

AN ANALYSIS OF TEACHER STRATEGIES IN TEACHING VOCABULARY AT THE EIGHTH GRADE OF SMP NEGERI 3 MANDREHE BARAT

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Abstract

Vocabulary is a very important component to be learned. Through understanding vocabulary, students more easily understand language skills which include listening, reading, speaking and writing. Therefore, the role of teachers is very important to support students' enthusiasm for learning. Teachers must be creative and have certain strategies that can attract students' interest in learning. So, this research aimed at finding out teacher strategies in teaching vocabulary at the eighth grade of SMP Negeri 3 Mandrehe Barat. In this research, researcher used qualitative methods with descriptive research design to answer this problem. In collecting data, researcher used two instruments, namely interview and observation. In analyzing the data, researcher used three techniques, namely data reduction, data display, and drawing conclusions. The research subject was an eighth grade English teacher. Based on observations and interviews, researcher found teachers' strategies in teaching vocabulary, namely: 1) prediction, definition, connection, 2) visual Media-Based Learning, 3) role playing, 4) mind mapping, and 5) group discussion. So, these strategies really help English teacher at SMP Negeri 3 Mandrehe Barat in teaching vocabulary so that learning becomes faster, easier, more fun and effective. It is suggested to the English teacher to use and apply these strategies to attract students' interest in learning and enrich their vocabulary.

Key Words : *Vocabulary, Teacher Strategies*

Abstrak

Kosakata merupakan komponen yang sangat penting untuk dipelajari. Melalui pemahaman kosa kata, siswa lebih mudah memahami keterampilan berbahasa yang meliputi mendengarkan, membaca, berbicara dan menulis. Oleh karena itu, peran guru sangat penting untuk menunjang semangat belajar siswa. Guru harus kreatif dan mempunyai strategi tertentu yang dapat menarik minat belajar siswa. Jadi, penelitian ini bertujuan untuk mengetahui strategi guru dalam mengajar kosakata di kelas delapan SMP Negeri 3 Mandrehe Barat. Dalam penelitian ini, peneliti menggunakan metode kualitatif dengan desain penelitian deskriptif untuk menjawab permasalahan tersebut. Dalam pengumpulan data, peneliti menggunakan dua instrumen yaitu wawancara dan



observasi. Dalam menganalisis data, peneliti menggunakan tiga teknik, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Subjek penelitian adalah seorang guru bahasa Inggris kelas VIII. Berdasarkan observasi dan wawancara, peneliti menemukan strategi guru dalam mengajar kosakata, yaitu: 1) prediksi, definisi, koneksi, 2) Pembelajaran Berbasis Media visual, 3) bermain peran, 4) pemetaan pikiran, dan 5) diskusi kelompok. Jadi, strategi-strategi tersebut sangat membantu guru bahasa Inggris di SMP Negeri 3 Mandrehe Barat dalam mengajarkan kosakata sehingga pembelajaran menjadi lebih cepat, mudah, menyenangkan dan efektif. Disarankan kepada guru bahasa Inggris untuk menggunakan dan menerapkan strategi tersebut untuk menarik minat siswa dalam belajar dan memperkaya kosa kata mereka.

Kata Kunci: Kosakata, Strategi Guru

A. Introduction

English is the first foreign language taught in schools in Indonesia. In learning English, students must have a good understanding of English language components such as vocabulary, pronunciation and grammar. Vocabulary is a very important component to learn. Through understanding, students will more easily understand and understand four skills in language. They are listening, reading, speaking and writing.

Vocabulary is a collection of words that a person knows and can use in the language he/she is learning. Richard (2001:4), said that vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. So, vocabulary is very important to master because it can expand understanding and critical thinking in learning a foreign language.

Vocabulary is the basis of words that can be used to compose sentences, paragraphs and texts. In learning English, vocabulary is the first component that students must master in interacting both verbally and in writing because it can

influence four language skills which include; speaking, reading, writing and listening. According to Hiebert and Kamil (2005:3), "Vocabulary is the knowledge of meaning of words". Knowing a meaning of words is one way to understand the whole meaning of sentence or paragraphs.

