

TEACHERS' STRATEGIES IN TEACHING VOCABULARY AT THE EIGHTH GRADE OF SMP NEGERI 1 TELUK DALAM

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Abstract

This study deals with an analysis of teachers' strategies in teaching vocabulary at the Eighth Grade of SMP Negeri 1 Teluk Dalam. Teaching vocabulary refers to improve students' English skills and must also be equipped with strategies that are suitable for students. The teachers used strategies to improve and enrich students' vocabulary and expedite the teaching and learning process. The objectives of this research are to find out the strategies used by English teachers in teaching vocabulary and the implementation of the strategies in classroom interaction. This research was conducted by applying the qualitative method. The techniques of data collection were observation and interview. The result of this research was there were five strategies used by English teachers during classroom interaction, namely: (1) words for the day, (2) exclusion brainstorming, (3) contextual redefinition, (4) predictions, definitions, and connections, (5) "what's in a name?". The implementation those strategies by English teachers to students was (1) introducing verbal and written words such as praying, greeting, parting, excuse, etc. (2) selecting words related to the material, unrelated, and ambiguous. (3) defining the sentence using a dictionary and then redefine it by modifying the sentence. (4) predicting the definition of words or sentence based on its relationship to the context. (5) looking up vocabulary or sentences and the meaning made in a table or mind mapping and using a dictionary routinely. Those strategies were relevant to teach vocabulary to students because teachers can mix up more than one strategy in one meeting. It is concluded that those strategies can help to increase students' vocabulary mastery, to be more rich and improve their English skills. Therefore, it is recommended to English teachers to apply those strategies in the teaching and learning process.

Key Words: *Teaching Strategies; Vocabulary; Teachers and Students*

Abstrak

Penelitian ini berkaitan dengan analisis strategi guru dalam meningkatkan kosakata di kelas VII SMP Negeri 1 Teluk Dalam. Pengajaran kosakata bertujuan untuk meningkatkan kemampuan Bahasa Inggris siswa dan juga harus dilengkapi dengan strategi yang cocok untuk siswa. Para guru menggunakan strategi untuk meningkatkan dan memperkaya kosakata siswa serta memperlancar proses belajar mengajar. Tujuan dari penelitian ini adalah untuk mengetahui strategi yang digunakan oleh guru Bahasa Inggris dalam mengajar kosakata dan penerapan strategi tersebut dalam interaksi kelas. Penelitian ini dilakukan dengan menerapkan metode kualitatif. Teknik pengumpulan data yang digunakan adalah observasi dan wawancara. Hasil dari penelitian ini adalah terdapat lima strategi yang digunakan oleh guru Bahasa Inggris selama interaksi kelas, yaitu (1)

kata-kata untuk setiap hari, (2) pendapat eksklusif, (3) redefinisi kontekstual, (4) prediksi, definisi, dan koneksi, (5) “apa arti nama?”. Implementasi strategi yang digunakan oleh guru Bahasa Inggris kepada siswa (1) memperkenalkan kata-kata lisan dan tulisan seperti berdoa, salam, permissi, dan sebagainya, (2) memilih kata-kata yang berkaitan dengan materi, tidak berkaitan dengan materi dan ambigu, (3) mendefinisikan kalimat dengan menggunakan kamus kemudian mendefinisikan ulang dengan memodifikasi kalimat, (4) memprediksikan definisi kata atau kalimat berdasarkan hubungannya dengan konteks, (5) mencari kosakata baik kata atau kalimat dan maknanya yang dibuat dalam sebuah tabel atau mind mapping, dan menggunakan kamus secara rutin. Strategi-strategi tersebut relevan untuk mengajarkan kosakata kepada siswa karena guru dapat mengabungkan lebih dari satu strategi dalam satu pertemuan. Dapat disimpulkan bahwa strategi tersebut dapat membantu meningkatkan penguasaan kosakata siswa, lebih memperkaya dan meningkatkan kemampuan Bahasa Inggrisnya. Oleh karena itu, disarankan kepada guru Bahasa Inggris untuk menerapkan strategi-strategi tersebut dalam proses belajar mengajar.

