	YES	NO
1	The teacher reviews vocabularies before starting the lesson		-			3	1
2	The teacher gives new vocabularies for every teaching and learning process	-				3	1
3	The teacher makes small group in learning			-	-	2	2
4	The teacher helps the students' difficulties in mastery of vocabulary		-		-	2	2
5	The teacher use media in learning	-		-		2	2
6	The teacher use technique translation	-		-	-	1	3
7	The teacher does review students' vocabularies mastery in closing lesson	-				3	1
Total Percentage						16 57.14%	12 42.85%

The table above shows that the category "Yes" acquired 16 and "No" 12 times. It is found that the percentage of category "Yes" is 57.14% and the percentage "No" is 42.85%. Clearly, the percentage of Yes is higher than the percentage of No.

TABLE VI
LIST OBSERVATION ON THE TEACHERS' EFFORTS IN INCREASING
STUDENTS' VOCABULARY AT CLASS VII C

NO	ITEMS OBSERVED	OBSERVATION TIME				TOTAL	
		1	2	3	4	YES	NO
1	The teacher reviews vocabularies before starting the lesson					4	0
2	The teacher gives new vocabularies for every teaching and learning process				-	3	1
3	The teacher makes small group in learning	-		-	-	1	3
4	The teacher helps the students' difficulties in mastery of vocabulary	-				3	1
5	The teacher use media in learning	-		-	-	1	3
6	The teacher use technique translation	-		-		2	2
7	The teacher does review students' vocabularies mastery in closing lesson				-	3	1
Total Percentage						17 60.71%	11 39.28%

The table above shows that the category "Yes" acquired 17 and "No" 11 times. It is found that the percentage of category "Yes" is 60.71% and the percentage "No" is 39.28%. Clearly, the percentage of Yes is higher than the percentage of No.

TABLE VII
LIST OBSERVATION ON THE TEACHERS' EFFORTS IN INCREASING STUDENTS' VOCABULARY AT CLASS VIII A

NO	ITEMS OBSERVED	OBSERVATION TIME				TOTAL	
		1	2	3	4	YES	NO
1	The teacher reviews vocabularies before starting the lesson				-	3	1
2	The teacher gives new vocabularies for every teaching and learning process		-	-		2	2
3	The teacher makes small group in learning	-				3	1
4	The teacher helps the students' difficulties in mastery of vocabulary	-		-		2	2
5	The teacher use media in learning	-	-			2	2
6	The teacher use technique translation	-		-	-	1	3
7	The teacher does review students' vocabularies mastery in closing lesson		-	-		2	2
	Total Percentage					15 53.57%	13 46.42%

The table above shows that the category "Yes" acquired 15 and "No" 13 times. It is found that the percentage of category "Yes" is 53.57% and the percentage "No" is 46.42%. Clearly, the percentage of Yes is higher than the percentage of No.

TABLE VIII
LIST OBSERVATION ON THE TEACHERS' EFFORTS IN INCREASING STUDENTS' VOCABULARY AT CLASS VIII B

NO	ITEMS OBSERVED	OBSERVATION TIME				TOTAL	
		1	2	3	4	YES	NO
1	The teacher reviews vocabularies before starting the lesson		-			3	1
2	The teacher gives new vocabularies for every teaching and learning process	-			-	2	2
3	The teacher makes small group in learning		-	-		2	2
4	The teacher helps the students' difficulties in mastery of vocabulary	-				3	1
5	The teacher use media in learning		-		-	2	2
6	The teacher use technique translation		-	-		2	2
7	The teacher does review students' vocabularies mastery in closing lesson	-			-	2	2
	Total Percentage					16 57.14%	12 42.85%

The table above shows that the category "Yes" acquired 16 and "No" 12 times. It is found that the percentage of category "Yes" is 57.14% and the percentage "No" is 42.85%. Clearly, the percentage of Yes is higher than the percentage of No.

