

**TEACHER'S TECHNIQUES IN TEACHING VOCABULARY
VIA ONLINE AT SMP DATOK SULAIMAN PALOPO**

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**FACULTY OF TEACHER TRAINING AND EDUCATION
COKROAMINOTO PALOPO UNIVERSITY
2022**

**TEACHER'S TECHNIQUES IN TEACHING VOCABULARY
VIA ONLINE AT SMP DATOK SULAIMAN PALOPO**

A THESIS

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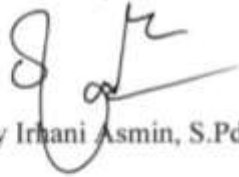
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ABSTRACT

Andi Yusmaniar Pangiu. 2022. Teacher's Techniques in Teaching Vocabulary Via Online at SMP Datok Sulaiman Palopo. (Supervised by Hafirah Patang and Arny Irhani Asmin).

The objective of the research is to find out teacher techniques in teaching vocabulary via online at SMP Datok Sulaiman Palopo. The population of this research is the English teacher of SMP Datok Sulaiman Palopo at Academic Year 2021/2022. The researcher applied random sampling technique in determining the sample. The instrument of the research was interview. Then the data collected from interview was analyzed qualitatively by using the theory assumed by Mile Huberman (2014). The researcher concludes that the teacher's technique in teaching is also an important point that must be underlined because it will determine the level of student interest in the learning process in other words an effective learning process will affect student learning outcomes. The result shows that three teaching techniques used by the teacher in learning process are reading aloud, memorizing and applying the vocabulary in daily activities.

Keywords: Teaching English, online class

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The researcher realizes that in the preparation of this thesis has limited knowledge, experience and writing skills, the preparation of this thesis is not perfect, the researcher hopes that the preparation of this thesis can be useful for the researcher in particular and for future readers.

Palopo, June 2022
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CURRICULUM VITAE



Andi Yusmaniar Pangiu was born in Palopo on 25th October 1997, she is the second of four siblings. His father's name is Andi Muh Yusuf Pangiu her mother's name is Dasmawati. She was a student of SDN 364 Labokke Puty and she graduated in 2009. Then, she continued her study to SMP Negeri 1 Bua and she graduated in 2012. After that she continued her study in SMA Negeri 1 Bua and she graduated in 2015. At the same year, she continued her education in Palopo Cokroaminoto University by taking English Language Education Study Program.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
THESIS APPROVAL	ii
LETTER OF THESIS AUTHENTICITY	iii
SIMILARITY TEST	iv
ABSTRAK	v
ACKNOWLEDGEMENT	vi
CURRICULUM VITAE	viii
TABLE OF CONTENTS	ix
 CHAPTER I INTRODUCTION	
1.1 Background	1
1.2 Problem Statement	2
1.3 Objective of the Research	3
1.4 Significances of the Research	3
1.5 Scope of the Research	3
 CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Some Pertinent Ideas	4
2.2 Previous Studies	17
 CHAPTER III RESEARCH METHOD	
3.1 Research Design	19
3.2 Time and Location	19
3.3 Population and Sample	19
3.4 Instrument of the Research	19
3.5 Procedures of Collecting Data	19
3.6 Technique of Analyzing Data	20
 CHAPTER IV FINDING AND DISCUSSION	
4.1 Findings	21
4.2 Discussion	24
 CHAPTER V CONCLUSION AND SUGGESTION	
5.1 Conclusion	30
5.2 Suggestion	31

REFERENCES.....	32
APPENDIX	34

CHAPTER I

INTRODUCTION

1.1. Background

Paras (2020) stated that teaching and learning activities during the COVID-19 pandemic changed drastically, including the methods and facilities used by teachers when teaching. Learning that initially took place offline (face-to-face) became completely online. Teaching and learning activities that occurred during the COVID-19 pandemic has brought some changes to students, teachers, and also parents. The researcher believe that some changes above make the teacher need to think the best media in teaching so the students will be more notice on the teacher explanation. The student actually have enough time to do learning preparation because they don't need to spend much time for going to school but their parents need to control their children in learning process specially in doing some assignment, because the teacher cant do it directly but then used social networking can be on solution to discover that problem.

Foulger, and Williams (2016) stated that the use of social networking tools accommodates feedback between instructors and students and it makes them communicate more efficiently and effectively. Since it is easier to access social networking tools, students can receive immediate response and feedback. In the other ways according to Datuk and Ali (2018) stated that a number of benefits of E-learning like flexibility, accessibility, and convenience that can enable learners to access material at any place and study at their own pace and place. They think that E-learning content is inexpensive to access. E-learning promotes collaborative learning and therefore it results in more engaging and enriching experiences of learning.

Wahyu (2017) stated that the vocabulary is very important in English language. Because to master English language, students need a lot of vocabulary. In communication vocabulary is a part of the sentence. The students need vocabulary to expand their knowledge in English communication. The students usually find as difficult to memorize, apply or improve their vocabulary. There are some reasons why the students face difficulty in mastering the vocabulary of

English language. One of the reasons is the problem in teaching and learning process. Teaching may be defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

Linda (2019) stated that vocabulary plays important roles when learning about language, or in this case when the students learning English. When the students learning English for the first time, National Seminar Proceeding |345 the first things that the teacher should consider is introducing new vocabularies. The purposes of introducing new vocabularies to students are to engage students with new words that they do not know yet, and also it will be the first step before they continue learning about listening skill, reading skill, writing skill, and speaking skill. That's why vocabulary is the first thing that must be mastered since early age of the person.

In teaching vocabulary via online, the teachers in SMP Datok Sulaiman Palopo have used some kinds of online learning platform to help the students learning without meeting in the school directly. The teachers use internet and mobile learning application to teach their students from their help. However, some the teachers are still difficult to teach the students systematically and make the students are confuse to follow the process of teaching and learning English via online.

Based on the explanation at the previously paragraphs, the researcher would like to conduct the research about "Teacher's Techniques in Teaching Vocabulary Via Online at SMP Datok Sulaiman Palopo".

1.2 Problem Statement

Based on the statements above, the researcher would like to present the problem statement as :

"What are the teacher's techniques in teaching vocabulary via online at SMP Datok Sulaiman Palopo?"

1.3 Objective of the Study

Referring to the problem statement above the purpose of this study is :
To find out teacher's techniques in teaching vocabulary via online at SMP Datok Sulaiman Palopo.

1.4 Significance of the Study

The result of this research is expected to be meaningful information for the English teachers. Therefore the teachers will be able to be more creative in teaching vocabulay via online. On the other hand, the result of this research is expected to be meaningful information for the English students. In addition, it is also hoped it can be reference for the next researcher who would like to focus on the teacher's techniques in teaching vocabulay via online in junior or senior high school.

1.5 Scope of the Study

The research is focused on the teacher techniques in teaching vocabulary via online at SMP Datok Sulaiman Palopo. Teaching English here is limited on teaching vocabulary via online application.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter attempts to contextualize some related theories of the research problems. It consists of two major sections, namely some pertinent ideas and previous study.

2.1 Some Pertinent Ideas

1. Definition of Teaching

Becky and Spivey (2016:5) stated that teaching means guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning. Leo (2013:23) states teaching is stand for treat, encourage, activate, coordinate, heighten, infuse, nurture, and guarantee. Celce and Murcia (2011:65) explains that teaching is organizing an activity or setting the environment as well as possible and connecting with the child, resulting in a process of learning. He also says, teaching is an effort to create a conducive condition for ongoing learning activities for students.

Catherine (2011:45) stated that teaching is an arrangement process of students' environment to make a teaching and learning process is about the "transmission" of knowledge from the teacher to the student, or it is about creating condition in which, somehow, students learn for themselves. Teaching is focused to do something for students. Teaching is formal action to bring about a greater opportunity for the students becoming educated.

Therefore, teaching means that the teacher gives or transfers knowledge for the students. Teaching is an activity that tries to help someone to acquire, change, or develop skills, attitudes, ideals, appreciation, and knowledge. The teacher attempts to bring about desirable behavioral changes or tendencies toward changes in his students. It is apparent that there must be decisions made as to what learning is desirable, and how best to perform such teaching and learning. A purpose of teaching is to help the students to learn. Each student learns, however, from his own efforts and experiences. A teacher may inspire students to want to

learn and may guide them in experiences from which he may learn some fact, attitude or skill.

Based on the explanation above, it can be concluded that teaching is an interaction process of knowledge from the teacher to the students. The teachers as a facilitator and guiding them to learn, if they do not understand about the material.

2. Vocabulary

a. Definition of Vocabulary

Learning a new language cannot be separated from vocabulary. Meaning that in learning a new language people have to know its vocabulary. Vocabulary can be defined in various ways. The scientists have proposed some terms about vocabulary. According to Richards and Renandya (2166:255), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television.

Lubliner and Scott (2018:7) state that vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language. Vocabulary is the stock of words used by a person, class or professional, all having much in common, yet each distinctly different. The primary thing in learning a language is the acquisition of a vocabulary. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary cannot guarantee the learner's competence in learning English but in adequacy of vocabulary will obstruct their chances to make success in learning English.