Kata kunci: *strategi pengajaran; kosakata; guru dan siswa*

A. Introduction

English is important and useful nowadays for many people in this era. There are some logical and real reasons about it. Some people learn English for adding knowledge, because lots of information convey via English, and the other people learn English to be able to communicate to foreigner easily, for academic purposes, as a media for national culture promotion, for having safety during vacation, and even, people learn English for exchanging needs and wants in economic and business field, political field, educational field, and so on and so forth.

English posits as foreign language for Indonesian people, adult and young learner, in general. As a foreign language, some people acquire it naturally at home or at certain communities, and some people learn it on purpose at schools by receiving special treatment given from tutors or teachers as well. However, the phenomenon is people have different

competence in acquiring or learning English as a foreign language.

There are four English skills that should be mastered by students. They are listening, speaking, reading, and writing. Those skills are divided into two skill categories, receptive skill and productive skill. Listening and reading are receptive skills; meanwhile speaking and writing are productive skills. Listening skill refers to the ability of hearing spoken language expressed by speaker comprehensively. Speaking skill refers to the ability of producing oral speech through speech apparatus structurally by speaker. Reading skill refers to the ability of understanding written symbols in a text comprehensively. Writing skill refers to the ability of expressing ideas via orthographic words systematically.

The mastery of the four skills as stated above will be achieved through vocabulary mastery of English. Vocabulary is the fundamental aspect or element of a

language. People in general will be able to listen, to speak, to read, and to write, if they have much vocabulary stored in their mental lexicon when they produce or receive language. Therefore, vocabulary mastery is very important to be achieved.

Vocabulary definitely means words. As stated by McCarthy (2023: 2) that "For most people, vocabulary means words. Vocabulary can refer to a number of different things. It can refer to all the words in a language". It means that vocabulary is a set or a list of word collection. It refers to known words that have been collected by learners. Word has meaning that refers to real object, and that relates to the feeling that untouchable. As a set of collection, it may be manageably organized. Some are listed as noun collection, verb collection, adjective collection, adverb collection, preposition collection, etc.

Teaching is an action of giving knowledge or transferring knowledge via treatment given. Brown (2007:8) Stated that "Teaching as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand". Meanwhile learning is an action of receiving knowledge and an effort of trying to acquire knowledge transferred. According to Schunk (2012:3) "Learning is an enduring change in behaviors, or in the capacity to behave in a given fashion, which result from practice or other forms of experience". Learning is the process of acquiring new understanding, knowledge, behavior, skills, values, attitudes and preferences. In the process of teaching and learning, teacher takes role as the giver;

meanwhile students take role as the receivers. Both of these participants interact to achieve the goal of teaching and learning.

A goal in the English teaching and learning process is something to be achieved by participants involved. It is expected that teacher transfers the knowledge successfully, and students receive and learn the knowledge successfully. Nevertheless, the goal will be achieved if the teacher plans it manageably and implement the plans structurally through the treatment given to the receivers. Therefore, English teacher needs strategy.

Teaching strategy is an action by teacher in arranging plans for teaching. It refers to efforts planned by the teacher to achieve the goal of teaching and learning. This action may cover some variables, such as objectives of teaching and learning. Teaching and learning materials or sources of teaching and learning, teaching methods, and evaluation of action result. These all are arranged to influence the action done in the classroom to achieve the goals of teaching and learning.

This research is theoretically and practically significant. Theoretically, this research will add some knowledge of what strategies used by English teacher and how the strategies are applied by English teacher in teaching vocabulary, and whether the strategies significantly increase the students' vocabulary mastery. This research is also significant for next researchers as the reference for their research. By having the finding of this research afterwards, this research is also significant practically. This research has significance for English teacher. The

English teacher may see, reconsider, plan back, and do more exploration of better or even best strategies to enrich students' vocabulary mastery. Then, this research is significant for students as well. The students may see that the English teacher is giving certain approaches to teach vocabulary to them, and they enrich their own vocabulary mastery by themselves then. For the researcher, she can increase her knowledge about teachers' strategies in teaching vocabulary used by the teacher as future teacher candidate.