TABLE IX
LIST OBSERVATION ON THE TEACHERS' EFFORTS IN INCREASING STUDENTS' VOCABULARY AT CLASS VIII C

NO	ITEMS OBSERVED	OBSERVATION TIME				TOTAL	
		1	2	3	4	YES	NO
1	The teacher reviews vocabularies before starting the lesson		-		-	2	2
2	The teacher gives new vocabularies for every teaching and learning process	-		-		2	2
3	The teacher makes small group in learning		-	-		2	2
4	The teacher helps the students' difficulties in mastery of vocabulary	-		-		2	2
5	The teacher use media in learning		-			3	1
6	The teacher use technique translation	-	-			2	2
7	The teacher does review students' vocabularies mastery in closing lesson	-		-		2	2
	Total Percentage					15 53.57%	13 46.42%

The table above shows that the category "Yes" acquired 15 and "No" 13 times. It is found that the percentage of category "Yes" is 53.57% and the percentage "No" is 46.42%. Clearly, the percentage of Yes is higher than the percentage of No.

TABLE X
LIST OBSERVATION ON THE TEACHERS' EFFORTS IN INCREASING STUDENTS' VOCABULARY AT CLASS IX A

NO	ITEMS OBSERVED	OBSERVATION TIME				TOTAL	
		1	2	3	4	YES	NO
1	The teacher reviews vocabularies before starting the lesson				-	3	1
2	The teacher gives new vocabularies for every teaching and learning process			-		3	1
3	The teacher makes small group in learning	-		-		2	2
4	The teacher helps the students' difficulties in mastery of vocabulary			-		3	1
5	The teacher use media in learning	-	-			2	2
6	The teacher use technique translation		-		-	2	2
7	The teacher does review students' vocabularies mastery in closing lesson			-		3	1
	Total					18	10
	Percentage					64.28%	35.71%

The table above shows that the category "Yes" acquired 18 and "No" 10 times. It is found that the percentage of category "Yes" is 64.28% and the percentage "No" is 35.71%. Clearly, the percentage of Yes is higher than the percentage of No.

TABLE XI
LIST OBSERVATION ON THE TEACHERS' EFFORTS IN INCREASING STUDENTS' VOCABULARY AT CLASS IX B

NO	ITEMS OBSERVED	OBSERVATION TIME				TOTAL	
		1	2	3	4	YES	NO
1	The teacher reviews vocabularies before starting the lesson				-	3	1
2	The teacher gives new vocabularies for every teaching and learning process	-		-		2	2
3	The teacher makes small group in learning	-			-	2	2
4	The teacher helps the students' difficulties in mastery of vocabulary		-			3	1
5	The teacher use media in learning		-			3	1
6	The teacher use technique translation	-			-	2	2
7	The teacher does review students' vocabularies mastery in closing lesson	-		-		2	2
	Total Percentage					17 60.71%	11 39.28%

The table above shows that the category "Yes" acquired 17 and "No" 11 times. It is found that the percentage of category "Yes" is 60.71% and the percentage "No" is 39.28%. Clearly, the percentage of Yes is higher than the percentage of No.

TABLE XII
LIST OBSERVATION ON THE TEACHERS' EFFORTS IN INCREASING STUDENTS' VOCABULARY AT CLASS IX C

NO	ITEMS OBSERVED	OBSERVATION TIME				TOTAL	
		1	2	3	4	YES	NO
1	The teacher reviews vocabularies before starting the lesson				-	3	1
2	The teacher gives new vocabularies for every teaching and learning process	-			-	2	2
3	The teacher makes small group in learning	-		-		2	2
4	The teacher helps the students' difficulties in mastery of vocabulary			-	-	2	2
5	The teacher use media in learning	-				3	1
6	The teacher use technique translation	-	-		-	1	3
7	The teacher does review students' vocabularies mastery in closing lesson	-			-	2	2
	Total Percentage					15 53.57%	13 46.42%

The table above shows that the category "Yes" acquired 15 and "No" 13 times. It is found that the percentage of category "Yes" is 53.57% and the percentage "No" is 46.42%. Clearly, the percentage of Yes is higher than the percentage of No.

TABLE XIII
THE RECAPITULATION OF THE OBSERVATION RESULT TOWARD
THE TEACHERS' EFFORTS IN INCREASING STUDENDS'
VOCABULARY AT CLASS VII (A, B, C)

Class	Yes		No	
	F	P	F	P
VII A	15	53.57%	13	46.42%
VII B	16	57.14%	12	42.85%
VII C	17	60.71%	11	39.28%
Total	48	57.14%	36	42.85%

Based on the above recapitulation of the observation result about the teachers' efforts in increasing students' vocabulary toward class VIIA, VII B, and VII C, we can get a conclusion that the category "Yes" acquired 48 times with percentage 57.14%. While, the category "No" acquired 36 times with percentage 42.85%. Clearly, the percentage the category of "Yes" is higher than the percentage category of "No".