Hambrick (2018:164) vocabulary knowledge is also a fundamental facet of literacy skills. A learner of the new language has to understand the vocabulary knowledge and work on improving it to produce the language. So, knowing a word means understanding of abundant facets of the vocabulary knowledge that is a multidimensional and complex construct. For this purpose, teachers should use the most effective strategies that improve learner's vocabulary retrieval for

production skills like speaking and writing. Zhang (2019:33) defines that vocabulary as the words we teach in the foreign language and vocabulary items as a boring list of words that must be defined and memorized by the students, lexical forms are seen in their central role in contextualized, meaningful language.

Based on the description above, the researcher concludes that vocabulary is the set of words owned by someone or is a part of particular language that are always produced in verbal or non verbal communication.

b. Kinds of vocabulary

Nation (2011:2) stated that there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. One's listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary. Hiebert and Kamil (2005:3) propose that word has two forms. First is oral vocabulary. It is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary consists of those words for which the meaning is known when we write or read silently.

They have also divided knowledge of words also comes in at least two forms as follows:

1) Productive vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

2) Receptive or recognition vocabulary

Receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that

individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.

Bruce (2016:19) stated that two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to all words the students have learnt and which can be used in communication and passive vocabulary refers to all words which students will recognize them when they see them in communication. From point of view, the researcher concludes that active vocabulary is same with productive vocabulary and passive vocabulary is same with the receptive vocabulary.

c. Aspects of Vocabulary

Lubliner and Scott (2018:21) explain four aspects of vocabulary that the students need to know about. The four aspects are word meaning, word use, word formation, and word grammar.

1) Word Meaning

One word may have more than one meaning. The meaning of a word depends on the context in which that the word occurs. Therefore in the teaching of vocabulary, words taught to students should be presented in variety of context to show various meaning.

2) Word Use

The meaning of a word can be changed, stretched, or limited by how it used, and this is something that students need to know about in relation to word use, so that students need to recognize such as idiomatic use, metaphorical use, and word collocation.

3) Word Formation

Word formation refers to word forms and how they are formed. Some words are nouns, some words are adjectives, some words are verbs, etc. The students need to know how to form adjectives from nouns, how to form nouns to adjectives, how to form verbs to nouns, or from adjectives and etc. For example, beauty (noun) changed to beautiful (adjective), or beatify (verb).

4) Word Grammar

Word grammar refers to such thing as the way words are used grammatically. In English, for instance, some verbs are used without to (can, may) etc.

English verbs have tenses. Such as verbs “want” may change to “wanted“, speak may change to “spoke” or “spoken.” The students need to know they are used properly.

According to explanation above, it can be concluded that, there some aspect that must be known when learning about vocabulary. Those word meaning, use, formation and word grammar.

d. Teaching vocabulary

Teaching vocabulary should be integrated to the language skills. The integrated teaching means to support the students’ ability in developing their language skills. Moreover, achievement or acquisition of vocabulary is essential for a success in second or foreign language by an extensive and enlargement of vocabulary in terms of meaning and using which the students may have learned for comprehensible communication society. The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language (Nation, 2011:10).

Teaching vocabulary should be taken into account and the technique that is used by the teacher must be considered. He/she should search for better ways of teaching vocabulary so that it will be meaningful and useful and the students will find it easier to understand the words which are taught and they can also increase them well. So, in teaching vocabulary, the teachers have responsibility to make their teaching successful. There are very strong reasons for systematic and principle approach to vocabulary by both teacher and learner. The teacher should be able to teach vocabulary or words as much as possible to the students by using certain technique of course. Lubliner and Scott (2018:21)say that when we teach a word, we must teach three things:

- 1) We must teach the shape of form of the word.
- 2) We must teach the meaning of the word.
- 3) We must teach that form and the meaning of the word go together.

In order to get an enjoyable atmosphere in the classroom, teacher should be creative in choosing techniques in teaching vocabulary. Since this research was conducted in Junior High School, an entertaining technique would be significantly influence the students' enthusiasm and motivation in learning English, especially in vocabulary. And finally, the writer assumed that language game is the best way to achieve the goal of teaching vocabulary.

e. Technique in teaching vocabulary

Allen (2013:61) states that teaching vocabulary can be meaningful if the teacher can conduct the teaching process by combining the available technique of teaching. It is hoped that a good technique will be more enjoyable, interesting and motivating so that the students will not be bored in the teaching and learning process. It will help them to get the materials stay longer. It means that the teacher has to be aware with the kind of teaching technique that she will use to come to her goal. Based on the statements of Bruce (2006:23), the ways that are used in teaching vocabulary to the students are:

- 1) Realia, one way of presenting words is to bring the things they present into the classroom. The teacher holds up the object (or points to it), says the words and then gets students to repeat it.
- 2) Picture, picture can be used to explain the meaning of vocabulary items; teachers can draw things on things on the board or bring in the picture. They can illustrate concept such as above or the opposite.
- 3) Mime, action and gesture, it is impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explained explain by mime (Al Khazim, 2010:4). Concepts like running or smoking are easier to present in this way. Contrast we saw how words exist because of their sent relations, and this can be used to each meaning of "empty" by contrasting it with "full", "cold" with "hot", etc. we may present these concept with picture or mime, and by drawing attention to the contrast in meaning we ensure our students' understanding.
- 4) Enumeration, enumeration or listing various items also can be used to present in teaching vocabulary, such as: clothes, vegetable, furniture, etc.

- 5) Explanation, explain the meaning of vocabulary items can be difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used. It is worth remembering that explaining the meaning of a word must include explaining any fact of word use which is relevant.
- 6) Translation, translation is a quick and easy way to present the meaning of words but it is not without problem. In the first place it is not always easy to translate words (Lamba, 2012:3).
- 7) Showing actual objects and showing models, it is a very useful technique to teach vocabulary to the beginners. The names of many things can be taught by showing actual objects. It gives real experiences and sense to the learners. The words like pen, chalk, table, chair, football, flowers, tomato etc. can be taught in the classroom. Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects. A teacher must be practical and should not be superfluous. It is neither possible nor necessary to bring all the things in the classroom. Therefore, some words are to be taught by showing models. They are easily available in the market. They are inexpensive too. Hence, teacher should make frequent use of such models to teach vocabulary. For example, the words like tiger, brain, elephant, aero plane, etc can be shown to the learner.
- 8) Using demonstrations and showing pictures, teacher can perform some words. It can be fun and frolic. It makes the class student - centered. Teacher can act and learners try to imitate it (Lapiana, 1991:164). For example, the words like jump, smile, cry, nap, sleep, and dance can be demonstrated. Miming works well with younger students. You can mime out emotions and everyday activities to teach new words. This method can be practiced at ease. It can win the favor of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated. This works well with young students or students studying a foreign language to help introduce them to new concepts. After explaining new vocabulary, you can then ask the students to perform the actions.

- 9) Associated vocabulary, if one topic consists of number of words, it is easy to teach these entire words altogether (Halidasiah, 2016:43). For example, it is easier to teach words like orange, banana, grapes, lemon, pineapple, mango, and watermelon together in the context of '**fruits**' than to teach anyone of these words in isolation. Examples of lexical fields: Parts of the Face as:

Parts of the face			
forehead	brow	temples	
nose	nostrils	bridge/tip of the nose	
septum	mouth	lips	
eyes	eyebrows	eyelids	eyelash
chin	cheeks	jaw	jowls

10) Crossword puzzle

Crossword puzzles offer an entertaining way of reviewing vocabulary. Students can do the puzzles in class in pairs, as a race with other students, or at home as homework. The teacher can also design a "Word Puzzle," which is also called a "Word Cross", asking the students to cooperate in groups to find and circle the words that the puzzle contains. The teacher might also place several versions of the word in the puzzle, with only one of them being the correct spelling. The students must circle only the word with the correct spelling.

3. Teaching Technique

Nowadays, the teacher must improve their performance to get better teaching outcomes. One aspect of improving teacher's teaching performance is teaching techniques, especially in English teaching. According to Chamot, Phankiti and Kong (2016:6), teaching technique is a systematic and scientific way of teaching any subject. Teaching techniques are very important to provide a better understanding for students. This helps teachers understand better and effective teaching. It is very important for teachers to know the different types of English teaching methods and techniques. Furthermore, Carter (2011:11) explains that teaching techniques are more specific teaching acts used to provide better illustrations or a deep understanding of matter through an action. In addition, the technique is a way how a teacher manages the classroom activity (Diane,

2014:12). In other words, while applying the technique, the teacher is able to control the instructional activities.

Technique is a way, tool, or media are use by the teacher to direct the activities of student toward the goal to be achieve. The teacher must choose the techniques appropriate with the material that teacher taught in order learning process. Selection technique should also interest so that the situation more fun and make students to be active in classroom Grabe(2019:56).According to Person and Comperell (2016:43), a technique is implementation – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and there for in harmony with an approaches well.