Based on a preliminary study at the 8th Grade of SMP Negeri 1 Teluk Dalam conducted by the researcher some students have good vocabulary though most of students have obstacles in learning vocabulary. So, the teachers increase the ability of students who have a little vocabulary with good strategies to students in teaching English vocabulary and improve students' abilities. It was found that the teacher used some strategies in teaching vocabulary. The teacher taught vocabulary integrately. In the other words, there was no particular material about vocabulary in certain time. Based on the explanation above, the researcher is interested in knowing deeply and conducting the research that relates to the teacher's strategies in teaching vocabulary and how such strategies are applied especially for eighth grade. Thus, the researcher was to conduct **Teacher's Strategies in Teaching Vocabulary at the Eighth Grade of SMP Negeri 1 Teluk Dalam.**

There are several types of strategies in teaching vocabulary (Brunner 2011:2-39) they are contextual redefinition strategy, exclusion brainstorming strategy,

predictions, definitions, and connections strategy, what's in a name strategy, and word for the day strategy.

First, Contextual Redefinition. This strategy used by the teachers to helps students with contextual analysis by inviting students to guess the meaning of unfamiliar words. **Second, Exclusion Brainstorming.** It helps students improving vocabulary mastery, and generating background knowledge of students.

Third, Predictions, Definitions, and Connections. It helps students knowing to what extent students have mastered vocabulary, helps students identifying unfamiliar words as well as predicting the definition of terms and the connection to the material and adding vocabulary knowledge to students.

Fourth, What's In a Name? In this strategy, the teacher teaches and helps students how to use dictionary, thesaurus and glossary as reference tools, so that it adds students' vocabulary knowledge.

Fifth, Word for the Day Strategy. It is used by the teacher to help and to increase students' vocabulary in daily life by practicing and using it all the times, so, students easily remember the new words.

Based on the explanation above, the researcher wants to provide a goal of this researcher as follows:

1. To identify the strategies used by the English teacher in teaching vocabulary at the eighth grade of SMP Negeri 1 Teluk Dalam.
2. To describe how the English teacher applies the strategy in teaching vocabulary at the eighth grade of SMP Negeri 1 Teluk Dalam.

B. Research Method

This research was designed in qualitative research design. According to Creswell (2009: 3) "Research designs are plans and procedures for research that span decisions from broad assumptions to detailed methods of data collection and analysis". Furthermore, he adds (p.4) that "Qualitative research is a means for exploring and understanding individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and researcher making interpretation of the meaning of the data". Therefore, it can be said that the researcher needs to plan much thing needed in this research to achieve the objectives of this research. The researcher needs to plan where to do the research, who or what were researched, how to collected the data or procedures of doing the research, how to analyze the data, building the themes based on the data analysis and finding, and making interpretation of meaning of data found by used data collected through observation, interview and recording the data.

This research aims at revealing the strategy used by English teacher in teaching vocabulary at the eighth grade of SMP Negeri 1 Teluk Dalam, and revealing how English teacher applies the strategy. Hence, the researcher has planned several things to achieved these aims as elaborated in the next sub topics.

This research was conducted at the eighth grade of SMP Negeri 1 Teluk Dalam from March until April 2023. Eighth grade consists of eight classes: with two names,

namely 4 classes of Kalabubu and 4 classes of Tolögu. The researcher observed 2 teachers and this research used 4 classes, 2 Kalabubu class and 2 Tolögu class as a sample in collecting data. It means in Kalabubu 2 and 3 taught by the first teacher, and in Tolögu 1 and 2 taught by the second teacher.

In this section, the proses of analysis the data qualitative based on the theory of (Gay et al. 2012:467-468) that the data analysis in this research can be divided into several stages: reading/memoing, describing, classifying.

1. Reading/Memoing

The first stage of analysis of the data is reading/memoing. On this part, the researcher read all about the data to find out information about Teachers' Strategies in Teaching Vocabulary at the Eighth Grade of SMP Negeri 1 Teluk Dalam. Researcher was focused on the data needed. Researcher read and memoing on important matters relating to the focused of data based on documentation through observation and notes of interview teacher from the recording, and transcript of filed notes recorded during observation the class.