TABLE XIV
THE RECAPITULATION OF THE OBSERVATION RESULT TOWARD
THE TEACHERS' EFFORTS IN INCREASING STUDENDS'
VOCABULARY AT CLASS VIII (A, B, C)

Class	Yes		No	
	F	P	F	P
VIII A	15	53.57%	13	46.42%
VIII B	16	57.14%	12	42.85%
VIII C	15	53.57%	13	46.42%
Total	46	54.76%	38	45.23%

Based on the above recapitulation of the observation result about the teachers' efforts in increasing students' vocabulary toward class VIIIA, VIII B, and VIII C, we can get a conclusion that the category "Yes" acquired 46 times with percentage 54.76%. While, the category "No" acquired 38 times with percentage 45.23%. Clearly, the percentage the category of "Yes" is higher than the percentage category of "No".

TABLE XV
THE RECAPITULATION OF THE OBSERVATION RESULT TOWARD
THE TEACHERS' EFFORTS IN INCREASING STUDENDS'
VOCABULARY AT CLASS IX (A, B, C)

Class	Yes		No	
	F	P	F	P
IX A	18	64.28%	10	35.71%
IX B	17	60.71%	11	39.28%
IX C	15	53.57%	13	46.42%
Total	50	59.52%	34	40.47%

Based on the above recapitulation of the observation result about the teachers' efforts in increasing students' vocabulary toward class IX A, IX B, and IXC, we can get a conclusion that the category "Yes" acquired 50 times with percentage 59.52%. While, the category "No" acquired 33 times with percentage 40.47%. Clearly, the percentage the category of "Yes" is higher than the percentage category of "No".

TABLE XVI
THE RECAPITULATION OF THE OBSERVATION RESULT TOWARD
THE TEACHERS' EFFORTS IN INCREASING STUDENDS'
VOCABULARY AT CLASS VII, VIII, IX

Class	Yes		No	
	F	P	F	P
VII	48	57.14%	36	42.85%
VIII	46	54.76%	38	45.23%
IX	50	59.52%	34	40.47%
Total	144	57.14%	108	42.85%

Based on the above recapitulation of the observation result about the teachers' efforts in increasing students' vocabulary toward class VII, VIII, and IX, we can get a conclusion that the category "Yes" acquired 144 times with percentage 57.14%. While, the category "No" acquired 107 times with percentage 42.85%. In this case, to determine the category of the teachers' efforts in increasing students' vocabulary, as it is explained in the previous chapter that there are four categories based on the score reached. If the score reached 76% - 100%, it can be categorized good; if the score reached 56% - 75% it can be categorized fair; if the score reached 40% - 55%, it can be categorized less, and if the score reached less than 40%, it can be categorized bad.

Dealing with the result of observation conducted, the writer concludes that by having this percentage (57.14%), the teachers' efforts in increasing students' vocabulary at MTs Muhammadiyah 02 Pekanbaru can be categorized into **fair**.

2. The Data Presentation about The Factors that Influence Teachers' Efforts in Increasing Students' Vocabulary at MTs Muhammadiyah 02 Pekanbaru

After doing observation, the writer directly interviewed the English teachers dealing with the factors that influence their efforts in increasing students' vocabulary because the needed data cannot be gotten exactly merely based on the observation.

a. Interview with the first teacher, he is Mr. Umar. S.Pd, the questions are as follows:

1. Do you give new vocabularies every teaching? Do you ask the students using it to practice English?

"Yes, I do. Because if I do not give the new vocabularies every teaching, the students are not able to mastering much vocabulary. Surely, I asked them to used it and to practice English because without practice the students cannot master it."

Based on answer above, the writer concludes that he respected to the students. He gave new vocabularies and asked the students to practice English to make them master vocabulary.

2. Do you give homework to students in order to master new vocabularies? Can the students do the homework well?

"Yes, I do. The homework in the form of reading text, and the student should be to translate the reading text. Some of students can do homework well but the others students cannot."