From the description above, it can be concluded that teaching technique is one important aspect of the teaching-learning process. Better results in teaching can be achieved by taking into account the techniques used in teaching and learning. Teaching techniques also help teachers create fun and enjoy activities in the classroom and can make students learn with cheers and enthusiasm. With different types of teaching techniques, both of teachers and students will enjoy the process of teaching and learning.

4. Online Learning

a. Definition of Online Learning

Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years Bartley and Golek, (2014:12). For the purpose of this literature review, both hybrid or blended learning and purely online learning are considered to be online learning as much of the literature compares these two formats against the traditional face-to-face. Purely online courses are courses delivered entirely over the Internet, and hybrid or blended learning combines traditional face-to-face classes, learning over the Internet, and learning supported by other technologies.

Online Learning encompasses a range of technologies such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education. It helps the learner to learn

at their own pace, according to their own convenience. Online Education requires a great deal of resources and careful planning. In this, teachers act as facilitators rather than transmitters of content knowledge, and ICT is regarded as resource that enhances the learning experience of students. Learners learn through e-learning tools which are available to all. E-Learning has brought back the joy in learning through its innovative and interactive content delivery and has proved to be more appealing among students (Bartley and Golek, 2014:19).

Online learning is education that takes place over the Internet. It is often referred to as “e-learning” among other terms. However, online learning is just one type of “distance learning” - the umbrella term for any learning that takes place across distance and not in a traditional classroom. In some definitions e-Learning encompasses more than just the offering of wholly on-line courses. For instance Oblinger and Hawkins (2015:67) noted that e-Learning has transformed from a fully-online course to using technology to deliver part or all of a course independent of permanent time and place. Moreover Keller and Cernerud, (2012:13) describe that e-Learning as the use of new multimedia technologies and the Internet to increase learning quality by easing access to facilities and services as well as distant exchanges and collaboration. The following are also different definitions of e-learning.

E-learning refers to the use of information and communication technologies to enable the access to online learning/teaching resources. In its broadest sense, Abbad (2019:21) defines that E-learning to mean any learning that is enabled electronically. They however narrowed this definition down to mean learning that is empowered by the use of digital technologies. This definition is further narrowed by some researchers as any learning that is internet-enabled or web-based (Keller and Cernerud, 2012:5).

b. Advantages of Online Learning

Instructional Technology is highly beneficial for students, especially students pursuing a professional course Abbad (2019:28). Online learning is considered a boon due to the reasons given below:

1. Accessibility, online learning provides accessibility due to which a student can learn from anywhere in the world. This is an especially important

consideration for students who wish to study in a different country. It doesn't matter where a student lives and what he wants to study- he can always find a suitable course or even a Degree Program that can be followed from home. Students learning options are not constrained by their geographic location.

2. Personalised learning, online Learning system enables a student to determine and process his/her learning style, content, aim, current knowledge and individual skills. Therefore, person -specific education could be provided through creating individual learning styles. E-Learning enables the individual to plan and direct his/her own learning. It has the potential to motivate, develop confidence and self-esteem, overcome many barriers that learners encounter, personalize the learning experience, widen access and improve the learning experience, while also helping people to develop their ICTskills.
3. Develops cognitive abilities, In a study, it was found that E-Learning may be effective in developing cognitive abilities of pupil teachers (Singh and Mishra, 2019). It was found that students of elearning program had higher achievement levels than their counterparts. A student can find unlimited information which he can access just by the click of a button. Many Online programs are offered by some of the most prestigious universities from all around the world. The student can take such a course online which can be helpful for the development of his cognitive abilities.
4. Cost-Effectiveness, online Learning is cost effective because less money is spent in travelling and in buying books or spending money in college context. Since it can be carried out at any geographic location and there are no travel expenses, this type of learning is less costly than learning at a traditional institute. Students who want to study through this mode need to have access to the necessary computer hardware as well as paying often substantial fees for access to an internet service provider (Kellie& Ferguson, 1998).
5. Promotes Research, students are excited to publish their work when they produce something of extremely high quality. With the permission of their teachers, they post the work on the web as examples for current and future students. Publishing students work helps form a classroom legacy and archive of successful products.

6. Basic Computer Skills, both on and off campus students who choose to study online have an opportunity to gain technical skills in using Information Communication Technology(ICT). These skills are likely to be useful to them in their professional life and all future endeavors which may be in themselves marketable features of their education.
7. Equal Opportunity to all, all students are equal, they are not treated differently based upon caste, creed, race, sex, religion, and disability, etc. Rather Online Learning is a boon for learners who are disabled and face problems in commuting and for those sections of the society who live at far off places where the schools/colleges are at a distant place.
8. Self-Pacing, due to individual differences, all learners are not able to complete the work/assignments at a given time due to which they have to face difficulties. Online learning allows students to work and learn at their own pace without the time restriction. The Learner is free to complete the course work according to his own will and he can take as much time as he requires without being termed as slow by the peers.

Globalization, new technologies are narrowing geographical barriers in the way of education. The world has become a small village and the opportunities to have information about other nations are within our own access. Electronic Net world connects people all over the globe, therefore, it is vital to experiment with electronic learning situations wherein students share ideas and resources, access information about current events and historical archives, interact with experts, and use online databases.

According to Rusandi (2021), there are several E-learning platform used in the process of online learning

1. Google Classroom

Google Classroom is a mixed learning platform devoted to each scope of education which is intended to find solutions to difficulties in creating, sharing and classifying each paperless assignment. The creation and assignment of assignments can be completed via Google Drive while using Gmail to generate notifications in Google classrooms. Students can be invited to a classroom in several ways, namely through the institution's database,

through a personal code which can then be added to the student interface or imported individually from the School Information Management System. Google Classroom integrates with the Google Calendar of students and teachers. Each class is created with a file that is separated by Google Classroom in each Google service where students can submit their work to be classified by a teacher.

2. Zoom

Zoom Video Communications is a platform that focuses on developing video conferencing technology. Like Google Hangout, zoom can also be used for online learning, especially for teachers who prefer to face to face online with their students. With zoom, we can do everything online from meetings, webinars, conference rooms, telephone, file sharing to online learning.

3. WhatsApp

WhatsApp is a trending application that is widely used in online communication. Through WhatsApp, people are free to form groups according to their needs, both for the purposes of discussion, sharing information and the learning process. WhatsApp for the learning process. With WhatsApp the teacher can create discussion groups in virtual classrooms. Discussion groups are a form of learning community which is a component of the Contextual Teaching Learning model.

4. Youtube

Youtube is one of the most popular social networks in the global community. The Youtube site is no longer just used for personal, commercial videos and so on, in fact the Youtube social page has also been used as a learning media (Purwandari, 2019). Youtube is a site that form of videos, with videos students will be helped during the learning process. Youtube supports multimedia learning and student engagement and is particularly effective at enhancing the educational experience of fully online learners (Buzzetto-More, 2015).

2.2 Previous Studies

In conducting this research, the researcher chooses some previous research related to teaching English via online or known as E- learning. Here below previous research:

1. Rahmawati, (2018) in her thesis on title “The Implementation of Direct Method to Teach Vocabulary at Elementary School”. Teacher implemented six until seven principles of direct method and used appropriate media (pictures or real object) in each meeting. It is good enough. The result on the students’ response, students has shown that learning by using direct method can help students in the vocabulary learning process. Students can easy to remember new vocabulary, to understand, to enrich their vocabulary and motivated students to more active in learning vocabulary. It’s supported by the result of students’ responses got average 50%. It means that it has a strong category.
2. Hajebi, (2018) did a research about “The Role of Web-based Language Teaching on Vocabulary Retention of Adult Pre-intermediate EFL Learners”. The result appeared to manifest that learners’ perception improve by incorporating web based instruction in language learning classroom. It also indicated a significant difference between experimental and control group with regard to their vocabulary knowledge. WBL instruction enhanced EFL learners' vocabulary knowledge. The findings of this study may offer some implications for language teaching and learning. To begin with, these findings can be beneficial for language learning curriculum designers to present tasks that enrich both the language of the students and their motivation to apply on-line web sites for autonomous learning of language.
3. Idris, (2010) did a research about “Teaching Vocabulary Using Digital Media During Covid-19 Pandemic”. The findings of this research are the vocabulary teaching process used synonyms, the media used are google classrooms, google meets, WhatsApp, and Powerpoint slides, the problems faced, such as lack of students' motivation in learning because teaching activity is online based. Problems with teaching techniques are general issues such as difficulties in operating online applications, high costs, and poor signals. For

the solution, the lecturer suggested a way to replace the applications used in teaching into applications that are more fun and more easy to use.

As the researcher said previously that, many researchers have discussed about the teaching Vocabulary via online, but the researcher in this research take three of them. The previous studies above discuss all things related to the teaching English vocabulary via online. All the previous studies have the differentiations. The first previous study focus on the implementation of direct method to teach vocabulary at elementary school, the second focused on The Role of Web-based Language Teaching on Vocabulary Retention of Adult Pre-intermediate EFL Learners, the third focussed teaching vocabulary using digital media during covid-19 pandemic. Meanwhile, the researcher of the research focuses on teachers' technique in teaching vocabulary via online.

