

**TEACHING VOCABULARY THROUGH
INTERACTIVE VOCABULARY TECHNIQUE OF
THE SEVENTH GRADE STUDENTS AT *MTS NEGERI*
*3 MUARA ENIM***

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
NOVEMBER 2021**

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THESIS

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In Partial Fulfillment of the Requirement
For the Degree of *Sarjana* in English Language Education

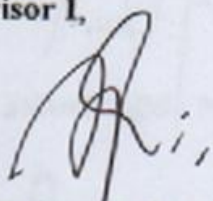
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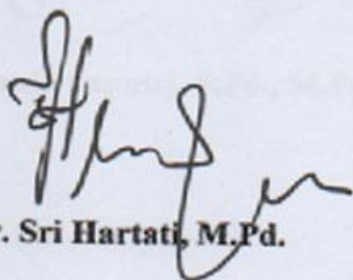
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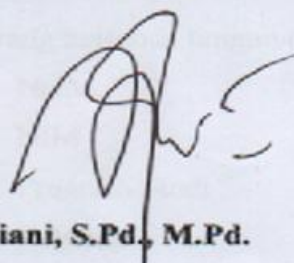
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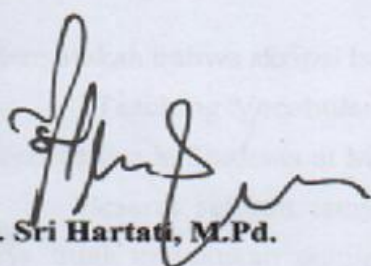
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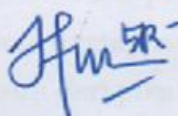
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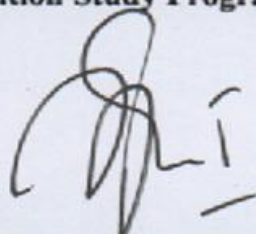
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Menyatakan bahwa skripsi berjudul:

“Teaching Vocabulary Through Interactive Vocabulary Technique of the Seventh Grade Students at MTS Negeri 3 Muara Enim.”

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila di kemudian ternyata saya tidak benar atau klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, 15 November 2021

Yang menyatakan



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MOTTO AND DEDICATION

Motto

- **Start with Bismillah, end with Alhamdulillah**
- **Be careful in speaking words because every word is a prayer that can be real.**

Dedication

Thanks to:

- ❖ **My beloved parents (Jupardin & Nilawati) I am proud to be one of your children, thanks for your love, prayers, material, support, thank you so much, mom and dad, without both of you, I can nothing.**
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ABSTRACT

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Keywords: Teaching, Vocabulary, Interactive Vocabulary.

This thesis is entitled "Teaching Vocabulary Through Interactive Vocabulary Technique of the seventh-grade students at *MTS Negeri 3 Muara Enim*". The formulation of the problem in this research as follows: is it effective to teaching vocabulary through interactive technique of the seventh-grade student at *MTS Negeri 3 Muara Enim*. Therefore, the objective of the research was to know whether or not it is effective to teach English vocabulary through interactive vocabulary technique of the seventh-grade students at *MTS Negeri 3 Muara Enim*. The method of the research was quantitative with quasi experimental design. The population was 81 students. The sample were 54 students which where taken from two classes (VII 1 as control class and VII 2 a class). The sample was taken through total sampling. The test consisted of 35 items. There are 17 fill-in-the-blank, 10 unscramble letters, 8 multiple choices. The data were analyzed by using SPSS 22. The result of the data showed that the t-obtained was 6.101 at the significant level 0.05 (5%) for two tailed and degree of freedom was 52, t-table was 2.020. The alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It meant that it was effective in Teaching Vocabulary Through the Interactive Vocabulary Technique of the Seventh-grade Student at *MTS Negeri 3 Muara Enim*.

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Palembang, November 2021

The reseacher

S.H

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CHAPTER I INTRODUCTION

This chapter presents (1) background, (2) problem, (3) limitation of the problem, (4) formulation of the problem, (5) objective of the research, (6) significance of the research, and (7) hypothesis

A. Background

According to Wilsana, Marhum, and Kamaruddin (2005), English is an important subject in school. It plays a vital role for students when they want to continue their education to a higher level. In the process of English learning, the most important components are teachers' performance, learning facilities, and students' attitudes towards English learning. A teachers' performance can be seen in his/her behavior towards his/her work of teaching. The factors affecting the performance of teachers are attitude, method of teaching, classroom management, and motivation. (p.23). Sulaiman (2017) stated that teaching is such a verbal interaction among the teacher and the students' in a good learning sequence or atmosphere. (p.1).

Providing vocabulary instruction is one of the most significant ways in which teachers can improve students' reading, writing, listening, and speaking comprehension. The more students' master vocabulary, the more they will understand and be more communicative. Vocabulary is needed to convey what one wishes to say, which is organized grammatically. The ability to communicate and to convey our social needs could not be established without having enough vocabulary as Hennings (2000) affirms the importance of vocabulary as the building block of meaning. Students with limited vocabularies have trouble understanding what they read and hear because they have 'too few building blocks with which to construct meanings. (p.1).