Based on statement above, the English teacher gave homework to students and some of students could master well but the others students could not.

3. Do you give writing vocabulary test once a week?

"I give writing test to students once a week but I am not focused vocabulary only, and I can say no, I do not."

The teacher answer shows that he did not give writing vocabulary test to students once a week but he gave the other writing tests for students.

4. What do you think about students' vocabulary? Do they always bring English dictionary during English subject is going on and do they find out the meaning of vocabulary?

"The students of MTs Muhammadiyah 02 Pekanbaru lack in mastering of vocabulary, they seldom bring dictionary. It is only four or five students each class have it. Yes, they use dictionary to find out the meaning of vocabulary, for the students who do not bring dictionary, they can use dictionary that is available in the school."

From the answer above, the writer concludes that the students were lack in mastery of vocabulary. They seldom brought dictionary in studying English. In addition, from a whole class, only four or five of the students who had dictionary. They used dictionary to find out the meaning of vocabulary, for the student who does not bring dictionary, the can use dictionary that have in the school.

5. How are the facilities of the school? Are they available to support you in increasing students' vocabulary?

"If we talk about the facilities especially to support in increasing students' mastery of vocabulary, actually I am shy to say it to you. The facilities in this school to support in increasing students' mastery of vocabulary like dictionary, tape recorder, English picture, etc. are still limited. Sometimes I bring from my house, but it is not enough."

From the statement above, the writer concludes that the facilities in this school are lack. It makes the teacher feel difficult in increasing students' mastery of vocabulary but he tries to provide that facilities with bring from his house.

6. What are your real efforts in increasing students' vocabulary?

"Firstly, I will start from the students. As you have seen that the students seldom bring English dictionary and only four or five of the students each class have it. Therefore, I asked them to bring dictionary every learning English. Secondly, when they do not make homework, I give punishment by asking them to pay about Rp.5000, 00. Then, if the money is enough, I buy English dictionaries, tape recorder, English picture, etc to increase students' mastery of vocabulary. Now, we have some of English dictionaries, a tape recorder, and some of English pictures that can be used by the students."

The answer above shows that the teacher has efforts increasing students' mastery of vocabulary. Some of efforts done by the teacher are: the first, he asks the students to bring dictionary every learning English, and the second he give punishment for the students when they do not make homework by asking them to pay about Rp.5000, 00. Then, if the money is enough, he buys English dictionaries, English picture, etc.

b. Interview with the second teacher, she is Mrs. Gustini. S.Pd, the questions are as follows:

1. Do you give new vocabularies every teaching? Do you ask the students using it to practice English?

"Of course, because as we know that vocabulary is very important in English, without vocabulary the students cannot speak English. Yes, I asked them but seldom because just some of students can speak English. So, difficult for the students to practice English, I just give new vocabulary for the students and then that vocabulary should be memorized by them."

Based on the answer above, the writer concludes that the teacher give new vocabulary for the students every teaching, and she asks the students to practice English with the vocabulary, but seldom, because just some of students can speak English.

2. Do you give homework to students in order to master new vocabulary? Can the students do the homework well?

"Yea, I do. Usually, I give reading text for the students and the students should be able to translate that, the next meeting the homework will be correct by me. Just a few students can answer the homework well because as we know the ability from students is different."

The answer above shows that the teacher usually gives homework for students with reading text to translate and the homework will be corrected by her the next meeting.

3. Do you give writing vocabulary test once a week?

"No, I do not. I give writing test for the students once a week but the writing test is not only focused on vocabulary but if there are understandable vocabularies in the test, I will explain to them."

Based on the statement above the writer concludes that the teacher do not give writing vocabulary test for the students once a week.

4. What do you think about students' vocabulary? Do they always bring English dictionary during English subject is going on and do they find out the meaning vocabulary?

"The students of MTs Muhammadiyah 02 Pekanbaru still lack in mastery of vocabulary because some of students are lazy to memorize of vocabulary. Some of students bring dictionary but the others do not. Yes, the students find out the meaning of vocabulary from dictionary and for the students who do not bring dictionary, they can use the dictionary that is available in the school."

The statement above shows that the students of MTs Muhammadiyah 02 Pekanbaru still lack of vocabulary mastery, and they are lazy to memorize. Just few of students bring dictionary and the students who do not bring dictionary can use the dictionary available in the school to find out the meaning of the vocabulary.