CHAPTER III RESEARCH METHOD

This chapter discusses about kind and research design, location and time of the research population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

3.1 Research Design

In this research the researcher applied descriptive qualitative research. The purpose of this method is to find out the teacher's techniques in teaching vocabulary via online in SMP Datok Sulaiman Palopo.

3.2 Time and Location

The researcher conducted the research on 1 April 2022 in SMP Datok Sulaiman Palopo.

3.3 Population and Sample

The population of this research was the English teachers of SMP Datok Sulaiman Palopo. The total number of the population was three English teachers. The researcher used random sampling technique in determining the sample. So, the researcher chose one teacher as the sample of the research.

3.4 Instruments of the Research

The instrument of the research was interview. The instrument is used to find out the teacher's techniques in teaching vocabulary via online at SMP Datok Sulaiman Palopo.

3.5 Procedures of Collecting Data

In collecting the data, some activities that were done by the researcher. Those are:

1. The researcher used interview guide using semistructure interview technique in the form of open questions (open interview)
2. The reseacher interviewed the English teacher

3. The researcher gave questions to teacher about how the process in learning. Such as asking questions, materials, technique, how teacher teach online and some additional questions from teacher answers that will help complete the data.
4. The researcher prepared audio recording and taking pictures as a result of the research

3.6 Technique of Analyzing Data

The data collected from interview analyzed qualitatively by using the theory assumed by Mile Huberman (2014). Here below the steps:

1. Data Reduction: in this section, the researcher transcribed the interview result, and than reducing unimportant data
2. Data Display: in this section, the researcher explain the data that has reduced
3. Conclusion and Verification: in the last section in analyzing data, the researcher made the conclusion about the teacher techniques in teaching English vocabulary via online

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consist of two sections. the first is finding of the research and the second one is discussion of the research based on the findings.

4.1 Findings

Based on the teacher interview bellow we find that the teacher have some cases in online learning proccess, they are:

Question 1:

What teacher prepares before teaching vocabulary in online learning?

Based on the interview teacher prepares vocabulary book. It is proved by the teacher answer "*Sebelum saya mengajar secara online vocabulary ya kosa kata, pertama yg disiapkan yaitu buku your basic vocabulary ya*" means "Before I teach vocabulary online, yes, the first thing to prepare is your basic vocabulary book".

Question 2:

What media used in online learning?

According to the teacher in interview media used in online learning are zoom, whats up and google meet so it proved by the teacher answer "*media yang saya gunakan, pertama yaitu zoom, kemudian what's up a kemudian google meet, yah itu tiga media pembelajaran online vocabulary kosa kata,*" mean "the media that I use, first is zoom, then what's up a then google meet, well those are three online learning media for vocabulary".

Question 3:

What technique used in learning vocabulary?

Based on the interview technique used in learning vocabulary is pronunciation and it proved by the teacher answer "*teknik yg digunakan yaitu satu anak-anak disuruh membaca vocab dengan arti dan penyebutan secara pronunciation*" mean "the technique used is that one child is asked to read vocab with the meaning and pronunciation".

Question 4:

What are the teacher steps in applying vocabulary technique?

According to the teacher interview there are several steps, such as providing specific topic vocab to be discussed, learning how to pronounce vocabulary and practice the vocabulary then it proved by the teacher answer *“pertama langkah langkah yg digunakan anak- anak diberikan semacam ee vocab tentang mengenai misalnya the body anggota tubuh, Yg kedua langkah nya setelah mereka menguasai vocab nya dgn tadi tehnik penyebutan yg bagus tentu beralih lagi kepada yg lain yaitu tehnik atau supaya bagaimana pengucapan nya, ketiga terakhir langkah langkah nya yaitu dari situ mereka peraktekkan practis nya”* mean “First, the steps used by children are given for example the parts body, the second step is they have mastered the vocab with a good pronunciation technique, the last one is they have practice”

Question 5:

Why did you choose this technique?

According to the teacher interview the reason of choosing that technique is because the teacher believes that those technique make easier for students to the conversation or dialogue so it approved by the teacher statement in interview *“karena untuk memudahkan siswa dalam menghafal secara memorising ya supaya mereka nanti dalam mengaplikasikan percakapan atau dialogue”* mean “because to make it easier for students to memorize so that later they will apply the conversation or dialogue or conversation”

Question 6:

What are the advantages and disadvantages of this technique?

Based on the interview the disadvantages of that technique is the teacher admits that the drawback is that when students are asked to deposit memorization and it proved by the teacher statement *“kekurangannya anak anak itu mempunyai semacam beban dalam hal pembelajaran”* mean “the drawback that the children have some kind of burden in terms of learning”. Furthermore the advantages of that technique is *“Kelebihannya di, dalam hal untuk mempraktekkan secara practise dalam hal keseharian nya”* mean “The advantage is, in terms of practicing practically in daily life”

Question 7:

What problems faced by teacher in teaching?

Based on the interview problems faced by teacher at teaching is not absolutely all of the students submit assignments. It proved by the teacher explanation in interview “*diantara sekian misalkan 32 siswa dalam satu kelas kan. Diantara nya tidak mutlak harus semua menyetor tugas*” mean “among 32 students in one class it is not absolutely necessary that all of them submit assignments”.

The teacher said that in teaching there were several problems faced including from the whole student there were only some who were slow or did not even submit assignments so that the teacher had difficulty giving grades, but the teacher continued to motivate students and check the obstacles faced by students so that the submission of assignments became constrained, furthermore the teacher keeps trying to remind students to do all the assignments given even though it is late from the schedule that has been set

Question 8:

How to deal the problems ?

According to the teacher interview to deal the problems the teacher always motivated the students and it proved by the teacher statement in interview “*cara mengatasi nya seperti itu. Tetap dianjurkan supaya anak tersebut tidak patah semangat nya tetap kita bujuk, kita ee motivasi agar mereka tidak ketinggalan dalam penguasaan vocabulary nya*” mean “teacher recommended that the child does not get discouraged, but we persuade him, we motivate them so that they do not fall behind in their mastery of their vocabulary”

Question 9:

How did the students respond in the lesson?

According to the teacher statement in interview the students respond in the lesson are enthusiastic and enjoy the lessons and it proved by the teacher statement “*Ya respon siswa ee Alhamdulillah mereka semangat kemudian mereka juga enjoy menikmati apa yang telah diajarkan*” mean “Yes, the students' responses were enthusiastic, then they also enjoyed what they were taught”

Question 10:

How about the student difficulties in online learning ?

According to the teacher statement there are two difficulties in online learning. They are students are late in submitting assignment and they even

forget to accomplish their assignment. It is proved by the teacher statement "*Kesulitan nya ya itu pertama kadang anak tidak tepat waktu menyetor ataupun mengirim hasil dari pelajaran yang diberikan*" mean " , first, sometimes the child doesn't submit the results of the lessons or assignments given by the teacher ontime" and "*Kemudian yang kedua kesulitan nya mereka kadang tidak ingat kalau ada tugas*" mean "the students forget to accomplish their assignment"

Question 11:

Is the vocabulary technique effective?

According to the teacher statement the vocabulary technique is effective and it is proved by the teacher statement "*kan kalo penguasaan secara efektif ya Alhamdulillah sudah efektif*" means "if we talk about the mastery it has been effective,"

Question 12:

How are student learning outcomes?

Based on the interview the student learning outcomes was good and it is proved by the teacher statement "*Selama ini yah? Ok, Alhamdulillah hasilnya setelah mempelajari vocabulary ya Alhamdulillah sudah bagus*" means "this time Alhamdulillah, the result after studying vocabulary, Alhamdulillah, it's good"

Question 13:

How is the teacher conclusion ?

Based on the interview the teacher conclusion is vocabulary is really important point of learning english and it is proved by the teacher statement "*pembelajaran vocab itu sangat penting diajarkan kepada siswa*" mean "that and learning vocab is very important to be taught to students"

4.2 Discussion

Question 1 is stated that before come to the online class the teacher has informed the students in advance to prepare teaching materials about vocabulary or a collection of vocabulary, so that when learning takes place later the teacher only needs to discuss the vocabulary that has been prepared by students so that all students have their own teaching materials and already know the picture of learning that will be discussed when the online class takes place later and Its supported by the statement of Irlan 2013 "*dengan disertai persiapan yang baik*"

guru akan aktif dalam kegiatan pembelajaran terutama dalam mencapai keberhasilan proses belajar mengajar “ means “with good preparation the teacher will be active in learning activities, especially in achieving the success of the teaching and learning process”

Question 2 show that the teacher used three online media used in the learning process, namely zoom, whats up and google meet. Now as for the use of the three media, it is adjusted to the needs of students or also the choice of students, because sometimes there are students who live far from network sources so they have a bit of difficulty using Google Meet or Zoom media so the teacher usually switches to Whats Up and Muh Hasbi (2020) also stated “ *Peserta didik dapat berinteraksi dengan guru menggunakan beberapa aplikasi seperti classroom, video converence, telepon atau live chat, zoom maupun melalui whatsapp group.*” Mean ““Students can interact with teachers using several applications such as classroom, video conference, telephone or live chat, zoom or via whatsapp group.”