Vocabulary plays important role in language learning. Vocabulary is also an essential skill for learning to read, speak, write and listen. without sufficient vocabulary, people cannot communicate and express their feeling both in form of spoken and written effectively. The more people master vocabulary the more they

can speak, write, read and listen as they want. Wilkins in Thornbury (2004) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that even someone has good grammar but it will be useless if they do not know many vocabularies. (p.13).

The fact, the learners of seventh-grade students at *MTS Negeri 3 Muara Enim* did not master yet the four language skills and language components. Besides, the students' pronunciation was still far from expectation because the written form is different from its pronunciation. In addition to these cases, the students seldom practice the pronunciation and the students' number of the class is big enough. Based on the statement above, it made the students difficult to master English well, especially vocabulary, so the student's vocabulary mastery is unsatisfactory yet. Therefore, their limited vocabulary mastery made them difficult to understand English clearly. This condition causes difficult to understand some words in a context and they did not have enough yet words to say what they want to say. Most of the students of seventh-grade students of *MTS Negeri 3 Muara Enim* eventually were not interested in English subjects anymore, and English likely becomes something too hard to learn.

Vocabulary is not easy to be mastered because the students' should memorize a lot of words and their meanings. Most of them feel difficult to remember the words because they are not interested in learning vocabulary. The fact shows that the implementation of the English learning process still is difficult because the students have a low interest in learning English. The teachers' technique is boring and some of the students are lazy to bring their dictionaries.

In this case, the researcher found some problems faced by the seventh-grade student at *MTS Negeri 3 Muara Enim* as follows :

- a. They were not interested and less motivated in learning vocabulary
- b. Students still had difficulties remembering new vocabulary
- c. Students' English vocabulary mastery was still low.

Teaching vocabulary well is a key aspect of developing engaged and successful readers. Vocabulary mastery should be the priority in English language teaching and learning because learners cannot perform well in English if their vocabulary is very poor. In reality, vocabulary becomes a problem for almost all

of the students at any level of education. Interactive teaching is all about instructing the students in a way they are actively involved with their learning process.

Interactive vocabulary is one of the teaching vocabulary technique which requires and involves students to be active in the learning process. Interactive and communicative vocabulary activities can lead to better word learning (Courtright and Wesolek, 2000). Building vocabulary is far more than memorizing words. So by using interactive vocabulary the students not only memorize the words but can comprehend, apply, and use them in a certain context or situation. (p.3).

Interactive vocabulary instruction means present keywords from the text to students in a variety of ways that require student's participation. Replay et al (Maclean, 2000). Vocabulary is the knowledge of words and word meanings. (p.13). As Steven Stahl (2005) puts it. Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition but also implies how that word fits into the world. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens throughout a lifetime.

Based on the explanation above, the title of this research is: "Teaching vocabulary through interactive vocabulary technique of the seventh-grade students' at *MTS Negeri 3 Muara Enim*".

B. The problem of the Research

Based on the background of the problems that have been discussed the problem of the research are formulated as follows;

- a. They were not interested and less motivated in learning vocabulary
- b. Students still had difficulties remembering new vocabulary
- c. Student's English vocabulary mastery was still low.

C. Limitation of the Problem

Based on the background of the problem and identification of the problem above, the researcher focused this research only on the process of teaching and learning vocabulary through interactive vocabulary technique of the seventh-grade students at *MTS Negeri 3 Muara Enim*.

D. Formulation of the Problem

Based on the background above, the researcher formulated the problem of the research: is it effective to teach English vocabulary through an interactive technique of the seventh-grade students at *MTS Negeri 3 Muara Enim*.

E. The Objective of the Research

The objective of the study is to know whether or not it is effective to teach English vocabulary through interactive vocabulary technique of the seventh-grade students at *MTS Negeri 3 Muara Enim*.

F. Significance of the Research

The researcher expects that there are some uses of the research as follows:

a. For the students

Interactive vocabulary technique, it is expected that the students are more interested and motivated in learning English so that their English vocabulary will be developed and it gives a positive effect on their English achievement.

b. For the teacher

Interactive vocabulary technique, the teachers can improve their creativity in the teaching-learning process, so that the goal of teaching-learning can be achieved.

c. For the school

It is expected that this research can provide useful input in improving the quality of learning at school.

G. Hypothesis

Based on the problem and objective of the study, there are two forms of hypothesis in the study. They are Null Hypothesis (Ho) and Alternative hypothesis (Ha) as follows;

(Ho) : it is effective to teach vocabulary through interactive vocabulary technique of the seventh-grade students at *MTS Negeri 3 Muara Enim*.

(Ha) : it is not effective to teach vocabulary through interactive vocabulary technique of the seventh-grade students at *MTS Negeri 3 Muara Enim*.

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