5. How are the facilities of the school? Are they available to support you in increasing students' vocabulary?

"The facilities in this school are very limited, such a dictionary. There are 5 dictionaries, 1 tape recorder, etc. Yes, the facilities support me to increase the students' mastery of vocabulary, but the facilities are not enough. Therefore, sometimes to complete the facilities, I always bring from my house".

The answer above shows that the teachers care to students because if the facilities in this school are not enough, she brings from her house.

6. What are your real efforts in increasing students' vocabulary?

"To increasing students' mastery of vocabulary, I asked them to bring dictionary every teaching and learning process, I give homework to students, if the student does not make the homework, and I give punishment for them by pay about Rp.5000, 00. If the money is enough, I buy dictionaries".

The statement above shows that the teacher has efforts in increasing students' mastery of vocabulary. She asks the students to bring dictionary, she give homework, and if the students do not make the homework, she gives a punishment for the students.

c. Interview with the informants, they are the headmaster and the students. Interview with the headmaster, the questions as follows:

1. Do the English teachers give writing vocabulary test for the students once a week?

"I think no. The English teachers give writing test for the students once a week, but the test not focused of vocabulary."

2. How are the facilities of the school? Are they available to support English teachers in increasing students' vocabulary?

"The facilities in this school are still limited, it is because the fund in this school is limited too. I think the facilities support them but the facilities are not enough."

3. What are the real efforts do by the English teachers to increasing students' vocabulary?

"As far as I know the English teachers asked the students to bring English dictionary and the teachers give punishment for the students by paying Rp.5000. 00 if the student do not make homework, and if the money is enough, the teachers buy English dictionary to add the facilities of this school."

Interview with the students, the questions as follows:

1. Do the English teachers give you new vocabulary every teaching? Do they ask you using it to practice?

    The students said that the teachers gave new vocabulary every teaching but the teachers seldom asked them to practice English.

2. Do the English teachers give homework about vocabulary?

    The students said that, yes the English teachers gave homework for us.

3. Do the English teachers give you writing vocabulary test once a week for you?

    The English teachers gave writing test once a week but the test was not about vocabulary.

4. Do you bring English dictionary during English subject is going on and do you find out the meaning vocabulary from the dictionary?

    Some of students said that yes, but the other students said no because there was no dictionary and they used dictionary to find out the meaning vocabulary, for the students who did not have dictionary, they used the dictionary available in this school.

5. How are the facilities of the school? Are they available to support the English teachers to increasing your vocabulary?

The students said that the facilities in this school were limited and the facilities in this school could support the teacher to increase our mastery of vocabulary but the facilities were not enough.

6. What are the real efforts done by English teachers to increase your vocabulary?

The teachers give homework for us, the teachers ask us to bring dictionary every teaching and learning process. The teachers give punishment for us by paying about Rp.5000. 00 if we do not make homeworks and the money was used to buy the English dictionary.

B. The Data Analysis

Data analysis means to analyze the data gathered through observation and interview. In the previous chapter, the writer has presented the data gathered in this research. The technique of data analysis is descriptive technique, in which qualitative data are taken from the result of observation and interview. The analysis data will be divided as follows:

1. **The Data Analysis on The Teachers' Efforts in Increasing Students' Vocabulary at MTs Muhammadiyah 02 Pekanbaru**

The teachers' efforts in increasing students' vocabulary at MTs Muhammadiyah 02 Pekanbaru can be seen as below:

a. 75 – 100% : Good

b. 56 – 75% : Fair

c. 40 – 55% : Less

d. Less than 40% : Bad

In this research, the collected data were analyzed by using the following formula: $P = \dfrac{F}{N} x100\%$

Note: P: Percentage

F: Frequency of Score

N: Total of Score

To know the teachers' efforts in increasing students' vocabulary, see the following table:

TABLE XVII
THE RATE PERCENTAGE IN OBSERVATION TOWARD THE
TEACHERS' EFFORTS IN INCREASING STUDENS' VOCABULARY

The Total Aspects	Yes		No		Number	P
	F	P	F	P		
1	26	72.22%	10	27.78%	36	100%
2	21	58.33%	15	42.67%	36	100%
3	18	50%	18	50%	36	100%
4	23	63.89%	13	36.11%	36	100%
5	20	55.56%	16	44.44%	36	100%
6	15	41.67%	21	58.33%	36	100%
7	21	58.33%	15	41.67%	36	100%
Total	144	57.14%	108	42.85%	252	100%