Question 3 shows that the technique in teaching vocabulary based on the teacher's explanation above is by asking students to read the vocabulary then correcting the pronunciation one by one then after that the teacher will ask students to memorize the vocabulary so in applying vocabulary in a convention will be easy. It means this part is important to be notice and practices successfully by the students Its supported by sojuangon (2018) “*menghafal kosa kata berpengaruh terhadap penguasaan kosakata*” mean “memorizing vocabulary affects vocabulary mastery”

Question 4 stated that teacher in applying online learning techniques there are several steps, such as providing specific topic vocab to be discussed, learning how to pronounce vocabulary. This part is really important because without mastery pronunciation will make conversation beeing difficult so the next one is memorizing the vocab and finally, students practice the vocabulary that has been taught by the teacher and annie (2012) also stated that “*membeli kamus yang bagus, banyak membaca, menggunakan kamus, dan membuat jurnal kosakata adalah langkah utama untuk meningkatkan kosakata*” mean “Buy a good

dictionary, read a lot, use your dictionary a lot, and keep a vocabulary journal are main step to improve vocabulary”

Question 5 explains that teacher applied of the technique aims to make it easier for students to apply vocabulary in conversation so that the pronunciation is correct, while memorizing sufficient vocabulary will make it easier for students to string words together so that they become a sentence in dialogue and its emphasize by Fadilla, Danty (2021) “*Penguasaan bahasa inggris dapat dibantu melalui metode belajar yang sesuai dengan kebutuhan siswa dan dapat menarik keinginan mereka untuk belajar secara efektif*” mean “Mastery of English can be helped through learning methods that suit the needs of students and can attract their desire to learn effectively.”

Question 6 explains that in applying this technique, the teacher admits that the drawback is that when students are asked to deposit memorization, sometimes they don't have enough time to memorize because apart from English assignments they also have other tasks to complete so that they seem burdened. can know, memorize and of course it will make it easier for them to apply the vocabulary they have learned in the form of conversation because they have memorized a lot and of course with the correct pronunciation it will make them more confident in using English and itts supported by Ayu, I gusti (2021) “*faktor internal diantaranya: karakteristik siswa, sikap terhadap belajar, konsentrasi belajar, kemampuan mengolah bahan belajar, kemampuan menggali hasil belajar, rasa percaya diri, serta kebiasaan belajar*” means” internal factors include: student characteristics, attitudes towards learning, learning concentration, ability to process learning materials, ability to explore learning outcomes, self-confidence, and study habits”

Question 7 shows that there were several problems faced including from the whole student there were only some who were slow or did not even submit assignments so that the teacher had difficulty giving grades, but the teacher continued to motivate students and check the obstacles faced by students so that the submission of assignments became constrained, furthermore the teacher keeps trying to remind students to do all the assignments given even though it is late from the schedule that has been set and Andreana (2020) also explain that “*disaat*

pandemi ini ternyata banyak siswa yang tidak mengumpulkan tugas. Siswa memberikan berbagai alasan sebagai penyebab tidak mengumpulkan tugas. Alasan-alasan kasi diantaranya: perangkat yang tidak mendukung, keterbatasan kuota, sinyal yang tidak kuat hingga kartu SIM bermasalah” mean “During this pandemic, it turned out that many students did not collect assignments. Students give various reasons as the cause of not submitting assignments. Classic reasons include: unsupported devices, limited quota, weak signal, and problematic SIM card”

Question 8 explain that the obstacles faced by students in collecting assignments did not make the teacher stand idly by, but the teacher still tried to motivate students not to lose enthusiasm and even persuade students to really be able to master vocabulary on a par with other friends. This was done because the teacher realized that mastery of vocabulary was so important because it became the basis for learning English (sahrawi, 2018) “*Guru memiliki tanggung jawab dalam menyajikan cara mengajar dan memotifasi para peserta didik*” means “Teachers have a responsibility in presenting ways of teaching and motivating students”

Question 9 explain that students seem enthusiastic and enjoy the learning process, even students have their own initiative to paste the vocabulary they have learned on the walls of their rooms so that when they forget they can look back at the list that has been prepared. listed in their room, then automatically they are also able to use these words to have a dialogue with their friends and apply it in their daily life Sukar (2021) “*menghafal kosakata (al-mufradat) harus diupayakan lebih bermakna bagi siswa*” mean “Memorizing vocabulary (al-mufradat) should be made more meaningful for students”

Question 10 explain that the obstacle faced by students was that they often experienced delays in submitting assignments, even after being asked why they often forgot that they had assignments but the teacher also tried to remind them by attending to anyone who had or who had not submitted assignments, so that's where it is important. the attention is more enthusiastic in monitoring the obstacles faced by students, the reasons and providing more policies than when studying offline but in this case Andreana (2020) stated another reason “*Siswa*

memberikan berbagai alasan sebagai penyebab tidak mengumpulkan tugas sebenarnya siswa juga memiliki permasalahan kecanduan game online juga menjadi salah satu pemicu masalah yang nyata.” Mean “Students give various reasons as the cause of not collecting assignments, actually students also have problems with online game addiction which is also one of the real triggers for problems.”

Question 11 shows the teacher emphasized that the technique had been effective, but returned to students who took part in learning because sometimes there were students who did not have the ability and even interest in the same subject in general so that it certainly affected student learning outcomes, even in the online process. learning has new dimensions and constraints related to network problems and that is where the initiative and creativity of teachers are needed in finding solutions so that all student obstacles can be overcome, especially vocabulary is really the basis of learning English so it is very important to master and Andreana (2020) stated that *“Selain memberikan teori tentang berbicara kepada siswa dalam proses belajar-mengajar, perlu juga diberikan pelatihan yang dapat merangsang siswa meningkatkan hafalan kosakata agar percaya diri dalam berbicara karena telah banyak menguasai kosakata sesuai dengan tema pembicaraan”* mean “In addition to providing a theory about speaking to students in the teaching and learning process, it is also necessary to provide training that can stimulate students to increase vocabulary memorization so that they are confident in speaking because they have mastered a lot of vocabulary according to the theme of the conversation.”

Question 12 explain that as for the results of vocabulary learning so far the teacher states that the results are good and as for students who have grades that do not reach the standard, the teacher will take remedial measures, in which case students are expected to be able to underline which side they do not understand or do not master what has been taught by the teacher. the teacher but the teacher still believes that all students are able to memorize the given task but are constrained by the opportunity and time to memorize it, therefore attention and motivation from the teacher is needed so that students who are less able to adjust to students who are above average and its supported by Zulfitri 2020 *“Penekanannya bukan*

hanya pada kompetensi linguistik bahasa peserta didik tetapi juga pada pengembangan kemampuan komunikatif mereka” mean “The emphasis is not only on the linguistic competence of the learners' language but also on the development of their communicative abilities.”

Question13 find the conclusion is conveyed by the teacher in learning vocabulary by using reading, memorizing and then applying it in everyday speech is very important, because vocab is the essence of mastering English. Knowing the correct pronunciation and being able to memorize a lot of vocabulary has also become a very valuable initial capital in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Finding in chapter before make us understand that vocabularies are a collection of words in a language that are the basic and main component in their mastery. By having a lot of vocabulary, a language learner will find it easier to assemble a sentence to communicate through that language. In English, learning vocabulary becomes very urgent to be mastered first. The second aspect that is also quite supportive for English learners is pronunciation so that having the correct pronunciation will make it easier for the interlocutor to win the essence of the conversation conveyed.

The teacher's technique in delivering learning is also an important point that must be underlined because it will determine the level of student interest in the learning process in other words an effective learning process will affect student learning outcomes, now as for the techniques used by the teacher in the vocabulary learning process there are there, namely reading, memorizing and applying in daily activities

In learning vocabulary by using reading aloud, memorizing and then applying it in everyday speech is very important, because vocab is the essence of mastering English. Knowing the correct pronunciation and being able to memorize a lot of vocabulary has also become a very valuable initial capital in learning English, especially the enthusiasm of students in writing and sticking every vocab that has been taught on the walls of their respective rooms can be evidence that they are enthusiastic and enjoy participating in learning vocabulary by using these three techniques

Teachers and students' interaction and comfort during online class determine the success or failure in online mode of education. Teacher's creativity in designing interesting and engaging techniques in teaching also powerful to make the students interested in online learning. In addition, the teachers should be able to create a learning atmosphere that is not boring and effective in terms of the knowledge transfer method used

5.2 Suggestion

Based on the conclusion above, the researcher would like to suggest some suggestions bellow:

1. For students Whatever technique the teacher uses in the learning process, if it is followed and considered carefully, especially in vocabulary learning, because by following the techniques given by the teacher, students will get maximum results in vocabulary learning. easy
2. For teachers, in the online learning process the teacher is expected to be able to adjust the techniques given to students in the learning process, so that the expected achievements can be met. the use of reading, memorizing and applying techniques is a series of techniques that can be a solution for teachers who have difficulty finding ways to teach vocabulary, while another thing that needs to be considered is the policy given by the teacher regarding the condition of students who are constrained by networks, for example and so on so that the final result of learning vocabulary can lead students to be able to speak English properly and correctly
3. For further researchers, the results of this study can be a reference for other researchers who will conduct further research on vocabulary techniques in online learning through Google Meet, WhatsApp and Zoom. Besides that, it can also be an alternative source for the future researchers to get better and more accurate results.