2. Describing

The second stage in analysis the data is describing. The purpose of this stage is to examine the data in intensity to provide detailed description of the establishing. The researcher described the data through interviewing of English teacher at the eighth grade of SMP Negeri 1 Teluk Dalam to get more data detail and accurate.

3. Classifying

The third stage is classifying to analyze data. Classifying is the process of categorizing and coding the data that refers

to the results of observation and interview. The data that has been obtained by researcher must be classified and categorized in smaller unit more common before. In this process the researcher must classify what strategies used or arranged in teaching vocabulary by English teacher and how the teacher apply the strategies.

C. Research Finding and Discussion

The researcher presented the research finding and discussion of the finding teachers' strategies used by English teachers in classroom interaction between English teachers and students in Kalabubu 2 and 3 taught by the first teacher and in Tolögu 1 and 2 taught by second teacher. Furthermore, the implementation of those strategies used by English teachers in teaching vocabulary integrated in teaching and learning process.

1. Strategies used by the English Teacher in Teaching Vocabulary at the eighth grade of SMP Negeri 1 Teluk Dalam

From the transcription of teaching and learning process, and based on the data analysis, the researcher found that the teacher taught vocabulary integrately. In teaching and learning process of vocabulary, the teacher used several strategies in one meeting. In other words, the teacher used two until four strategies in teaching vocabulary in one meeting. From ten times of observation in the class of Kalabubu 2 and Kalabubu 3, and in the class of Tolögu 1 and Tolögu 2, the researcher found that there were five strategies of teaching vocabulary used by the English teachers. The first teacher used 5 strategies and the second teacher used 4 strategies. Those strategies that used by English teachers in teaching vocabulary

were: 1) words for the day, 2) exclusion brainstorming, 3) contextual redefinition, 4) predictions, definitions, and connection, 5) "what's in a name?".

The following table was the summary of strategies used by English teacher in teaching vocabulary in every meeting at the Eighth Grade of SMP Negeri 1 Teluk Dalam.

Table 1. Strategies used by English Teachers in Teaching Vocabulary in every meeting at the Eighth Grade of SMP Negeri 1 Teluk Dalam

No	Summary of Teachers' Strategies in Teaching Vocabulary used in Every Meeting					
	Teachers Meeting at Kalabubu and Tolögu Classes	Strategies				
		Words for the Day	Exclusion Brainstorming	Contextual Redefinition	Predictions, Definitions, and Connections	What's in a Name?
1	First teachers in Kalabubu 2: 1. First meeting	✓	✓	✓	-	-
	2. Second meeting	✓	-	-	✓	-
2	First teacher in Kalabubu 3: 1. First meeting	✓	✓	✓	-	-
	2. Second meeting	✓	-	✓	✓	✓
	3. Third meeting	✓	-	✓	-	-
3	Second teacher in Tolögu 1: 1. First meeting	✓	-	✓	-	-
	2. Second meeting	✓	-	✓	-	-
4	Second teacher in Tolögu 2: 1. First meeting	-	-	✓	✓	✓
	2. Second meeting	✓	-	✓	-	-
	3. Third meeting	✓	-	-	✓	-

2. The Implementation of Strategies in Teaching Vocabulary used by English Teachers in Kalabubu Class and Tolögu Class of Eighth Grade

Based on the table 4.1 there were 2 strategies only minimally and 4 strategies maximally used by English teachers in every meeting, as can be seen in the appendices of teaching and learning process. Here are two descriptions of how the English teachers implemented the strategies at one meeting in the class of Kalabubu and in the class of Tolögu.

- 1) Strategies used by 1st teacher in the 2nd meeting in the Kalabubu of 3

Based on the transcriptions of teaching and learning process and observation guidelines, the teacher taught the students "Simple Past Tense". Furthermore, four strategies used by English teacher in this meeting, were:

a) Words for the day is strategy to encourage students to recognize important vocabulary or words and use them by spoken language and written language.