The question of "Yes":

F = 144

N = 252

$$P = \frac{F}{N} x100\% = \frac{144}{252} x100\% = 57.14\%$$

The question of "No":

F = 108

N = 252

$$P = \frac{F}{N} x100\% = \frac{108}{252} x100\% = 42.85\%$$

Based on the rate percentage on the teachers' efforts in increasing students' vocabulary, it can be analyzed as follows:

As it is presented on the table XVII that the category "Yes" acquired 144 and "No" 108 times. It is found that the percentage of the teachers' efforts in increasing students' vocabulary is 57.14%. It means according to the result, the level of standard percentage of the teachers' efforts in increasing students' vocabulary at MTs Muhammadiyah 02 Pekanbaru is located at category of 56% - 75% and classified as **Fair**.

Finally, in applying efforts in increasing students' vocabulary, the English teacher could apply some aspects, while some of the aspects are not applied well. Based on observation result, the writer can draw a conclusion. There are some aspects implemented well, they are as follows:

a. The teachers review vocabularies before starting the lesson.

b. The teachers give new vocabularies for every teaching and learning process.

c. The teachers help the students' difficulties in mastery of vocabulary.

d. The teachers do review students' vocabularies mastery in closing lesson.

However, there are some of aspects that are not implemented well. They are as below:

a. The teachers makes small group in learning

b. The teachers use media in learning

c. The teachers use technique translation

2. The Data Analysis on The Factors that Influence Teachers' Efforts in Increasing Students' Vocabulary at MTs Muhammadiyah 02 Pekanbaru

As pointed above, after doing observation, the writer asked the English teachers directly in terms of the factors that influence them efforts in increasing students' vocabulary at MTs Muhammadiyah 02 Pekanbaru.

Based on the result of interview between writer, the English teachers, and the informants, the factors that influence the teachers' efforts in increasing students' vocabulary included the teachers, the facility, and the students.

a. The teachers

The teachers seldom asked the students to practice English, and seldom give writing vocabulary test for the students. It makes the students cannot mastery much vocabulary, and make them difficult in learning English. This can be seen from the interview with the teachers.

b. The facilities

As we know, the facility is one of the important aspects that can support teaching and learning process. If a school is limited of the facilities, automatically the teaching and learning process cannot run successfully. This happens at MTs Muhammadiyah 02 Pekanbaru especially the facility to support the teachers' efforts in increasing students' vocabulary.

c. The students

Based on the result of interview between writer and English teachers, the students of MTs Muhammadiyah 02 Pekanbaru lack of vocabulary mastery. It is proved by only a few of the students can answer the homeworks well, and some of students seldom bring English dictionary.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the result of the research that has conducted toward the teachers' efforts in increasing students' vocabulary, the writer would like to draw some conclusions from what has been discussed in the previous chapter and to recommend some suggestions related to the teachers' efforts in increasing students' vocabulary at MTs Muhammadiyah 02 Pekanbaru.

A. **Conclusions**

1. **How the Teachers' Efforts in Increasing Students' Vocabulary at MTs Muhammadiyah 02 Pekanbaru?**

From the observation findings, the writer concludes that the teachers' efforts in increasing students' vocabulary at MTs Muhammadiyah 02 Pekanbaru can be category into **Fair** with percentage 57.14%. The teachers apply only half of the total aspects of the teachers' efforts in increasing students' vocabulary. To make it clear, the percentage of the item "Yes" is (57.14%) and "No" is (42.85%).

2. What are the factors that influence the teachers' efforts in increasing students' vocabulary at MTs Muhammadiyah 02 Pekanbaru?

From the interview between the researcher with teachers and informants, there are three factors that influence the teachers' efforts in increasing students' vocabulary at MTs Muhammadiyah 02 Pekanbaru.

They are as follows:

1. The teachers

The teachers seldom asks the students to practice English and the teachers seldom give writing vocabulary test for the students. It is make the students cannot master much vocabulary difficult in learning English. This can be seen from the interview with the teachers.