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Interview Guides:

1. What do you prepare before teaching vocabulary in online learning?
2. What media do you use to teach vocabulary in online learning?
3. What technique do you use to teaching vocabulary in online learning?
4. What are the steps you take in applying this technique to teaching vocabulary in online learning?
5. Why did you choose to use this technique in teaching vocabulary in online learning?
6. In your opinion, what are the advantages and disadvantages of this technique in teaching vocabulary?
7. What problems do you face in teaching vocabulary using this technique in online?
8. How do you overcome the difficulties of teaching vocabulary using this technique in online learning?
9. How do students respond to using this technique in teaching vocabulary via online?
10. What are the students problem in applying this vocabulary techniques in online teaching?
11. How do you helps students in dealing with this ploblem?
12. In your opinion, is teaching vocabulary using this tehnnique effectively applied in online learning?
13. How are students learning outcomes related to the application of these vocabulary technieques in online learning?

INTERVIEW RESULT

Interview Friday 01 april 2022, with Ernawati, English teacher Grade 9

Researcher : “Jadi apa yang anda persiapkan sebelum mengajarkan kosakata dalam pembelajaran online?” (*“so what do you prepare before teaching vocabulary in online learning?”*)

Teacher: “Sebelum saya mengajar secara online vocabulary ya kosakata, pertama yg disiapkan yaitu buku your basic vocabulary ya , buku ini tentu dimiliki semua anak santri, sebelumnya kan sudah disampaikan bahwa dalam pembelajaran vocab itu ananda semua harus menyiapkan buku, bagaimana Bu caranya? Ya cari Ki nak di internet, boleh dibaca online nah dari situlah ada sebagai bahan materi untuk belajar vocab. Jadi buku disiapkan mi masing masing anak sudah tersedia ya secara online dia download atau secara online dia beli. Karena itu sa periksa biasa satu per satu oh iya Alhamdulillah sudah ada bukunya nah itu diajarkan di kelas. Itulah pembelajaran vocab yg digunakan untuk memperdalam vocabulary siswa.”(*“Before I teach vocabulary online, yes, the first thing to prepare is your basic vocabulary book. Of course, this book is owned by all students, before that it was said that in learning vocab you all have to prepare a book, how do you do it? Yes, you are looking for it on the internet, you can read it online, so that's where it comes from as material for learning vocab. So the books prepared for each child are already available, yes, they can be downloaded online or they can be bought online. That's why I usually check one by one, oh yes, Alhamdulillah, there's already a book, so it's taught in class. That's vocab learning that is used to deepen students' vocabulary”*)

Researcher : “Jadi media apa yg ibu gunakan dalam pembelajaran online?”(*“So what media do you use in online learning?”*)

Teacher: “Media yang saya gunakan, pertama yaitu zoom, kemudian what's up kemudian google meet, yah itu tiga media pembelajaran online vocabulary kosa kata, dalam pembelajaran ini media tersebut anak-anak tinggal memilih bisa ditawarkan kan juga ananda kita menggunakan media apa, tergantung ibu. Anak anak juga kan lokasi beda-beda ada yang jauh jaringan putus-putus ada yang dekat jadi

saya tinggal tes google meet atau what's up sebagai media pembelajaran secara online.”(*“the media that I use, first is zoom, then what's up a then google meet, well those are three online learning media for vocabulary vocabulary, in this learning media the children just choose what media we can offer, depending on the mother. Children also have different locations, some are far away, the network is broken, some are close, so I just need to test google meet or what's up as an online learning medium”*).

Researcher : ‘Teknik apa yang anda gunakan dalam pembelajaran vocabulary?’(*“What techniques do you use in learning vocabulary?”*)

Teacher : “Pertama teknik yang digunakan yaitu satu anak-anak disuruh membaca vocab dengan arti dan penyebutan secara pronunsiationnya toh agar dalam penyebutan nantinya mereka mudah menghafal secara memories nya bahwa pembelajaran kosa kata atau vocabulary penyebutannya sudah bagus karna disesuaikan dgn tehnik penyebutan atau pronunsiation dgn buka kamus oh ini bacanya begini dan seterusnya, dan itulah tehnik pembelajaran vocabulary secara online.”(*“First, the technique used is that one child is asked to read vocab with the meaning and pronunciation in pronunciation anyway so that later on they will be easy to memorize by memory that learning vocabulary or vocabulary is good because it is adapted to the technique of pronunciation or pronunciation by opening a dictionary, oh, read this such and such and so on, and that is an online vocabulary learning technique.”*)

Researcher : “Jadi bagaimana langkah-langkahnya ibu dalam menerapkan teknik vocabulary ini bu?”(*“So what are the steps, ma'am, in applying this vocabulary technique, Ma'am?”*)

Teacher:”Pertama langkah-langkah yang digunakan anak-anak diberikan semacam ee vocab tentang mengenai misalnya the body anggota tubuh, dalam anggota tubuh ini pertama langkah ya mereka menguasai dari rambut sampai kaki. Pertama itu dulu diajarkan ya, teknik nya. Oh kepala bahasa Inggrisnya vocabnya apa oh head, sehingga mereka peragaan sesuai dgn yang diajarkan dengan melalui google meet nah nanti dari situ teknik nya mereka menguasai bahwa dengan

mmpelajari vocab atau vocabulary kita harus mulai dari diri sendiri personal person. Yang kedua langkahnya setelah mereka menguasai vocabnya dengan tadi tehnik penyebutan yang bagus tentu beralih lagi kepada yang lain yaitu tehnik atau supaya bagaimana pengucapannya diterapkan atau disebutkan sesuai dengagn konsonan vocal yang ada pada bentuk tersebut, nah dari situlah anak bisa menguasai vocabulary dengan bagus dan berkualitas Menurut kemampuan kemampuan masing masing siswa. Nah ketiga terakhir langkah-langkahnya yaitu dari situ mereka peraktekan practisnya dengan pengucapan masing-masing anak disuruh menghafal vocab sesuai dengan yang telah disampaikan bahwa anggota tubuh sekian dihafal nak di seluruhnya dan itu anda maksimal sudah tau seluruh nya, langkah seterusnya nya langkah berikutnya yaitu dengan penguasaan terus mereka terapkan peraktekan dengan penyebutan yang bagus sesuai dengan yang telah diajarkan melalui teknik langkah-langkah dan nilai penguasaan dari vocab tersebut.”(*“First, the steps used by children are given like ee vocab about for example the body parts, in this body part, the first step is that they master from hair to feet. First, it was taught, yes, the technique. Oh head, what is the English vocab, oh head, so they demonstrate according to what is taught through google meet, then from there they will master the technique that by learning vocab or vocabulary we have to start with the personal person. The second step is after they have mastered the vocab with a good pronunciation technique, of course they will switch again to something else, namely a technique or so that how the pronunciation is applied or stated according to the vocal consonants in that form, from there the child can master vocabulary well and quality According to the ability of each student. Now, the last three steps are from there, they practice practically with the pronunciation of each child, they are asked to memorize the vocab according to what has been said, that the body parts are memorized all over, son, and that's the maximum you already know all about, the next step is the next step, namely with continued mastery they apply practice with good pronunciation according to what has been taught through the step-by-step technique and the value of mastery of the vocab.”*)

Researcher : “Mengapa ibu memilih teknik tersebut?” (*“Why did you choose this technique?”*)

Teacher: “Karena untuk memudahkan siswa dalam menghafal secara memorising ya, supaya mereka nanti dalam mengaplikasikan percakapan atau dialogue atau conversationnya mereka sudah tau, bahwa ohh kalo kita misanya mengucapkan misalnya head kepala penyebutannya. Misalkan lagi hands mengapa karna dua tangan hands, eyes, ears seterusnya jadi mereka terapkan nantinya dalam hal keseharian atau practise dengan latihan latihan yang telah diberikan. (*“because to make it easier for students to memorize memorizing so that later they will apply the conversation or dialogue or conversation they already know, that if we say for example the head of the mention head. For example, why are hands because of two hands, eyes ears so they can be applied later in daily life or practice with the exercises that have been given.”*)

Researcher : “Menurut ibu apa kekurangan dan kelebihan dari tehnik tersebut?” (*“What do you think are the disadvantages and advantages of this technique?”*)