Implemented in the class:

- The teacher and students make an agreement beforehand to get used to using words and sentences in English

- First the teacher enters the class and stands in front of the class. The class leader gave instructions to all students to stand up using English which became a daily habitual sentence in the class. (class president: all stand up). one of the students comes forward to pray in front using English (student: Let's pray together).

- Second, after praying, the class head gives instructions to greet the teacher and then greet his classmates in English such as: (class head: Greeting to our teacher, Students: Good morning mam; Good morning, friend)

- Third, the teacher responds to greet the students and ask how the students are doing in English (teacher: good morning, everybody. How are you this morning?)

- Fourth, the teacher teaches Simple Present material and when he finds new sentences/words the teacher invites students to pronounce, practice and use it as a habit in the class. Like (excuse me mam, what

are you doing?, I go to school every day. etc.)

- When the lesson is finished, the teacher gets used to saying farewell sentences and the students respond. Sometimes teachers also remind students to do their homework. Like:

Teacher: *Good bye, see you and don't forget your homework.*

Students: *See you mam, yes mam.*

b) Contextual redefinition is teacher strategy to help students in contextual analysis make guesses related to the meaning of certain words. Implemented in the class:

1. This activity occurs when the teacher enters the material to be discussed or the lesson to be studied.

2. First, the teacher gives students 10 minutes of literacy time to read the book, then the teacher will explain the topic discussed "Simple Past Tense"

3. After the teacher explains the topic of the material, and asks students to practice conversations in front of the class based on the conversation text in the textbook.

4. The teacher gives examples of "Simple Past Tense" sentences that are easy for students to understand, such as (I was a student last year, He painted the table two weeks ago. etc.).

5. The teacher gives students the opportunity to ask if there is something they still don't understand, such as (Teacher: Do you have any questions?).

6. After the session, the teacher then writes on the board "Simple Past Tense" questions based on conversation texts that have been practiced in front of the class for students to work on with instructions, students must determine and find each "Simple Past Tense" sentence where the key word is the second form of the verb. by underlining each question that the teacher has given on the board. Like (Edo painted the wood last days).
7. Then, after determining and finding the second form of the verb in each question, the teacher will ask students to look for the meaning of the sentence and the second form of the verb in English and Indonesian by using a dictionary. Like (In English "Edo painted the wood last days". In Indonesia "Edo mengecat kayu beberapa yang lalu").
8. Next, the teacher asks students to make new sentences based on previous practice questions by modifying the questions without eliminating the second form of the verb and redefining the modified sentences. Like:
2. example question: Edo painted the wood last days (Edo mengecat kayu beberapa hari yang lalu).
Modified by student: I painted my motorbike well last week (Saya mengecat motorku dengan bagus seminggu yang lalu).
- c) Predictions, Definitions, and Connections is strategy to help students to identify unfamiliar words and predict the

definition of terms and their relationships. Implemented in the class:

- This activity occurs during the learning process on the topic "Simple Past Tense" which will be studied in class with the teacher explaining the material.
- In the previous conversation text that has been studied, namely "Conversation of Edo, Nina and Udin". The teacher asks students to write down in their notebooks words or sentences that are unfamiliar (never used, heard, or known) by each student.
- Next, after writing it. The teacher asks students to find out by predicting what the definition/meaning is based on their understanding and knowledge of each unfamiliar word or sentence and by using the help of a dictionary.
- Then the teacher asks the students for their opinion whether the unfamiliar words/sentences that have been found in the conversation text have a relationship with the students' personal relationships (everyday life, both in the school environment, at home and in the community) with the material that has been studied and can be applied and used by the students. in his life.

For example:

Table 2. Notes: Predictions, definitions, and connections

Unfamiliar Words/Sentences

1. Priz e = hadia
2. We rubbed them = kami mengosokny a
3. Cut down = menebang
4. Pain ted = mengecat, dilukis
5. Ben ches = bangku- bangku
6. A garden = taman
7. Big wood= kayu besar
8. He dried the wood after cutting and painting = Dia menjemur kayu setelah memotong dan mencat
9. He cuts the wood quickly = Dia memotong kayu dengan cepat
10. Sawed= menggergaji

d) "What's in a Name?" is teacher strategy teach students to use dictionary or other references used routinely. In teaching and learning process, the teacher teaches vocabulary by drawing a table or mind mapping and then asking students to fill in the table by using a dictionary to look up verbs two.