2. The students

Based on the result of interview between writer and English teachers, the students of MTs Muhammadiyah 02 Pekanbaru lack in mastery of vocabulary. It is proved by only a few of the students can answer the homework well, and some of students seldom bring English dictionary.

3. The facilities

As we know that, the facility is one of the important aspects that can support teaching and learning process. If a school limited of the facilities, automatically the teaching and learning process cannot run successfully. This happens at MTs Muhammadiyah 02 Pekanbaru especially the facility to support the teachers' efforts in increasing students' vocabulary.

B. Suggestions

After we know the conclusions from this research, the writer has some suggestions to increase students' vocabulary.

They are, as follows:

1. The English teachers of MTs Muhammadiyah 02 Pekanbaru should often ask the students to practice English and give writing vocabulary test for the students because with writing vocabulary test the teachers can increase students' vocabulary and the students can practice English well.

2. The students do not be lazy in memorizing vocabulary and do not be lazy to make homework. If lazy in memorize vocabulary, the students cannot practice English well and vocabulary is one of important components in learning English.

3. The headmaster is strongly expected to take a consideration toward the equipments of the audio visual aids, especially for English lesson. Because by providing the audio visual aids, it means that the headmaster has applied his role.

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OBSERVATION ITEMS

1. The teacher reviews vocabularies before starting the lesson.

2. The teacher gives new vocabularies for every teaching and learning process.

3. The teacher makes small group in learning.

4. The teacher helps the students' difficulties in mastery of vocabulary.

5. The teacher use media in learning.

6. The teacher use technique translation.

7. The teacher does review students' vocabularies mastery in closing lesson.

APPENDIX II

INTERVIEW QUESTIONS

1. Do you give new vocabularies every teaching? Do you ask the students using it to practice English?

2. Do you give homework to students in order to master new vocabulary? Can the students do the homework well?

3. Do you give writing vocabulary test once a week?

4. What do you think about students' vocabulary? Do they always bring English dictionary during English subject is going on and do they find out the meaning of vocabulary from the dictionary?

5. How are the facilities of the school? Are they available to support you in increasing students' vocabulary?

6. What are your real efforts in increasing students' vocabulary?

LESSON PLAN

- Standar Kompetensi : Memahami maknadalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

  Kompetensi Dasar : Merespon makna dalam percakapan transaksional dan interpersonal yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memprkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

  Indicator : Merespon ungkapan-ungkapan:

  - Sapaan orang yang sudah / belum dikenal

  - Perkenalan diri sendiri / orang lain

  - Perintah / larangan

  Jenis Teks : Transaksional / interpersonal

  Tema : Personal life

  Aspek / Skill : Mendengarkan

  Alokasi Waktu : 2 x 40 menit

1. **Tujuan Pembelajaran**

   Pada akhir pembelajaran siswa dapat:

   a. Merespon ungkapan sapaan dari orang yang sudah dikenal.

   b. Merespon ungkapan sapaan dari orang yang belum dikenal.

   c. Merespon ungkapan perkenalan diri sendiri.

   d. Merespon ungkapan perkenalan orang lain.

   e. Merespon ungkapan perintah.

   f. Merespon ungkapan larangan.

2. **Materi Pembelajaran**

   a. Percakapan-percakapan singkat memuat unakapan-ungkapan tersebut:

      1. A : Good morning.How are you?

         B : Good morning. Fine thank you.

      2. A : Hello,I'm Nina. Nice to meet you.

         B : Hello,I'm Renny. Nice to meet you,too.

      3. A : Don't do that!

         B : No,I won't.Don't worry.

      4. A : Stop it !

         B ; OK

   b. Kosakata terkait tema/jenis teks.

      Misalnya: name,live,address,dsb

   c. Verbs: live,meed,do,stop,have

d. To be: is,am,are

e. Personal Pronouns: I,you,we,they,he.she.it

f. Ungkapan baku:

- Good morning

- Don't worry

- Thanks

- Nice to meet you

- OK

- How are you?