Teacher: “Tehnik yang kedua pertama itu kekurangannya anak anak itu mempunyai semacam beban dalam hal pembelajaran, mengapa? Karena disamping belajar bahasa Inggris tentu adakan pelajaran lain, nah itu kekurangannya toh, mereka sebahagian ada yang kurang penguasanya karena alasannya Bu’ belum selesai tugas yang satu. contoh kan. Kemudian kelebihan nya. Mereka ini seakan akan ada motivasi. Kelebihannya di’ dalam hal untuk mempraktekkan secara practise dalam hal keseharian nya nah itulah tujuannya dr vocabulary agar supaya nantinya anak-anak atau siswa tersebut bisa mengaplikasikan dalam keseharian ataupun kalo di berikan tugas dikampus mereka sudah tau oh ini bahasa Inggrisnya tangan bahasa Inggrisnya rambut telinga badan seterusnya mereka sudah faham itu, dan itu target yang diberikan itu hanya 2 kali pertemuan tapi insyaallah mereka sudah kuasai sekali itulah kelebihan nya mereka praktekkan ee kemudian aplikasikan dalam keseharian dan mereka merasa enjoy dalam menerima vocab tersebut.” (*“The second and first technique is the drawback that the children have some kind of burden in terms of*

learning, why? Because in addition to learning English, of course there will be other lessons, so that's a drawback, some of them are lacking in authority because of the size, Mrs. Then the advantages. They seem to have motivation. The advantage is, in terms of practicing practically in daily life, that's the purpose of vocabulary so that later the children or students can apply it in their daily life or if they are given assignments on campus they already know, oh this is English, hands are English, hair is ear hair body and so on, they already understand that, and the target given is only 2 meetings, but God willing they have mastered it once, that's the advantage they practice and then apply it in their daily life and they feel enjoy receiving the vocab")

Researcher : “Masalah apa yang ibu alami pada saat ini mengajar?” (“*What problems are you experiencing at this time teaching?*”)

Teacher: “Masalah yang sa alami ya selama mengajar ya dalam vocab, pertama itu masalahnya nya dalam waktu yang lain itu anak-anak itu kadang ya diantara sekian misalkan 32 siswa dalam satu kelas kan. Diantaranya tidak mutlak harus semua menyetor tugas, ataupun menghasilkan memperlihatkan hasil dari tugas yang diberikan. Nah itulah permasalahan, tapi tetap dimotivasi diikuti nak kenapa apa alasannya, trus apa kendalanya . Alasan pertama jaringan ibu, pulsa data sa’ habis nah itu bisa dimaklumi dan InsyaAllahnak’ kedepannya tetap di stor di perlihatkan ke ibu biar kamu itu ada nilai tambahnya ananda, masalahnya itu tadi (“*The problem that I experienced while teaching was in vocab, first the problem was that at other times, the children were sometimes among the many, for example 32 students in one class, right. Among them, it is not absolutely necessary that all of them submit assignments, or produce the results of the tasks given. Now that's the problem, but you're still motivated to follow, son, what's the reason, then what's the problem. The first reason is my mother's network, my data pulse has run out, so that's understandable and in the future, God willing, it will still be in the store, showing it to my mother so that you have added value, Ananda, that was the problem.*”)

Researcher : “Jadi cara mengatasinya seperti itu Bu.”(*“so how to deal with it like that ma'am?”*)

Teacher: “Iya, cara mengatasinya seperti itu. Tetap dianjurkan supaya anak tersebut tidak patah semangat nya tetap kita bujuk, kita ee motivasi agar mereka tidak ketinggalan dalam penguasaan vocabulary nya supaya mereka juga setara dengan ee berjalan sejalan dengan teman yang sudah melaksanakan vocab yang telah diajarkan dan itu merupakan penting toh, Karena inikan kesan vocab kan Enda mungkin mau bahasa Inggris yang benar sebelum ada vocabnya karena itu vocabulary adalah dasar untuk menguasai bahasa Inggris”.(*“yes, how to solve it like that. It is still recommended that the child does not get discouraged, but we persuade him, we motivate them so that they do not fall behind in their mastery of their vocabulary so that they are also on par with friends who have already implemented the vocabulary that has been taught and that is important, Karen, right? the impression of vocab, you might want correct English before there is vocab because that's why vocabulary is the basis for mastering English.”*)

Researcher : “Bu bagaimana respon siswa dalam pembelajaran tersebut?”(*“Ma'am, how did the students respond in the lesson?”*)

Teacher: “Ya, respon siswa ee Alhamdulillah mereka semangat kemudian mereka juga enjoy menikmati apa yang telah diajarkan ketiga responnya itu dia kadang bertanya “Bu kalo sudah penguasaan ini bisa tidak diaplikasikan di kamar Bu?”, boleh, malah mereka biasa tuliskan kemudian di tempel a dinding kamarnya trus dalam hal ini mereka sudah menguasai dan sudah bisa berdialog dalam bahasa Inggris sesuai dengan yang telah diajarkan dalam vocabulary nah sesudah vocabkan tentu ada dialog kan nah dari situ lah mereka sudah aplikasikan dalam keseharian nya. Itulah respon siswa dalam penguasaan pembelajaran.”(*“Yes, the students' responses were, Alhamdulillah, they were enthusiastic, then they also enjoyed enjoying what they were taught. The three responses were sometimes asking Mrs. If you have mastered this, you can't apply it in your room, you can, instead they usually write it down and then paste it on the wall, then in this case they have mastered and are able to have a dialogue in English according to what has been taught in the vocabulary, after which there is of course a dialogue, right*

from there they have applied it in their daily life. That's the student's response in mastering learning.”)

Researcher : “Kalau kesulitan siswa bu?” (*“If it's a student problem, ma'am?”*)

Teacher: “Kesulitan nya ya itu pertama kadang anak tidak tepat waktu menyeter ataupun mengirim hasil dari pelajaran yang diberikan oleh ibu nah itu yang pertama kesulitan bagi siswa kan. Kemudian yang kedua kesulitan nya mereka kadang tidak ingat kalau ada tugas nanti kita beritahu dan mengabsen si A belum mengirim tugas si B baru sekian tugasnya nah mereka harus diingatkan nah disitulah tujuan dari pembelajaran buguru harus tetap memantau dan memotivasi siswa agar supaya mereka betul-betul dan sanggup untuk menyelesaikan apa yang telah diberikan oleh guru.” (*“The difficulty is, first, sometimes the child doesn't deposit or send the results of the lessons given by the mother, so that's the first difficulty for students, right? Then the second problem is that they sometimes don't remember if there is an assignment, we will tell and be absent. able to complete what has been given by the teacher.”*)

Researcher : “Menurut ibu apakah tehnik vocabulary tersebut sudah efektif ?” (*“In your opinion, is the vocabulary technique effective?”*)

Teacher: “Serasa saya ee sebenarnya sih e dalam penguasaan vocabulary secara efektif dan tidak efektif itu tergantung juga dari bagaimana cara kita memberikan materi kepada anak karna disini kan kalo penguasaan secara efektif ya Alhamdulillah sudah efektif tapi namanya juga siswa ada yang kurang ada yang sedang ada yang lebih ya namanya juga manusia kan tidak setara ilmunya, ada yang perhatikan ada yang kurang perhatikan maksud saya disini memperhatikan ya betul betul dia mau dengan serius dalam pembelajaran vocabulary yang sedang disini ya itulah manusia atau siswa yang jauh dari e maksudnya jauh tempat tinggalnya signal atau jaringan misalnya disekitar gunung ya kan di pinggir pantai na itu kesulitan juga dan hal ini juga merupakan sesuatu e pembelajaran yang harus betul betul sebagai seorang guru memperhatikan siswanya bahwa si A ini betul betul e alasan dari pada jaringan yang kurang bagus tapi kalau melalui WA itu aktif dan efektif itu melalui WA pembelajaran vocabulary, mengapa? Karna

kalau WA atau what's up itu dia langsung melihat sedangkan kalau google meet itu kan kadang tidak sampai jaringan kesitu agak susah masuk ada juga kendala atau kesulitan kasian siswa nah kita sebagai guru siswa tetap memotivasi memberikan arahan memberikan semacam suatu ee pembelajaran yang betul betul yang harus menguasai bahwa ananda tidak boleh ketinggalan tentang vocabulary karna vocabulary adalah dasar dari penguasaan bahasa Inggris.”(*“I feel like, actually, in mastering vocabulary effectively and ineffectively, it also depends on how we give the material to children because here, if the mastery is effective, yes, Alhamdulillah, it has been effective, but there are also students who are lacking, some are more, right? the name is also human, right, there is no equivalent in knowledge, some have noticed that some are not paying attention. I mean here paying attention, yes, really, he really wants to be serious in learning vocabulary, who is here, yes, that is a human or student who is far from e, meaning far from where he lives, the signal or network, for example around the mountain, right on the beach, it's also difficult and this is also something e learning that must really as a teacher pay attention to his students that person A is really the reason for the network being not good but if through WA it is active and effective it's through WA vocabulary learning, why? Because if it's WA or what's up, he immediately sees it, while if it's google meet, sometimes the network doesn't get there, it's a bit difficult to get in. There are also problems or difficulties. Poor students. We as student teachers are still motivated to provide direction, giving some kind of correct learning process that must be done. master that you should not miss vocabulary because vocabulary is the basis of mastering English.”*)