Implemented in the class:

- Activities are carried out during the teaching and learning process with the material "Simple Past Tense".
- First, the teacher explains the material that has been studied again. Then give an example by describing a table of examples of the second verb, the first verb and their meaning.
- Next, the teacher asks students to do practice questions, where students read conversations in printed books, look for the second form of the verb and find out what the first form of the verb is then write it down and place it on a table or mind map that has been written on the blackboard by the teacher.

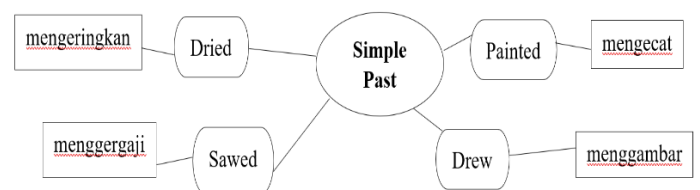
- The teacher asks students to use a dictionary to look for each verb.

For example:

Table 3. Table of "What's in a name?"

Simple Present	Simple Past	Meaning
saw	sawed	menggergaji
paint	painted	mengecat
cut	Cut	memotong

Figure 1. Mind Mapping of "What's in a name?"



This the first teacher activity in Kalabubu 3 in the second meeting can be seen in the appendix on page 72.

2) Strategies used by 2nd teacher in the 1st meeting in the Tolögu of 2

Based on the transcriptions of teaching and learning process and observation guidelines, the teacher taught the students "Simple Past Tense". Furthermore, three strategies used by English teacher in this meeting, there were:

a) Contextual redefinition is strategy to help students in contextual analysis make guesses related to the meaning of certain words. In teaching and learning process of *Simple Past Tense* about "Yes, We Made It!". The teacher teaches vocabulary integrated on the material learned by inviting and asking students to define the meaning of the example sentences given by the teacher, find the second verb and then students give their own definition to the sentences by redefining it using a modified sentences or making a new sentence with

the second. For example: "My mother *made* a cake last week". "Rina *made* orange juice two days ago" (modified by student).

Implemented in the class:

- This activity occurs when the teacher enters the material to be discussed or the lesson to be studied.
- The teacher will explain the topic discussed "Simple Past Tense" with the small title "Yes, We Made It!"
- After the teacher explains the topic of the material, and asks students to practice conversations in front of the class based on the conversation text in the textbook.
- The teacher gives examples of "Simple Past Tense" sentences that are easy for students to understand, such as (My Mother made a cake last week. etc.).
- The teacher gives students the opportunity to ask questions if there is something they still don't understand.
- After the session, the teacher then writes on the board "Simple Past Tense" questions based on conversation texts that have been practiced in front of the class for students to work on with instructions, students must determine and find each "Simple Past Tense" sentence where the key word is the second form of the verb. by underlining each question that the teacher has given on the board. Like (My Mother made a cake last week).
- Then, after students determine and find the second form of the verb in each question, the teacher will ask students to look for the meaning of the sentence and the second form of

the verb in English and Indonesian using a dictionary. Like (My Mother made a cake last week). In Indonesia (Ibuku membuat kue seminggu yang lalu).

- Next, the teacher asks students to make new sentences based on previous practice questions by modifying the questions without eliminating the second form of the verb and redefining the modified sentences. Like:

Example of a question from the teacher: My Mother *made* a cake last week (Ibuku membuat kue seminggu yang lalu).

Modified by student: Rina *made* orange juice two days ago (Rina membuat jus jeruk dua hari yang lalu).

- b) Predictions, Definitions, and Connections is strategy to help students identify unfamiliar words and predict the definition of terms and their relationships. The second teacher used it in teaching and learning process by continuous explain material and then give instructs to students to found the unfamiliar words or sentences in conversational text, after that them predict the definition of the words or sentence by used a dictionary based on connection of the conversation text.