3. **Metode Pembelajaran / Teknik** : Three-phase technique (Pre Listening, Whilst Listening, Post Listening)

4. **Langkah-langkah Kegiatan**

   a. **Kegiatan Pendahuluan**

   - Tanya jawab berbagai hal terkait kondisi siswa

   - Siswa menjawab pertanyaan tentang identitas diri

   b. **Kegiatan Inti**

   1. Membahas kata sulit yang digunakan dalam teks.

   2. Mendengarkan kalimat-kalimat yang diucapkan guru.

   3. Menentukan makna dan fungsi kalimat yang didengar.

   4. Menirukan kalimat-kalimat yang diucapkan guru.

   5. Mendengarkan percakapan tentang perkenalan.

   6. Menjawab pertanyaan tentang isi percakapan.

7. Merespon ungkapan-ungkapan : sapaan, perkenalan, perintah dan larangan.

8. Melakukan perintah yang diucapkan guru.

c. **Kegiatan Penutup**

1. Menanyakan kesulitan siswa selama proses belajar mengajar.

2. Menyimpulkan materi pembelajaran

3. Menugaskan siswa untuk menggunakan ungkapan-ungkapan yang dipelajari dalam situasi yang sesungguhnya.

5. **Sumber Belajar**

a. Buku teks yang relevan

b. Script percakapan atau rekaman percakapan

c. Gambar-gambar yang relevan

6. **Penilaian**

a. Teknik　　　　: Merespon ungkapan / pertanyaan secara lisan dan tulis

b. Bentuk　　　　: Pertanyaan lisan

c. Instrument　　:

- Standar Kompetensi : Memahami makna dalam teks tulis fungsional

  pendek

  sangat sederhana yang berkaitan dengan lingkungan

  terdekat

  Kompetensi Dasar : Merespon makna yang terdapat dalam teks tulis

  fungsional pendek sangat sederhana secara akurat,

  lancer dan berterima yang berkaitan dengan

  lingkungan terdekat.

  Indicator :

  - Mengidentifikasi berbagai informasi dalam teks

    fungsional pendek berbentuk pengumuman

  - Mengidentifikasi cirri kebahasaan teks

    pengumuman

  Jenis Teks : Teks fungsional pendek "Pengumuman"

  Tema : Kehidupan sekolah (School Life)

  Aspek / Skill : Membaca

  Alokasi Waktu : 2 x 40 menit

1. **Tujuan Pembelajaran**

   Pada akhir pembelajaran siswa dapat:

   a. Menemukan gagasan umum teks pengumuman

   b. Menemukan informasi rinci dalam teks pengumuman

   c. Menemukan makna kata tertentu dalam teks pengumuman

   d. Menemukan cirri kebahasaan teks pengumuman

2. **Materi Pembelajaran**

   a. Teks fungsional pendek "Pengumuman" tentang kegiatan sekolah.

   b. Kosakata terkait tema / jenis teks.

      Misalnya:

      - Announcement

      - Be supposed to

      - Be ready

      - Punctual

      - Uniform

      - Gather

      - Flag ceremony

   c. Ungkapan:

      1. Kalimat kesantunan

         Please be on time

      2. Kalimat sederhana (+, -, ?)

3. **Metode Pembelajaran / Teknik** : Three-phase technique (Pre Reading, Whilst Reading, Post Reading)

4. **Langkah-langkah Kegiatan**

   a. **Kegiatan Pendahuluan**

   - Menjawab berbagai pertanyaan tentang gambar kegiatan upacara di sekolah.

   - Menentukan makna kata dan menggunakannya dalam kalimat (terkait pengumuman)

   b. **Kegiatan Inti**

   1. Membaca teks pengumuman

   2. Menjawab pertanyaan tentang isi teks pengumuman

      - Gagasan utama

      - Informasi rinci

      - Makna kata

      - Tujuan komunikatif

   3. Menentukan kata, makna dan bentuk kata kerja yang digunakan dalam teks pengumuman

   4. Membaca teks pengumuman lainnya

   c. **Kegiatan Penutup**

   1. Menanyakan kesulitan siswa dalam memahami teks pengumuman.

   2. Menyimpulkan materi pembelajaran

   3. Menugaskan siswa mencari teks pengumuman lainnya dari Koran / majalah.

5. Sumber Belajar

    a. Contoh teks pengumuman

    b. Koran / majalah

    c. Perpustakaan

    d. Buku teks

6. Penilaian

    1. Teknik   : Tes lisan

    2. Bentuk   : Pertanyaan lisan

    3. Instrument :