Researcher : “Bagaimana hasil pembelajaran siswa bu?”(*“How are student learning outcomes?”*)

Teacher: “Selama ini yah? Ok, Alhamdulillah hasilnya setelah mempelajari vocabulary ya Alhamdulillah sudah bagus ya artinya tidak ada dibawah lah hasilnya lumayan bagus mengapa karna rata-rata nilainya biasa juga hasil nya akhir dari garis final itu ee diatas rata 50 keatas adapun yang dibawah 50 itu kan ada namanya remedial, nah remdial ini tentu ada pengayaan dari hasil itulah mereka harus menilai bahwa oh saya ini kurang penguasaan dari segi ini misal nya

dari hafalan apa tetap anak-anak itu mampu menghafal cuma waktu dan kesempatan mereka yang agak kurang ya disitulah anak-anak selalu diikuti, dimotivasi dianjurkan agar supaya tetap mengikuti pelajaran yg telah diajarkan oleh ibu guru.”(*“all this time, yeah? Ok, Alhamdulillah, the result after studying vocabulary, Alhamdulillah, it's good. It means that there is nothing below. The result is pretty good. Why is it because the average value is normal and the final result is e above average 50 and above, while those below 50 are called remedial Well, this remedial, of course there is an enrichment from that result, they have to judge that oh I lack mastery in this aspect, for example from memorizing what are the children still able to memorize, only their time and opportunity are a bit lacking, yes, that's where the children are always followed, motivated, it is recommended that in order to continue to follow the lessons that have been taught by the teacher.”*)

Researcher : “Terimakasih sebelumnya Bu untuk wawancara ini”(*“Thank you ma'am in advance for this interview.”*)

Teacher: “Iya sama sama” (“yeah, you're welcome”)

Researcher : “Jadi kesimpulannya Bu?”(*“So the conclusion ma'am?”*)

Teacher: “Bahwa dalam pembelajaran vocab itu sangat penting diajarkan kepada siswa mengapa? Karna merupakan daripada ee aplikasi ataupun hasil dari pembelajaran bahasa Inggris dimana siswa tersebut bisa memperhatikan, mempraktekkan ya practise secara latihan dalam pembagian vocabulary secara pronunciationnya bagus kemudian memorationnya apalagi yang lengkap dan mereka selalu menginginkan supaya vocabulary yang diajarkan itu dapat dipraktekkan dikamar siswa to kalo mondok kalo online kan mereka dirumanya nah mereka selalu menulis dan memahami dan memasang di dinding kamarnya dan selalu mengingat remeber mengingat-ingat oh iyya Bu ini setengah dan seterusnya dan hasil dari itu mereka selalu senang, enjoy dalam pembelajaran vocabulary, nah itu Alhamdulillah.” (*“That and learning vocab is very important to be taught to students why? Because it is an e-application or the result of learning English where the student can pay attention, practice the practice in*

terms of vocabulary distribution in a good pronunciation, then the memorization, let alone a complete one, and they always want the vocabulary taught to be practiced in the student's room. stay online, they are at home, so they always write and understand and put it on the walls of their room and always remember remeber remember remember oh yes ma'am this is half and so on and the result of that they are always happy, enjoy learning vocabulary, now that's Alhamdulillah.")

Documentation



(picture 1, interview with English teacher)



(picture 2, interview with English teacher)



(picture 3, requesting permission to research from the principal of SMP datok sulaiman Palopo)



(picture 4, report to the principal of SMP datok sulaiman Palopo that the research has been completed)



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS COKROAMINOTO PALOPO**

Jl. Latamcelling No. 9 B Kota Palopo Sulawesi Selatan
Tlp. 0471-23421 Website <http://www.uncp.ac.id>

Nomor : 015/FKIP-UNCP/III/2022
Lampiran : -
Perihal : Permohonan izin melakukan penelitian

Palopo, 07 Maret 2022

Kepada Yth.
Kepala Badan Kesatuan Bangsa, Politik dan Perlindungan Masyarakat
di-
Tempat

Dengan Hormat,
Sehubungan dengan pelaksanaan penelitian bagi yang tersebut dibawah ini:

Nama	: Andi Yusmaniar Pangu
NIM	: 1501404037
Tempat/Tanggal Lahir	: Palopo, 25 Oktober 1997
Jenis Kelamin	: Perempuan
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan
Alamat	: Dusun Padang Kec. Bua
Tempat Penelitian	: SMP Datok Sulaiman Palopo
Waktu Penelitian	: Bulan Maret-April 2022

Dimohon kesediaan Bapak/Ibu untuk menerbitkan surat izin melakukan penelitian di instansi yang Bapak/Ibu pimpin guna menyusun karya ilmiah (**Skripsi**) yang berjudul **"Teachers' Technique in Teaching Vocabulary Via Online at SMP Datok Sulaiman Palopo"**.

Atas bantuan dan kerjasamanya, kami ucapkan terima kasih.

Dekan FKIP.

Dr. Sehe, M.Pd.
NIP. 196501011992031003

Tembusandisampaikankepada yang terhormat:

1. Rektor UNCP (Sebagai Laporan)
2. Arsip



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasbiy No.5 Kota Palopo - Sulawesi Selatan Telpin : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 221/1P/DPMTSP/III/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2018 tentang Penyelenggaraan Penelitian dan Non Penelitian di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2018 tentang Penyelenggaraan Penyelenggaraan Penelitian dan Non Penelitian yang Menjadi Urusan Pemerintah Kota Palopo dan Penyelenggaraan Penelitian dan Non Penelitian yang Menjadi Urusan Pemerintah yang Dibenarkan Pelaksanaan Wewenang Walikota Palopo Kapada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	ANDI YUSMANIAR PANGIU
Jenis Kelamin	Perempuan
Alamat	Desa. Padang Kab. Luwu
Pekerjaan	Mahasiswa
NIM	1501404037

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul

"TEACHERS' TECHNIQUE IN TEACHING VOCABULARY VIA ONLINE AT SMP DATOK SULAIMAN PALOPO"

Lokasi Penelitian : SMP DATOK SULAIMAN PALOPO

Lamanya Penelitian : 14 Maret 2022 s.d. 14 April 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 15 Maret 2022
Kepada Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHARUDDIN, S.STP, M.Si
Pangkat : Pembina Tk.I
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2. Jajaran/ Penerima
3. Dandim 1402 SW
4. Kepala Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kelemb. Kota Palopo
7. Untuk arsip dan pelaksanaan penelitian



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS COKROAMINOTO PALOPO**

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Tlp. 0471-23421 Website <http://www.uncp.ac.id>

Nomor : 015/FKIP-UNCP/III/2022
Lampiran : -
Perihal : Permohonan izin melakukan penelitian

Palopo, 07 Maret 2022

Kepada Yth.
Kepala SMP Datok Sulaiman Palopo
di-
Tempat

Dengan Hormat,
Sehubungan dengan pelaksanaan penelitian bagi yang tersebut dibawah ini:

Nama	: Andi Yusmaniar Pangu
NIM	: 1501404037
Tempat/Tanggal Lahir	: Palopo, 25 Oktober 1997
Jenis Kelamin	: Perempuan
Program Studi	: Pendidikan Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan
Alamat	: Dusun Padang Kec. Bua
Tempat Penelitian	: SMP Datok Sulaiman Palopo
Waktu Penelitian	: Bulan Maret-April 2022

Dimohon kesediaan Bapak/Ibu untuk menerbitkan surat izin melakukan penelitian di instansi yang Bapak/Ibu pimpin guna menyusun karya ilmiah (**Skripsi**) yang berjudul **"Teachers' Technique in Teaching Vocabulary Via Online at SMP Datok Sulaiman Palopo"**.

Atas bantuan dan kerjasamanya, kami ucapkan terima kasih.

Dekan FKIP,


Dr. Sehe, M.Pd.
NIP. 196501011992031003

Tembusan disampaikan kepada yang terhormat:

1. Rektor UNCP (Sebagai Laporan)
2. Arsip



PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SMP DATOK SULAIMAN PALOPO
Sekretariat : Jl. DR. Ratulangi Telepon (0471) 21476 Kota Palopo



SURAT KETERANGAN PENELITIAN

NOMOR : 183/SMP-DS/PLP/VI/2022

Yang bertanda tangan di bawah ini Kepala SMP Datok Sulaiman Palopo menerangkan bahwa:

Nama : **ANDI YUSMANIAR PANGIU**
Pekerjaan : Mahasiswa Universitas Cokroaminoto Palopo
Prodi/Fakultas : Pendidikan Bahasa Inggris/FKIP
Alamat : Dusun Padang, Kec. Bua, Kab. Luwu.

Yang bersangkutan telah melakukan penelitian di SMP Datok Sulaiman Palopo sejak bulan April 2022 s/d Mei 2022. Dengan judul Skripsi **"TEACHER TECHNIQUES IN TEACHING VOCABULARY VIA ONLINE AT SMP DATOK SULAIMAN PALOPO"**.

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Atas perhatian dan kerjasama yang baik kami ucapkan terima kasih.

Palopo, 20 Juni 2022.
Kepala Sekolah,

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