Implemented in the class:

- This activity occurs during the learning process on the topic "Simple Past Tense" which will be studied in class with the teacher explaining the material.
- In the previous conversation text that has been studied, namely "Conversation of Edo, Nina and Udin". The teacher asks students to write down in their notebooks words or

sentences that are unfamiliar (never used, heard, or known) by each student.

- Next, after writing it, the teacher asks students to find out by predicting what the definition/meaning is based on their understanding and knowledge of each unfamiliar word or sentence and by using the help of a dictionary.
- Then the teacher asks the students for their opinion whether the unfamiliar words/sentences that have been found in the conversation text have a relationship with the students' personal relationships (everyday life, both in the school environment, at home and in the community) with the material that has been studied and can be applied and used by the students in his life.

For example:

Table 4. Notes: Predictions, definitions, and connections

Unfamiliar Words		
1.	Made	= membuat
2.	Rubbed	= menggosok
3.	Went	= pergi
4.	Saw	= menggergaji
5.	Cut down	= menebang

c) "What's in a name?" is strategy that teaches students to use dictionary or other references routinely in implementing this strategy. The teacher used this strategy to teach vocabulary integrated to student by asking students to write and to find the first verb and the second verb in the conversation text and then every student given the definitions of every verb lexically.

Implemented in the class:

- Activities are carried out during the teaching and learning

process with the material "Simple Past Tense".

- First, the teacher explains the material that has been studied again. Then give an example by describing a table of examples of the second verb, the first verb and their meaning.

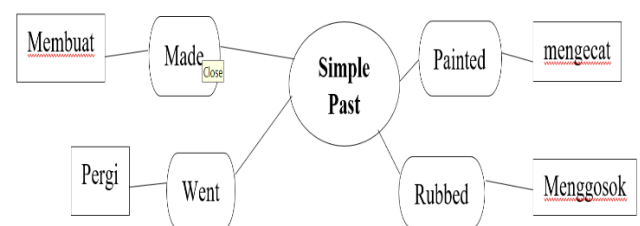
- Next, the teacher asks students to do practice questions, where students read conversations in printed books, look for the second form of the verb and find out what the first form of the verb is then write it down and place it on a table or mind map that has been written on the blackboard by the teacher.

Table 5. Table of "What's in a name?"

Figu	Simple Present	Simple Past	Meaning
	Go	r went	pergi
	Make	e made	membuat
	Rub	rubbed	menggosok

2

. Mind Mapping of "What's in a name?"



The second teacher's activities in Tolögu 2 in the first meeting can be seen in the appendix on page 87.

Based on the result of data analysis and based on interview result done to the English teachers, this research shows that there are five strategies used by both of English teachers: words for the day, contextual redefinition, exclusion brainstorming, "predictions, definitions,

and connections, “what’s in a name?”, for the whole meeting. Based on observation result both of English teachers used different strategies in every meeting based on the topic given. Beside that there were found that the English teachers used tables and mind mapping as the aids for deep comprehension in the teaching and learning process.

D. Closing

Based on the conclusion above, the researcher hopes this research will give benefit for the teachers, students and for the next researcher as follows:

1. For English Teachers

This research can enhance their knowledge about strategies in teaching vocabulary that can help them in teaching and learning process and the teachers can know the names of the strategies applied to students and they can see, plan back, and use best strategies to enrich students’ vocabulary mastery. Therefore, the researcher suggests English teacher to use and to apply this strategy (words for the day, exclusion brainstorming, contextual redefinition, “predictions, definitions, and connections”, and “what’s in a name?”).

2. For students

The researcher hopes this research can increase and enrich students’ vocabulary and implemented the strategies, so they also can improve their reading, writing, speaking, and listening skills. In addition, the researcher also suggests students to practice in vocabulary routinely in spoken and written English.

3. For the Next Researcher

The researcher realize that the result of this research is far from perfection in which still has limitation, and for the next researcher

who study this problem to get more information about the teachers’ strategies in teaching vocabulary, and hopefully this research will be useful as a reference for the further researcher.

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