Barcroft (2015:6), said that vocabulary is uniquely situated at the place where form meets meaning human language. From this definitions about vocabulary above, it can be said that vocabulary is the basic element of language which someone needs in learning a language especially to communicate effectively with others. Moreover, based on all of definitions about vocabulary above, the researcher concludes that vocabulary is all the words in a particular language that an individual knows or uses to communicate effectively.

Apart from that, other types of vocabulary can also be categorized into receptive and expressive vocabulary such as Thompson and Vaughn (2007:88):



1. Receptive vocabulary is the vocabulary you understand from listening to others or from reading.
2. Expressive vocabulary is the vocabulary you use either in speaking or writing the words you use to express yourself.

English is a communication tool used by everyone throughout the world because English is an international language. So it must be studied and mastered by students from elementary school to university level. As an international language, English plays an important role in various aspects of life such as trade, education, mass media and international relations. That is why English is the language used by people from various countries, including Indonesia. By learning English, students can access the latest, learn about the latest research, and expand their knowledge in various fields because almost all global sources of information in various aspects of life use this language. Furthermore, Cameron (2001:72) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building.

In teaching English, especially vocabulary, a teacher must be creative in choosing material and be able to stimulate student interest. Teachers must manipulate several strategies to support the teaching and learning process so that they can attract students' interest and

attention and make them happy to learn and understand the lesson well and more quickly. According to Silver et al., (2007:4), "Strategies are tools for designing thoughtful lessons and units. From the above definition, strategies are a plan of activities designed to achieve a particular educational goal. The teacher is a determining component in implementing a learning strategy. Nelson and Bailey (2009:12) stated that one of the most important things you can do as a teacher is to empower your students to take in knowledge and information and make it their own. However, without an ideal strategy, the strategy cannot be implemented. In teaching, teachers have their own strategies that have been designed and planned to achieve learning objectives and attract students' interest in the material presented, especially in learning English vocabulary.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and providing participants. For this reason, a teacher plays an important role in creating student learning motivation, applying knowledge, and developing critical thinking.

In this study, researcher conducted research at SMP Negeri 3 Mandrehe Barat to find out what strategies are used by English teacher in teaching vocabulary, especially in eighth grade. Based on observations made by reasearcher at SMP Negeri 3 Mandrehe Barat, researcher found that 55% students were quite good at mastering vocabulary and 45% still had



problems or only mastered a small amount of vocabulary.

Therefore, to support and help students master vocabulary, the role of a teacher in the classroom is very important. In teaching vocabulary, English teacher must be creative and choose good strategies in the teaching process so that they can attract students' attention to learning vocabulary.

One of the strategies used by eighth grade English teacher at SMP Negeri 3 Mandrehe Barat is prediction, definitions, connection strategy. This strategy helps students to identify unfamiliar words as well as predict the definition of terms and their relationship to the text. In this way, the teacher can increase the vocabulary possessed by students, both those who have mastered it quite well and those who have mastered it only a little.

Based on the explanation above, the researcher is interested in conducting research entitled "An Analysis of Teacher Strategies in Teaching Vocabulary at the Eighth Grade of SMP Negeri 3 Mandrehe Barat".

B. Research Method

This research uses qualitative methods with descriptive research that focuses on teacher strategies in teaching vocabulary. Partington (2002:109) said that qualitative research design is one where the data are collected in the form of words and observations, as apposed to numbers. Qualitative research is associated with research questions and phenomena of interest that require exploration of detailed in-depth data,

aimed at description comperison and prescription.

Gay and Peter (2012:7) define qualitative research as the process of gathering, displaying, analyzing, and interpreting extensive narrative material that is not quantitative in order to obtain a deeper understanding of a specific phenomena of interest.

From the explanation above, it can be concluded that qualitative research is research that involves analysis, interview and phenomena through the use of words and letters. So, on this study the researcher used a qualitative method to analyze teacher startegies in teaching vocabulary.

In collecting data in this research, researcher used were interview and observation. Interview is a conversation between two or more people that occurs between the source and the interviewer. Then to obtain more in-depth data, researcher conducted semi-structured interviews. Semi-structured interviews are interviews conducted with reference to open questions so that there is a possibility that new questions will arise as a result of the answers given by the source. Observation is an activity carried out to directly observe an object or phenomenon that occurs in the field with the aim of obtaining a number of data and information related to the object or phenomenon.

According to Miles and Huberman (1994:10) in analyzing the qualitative data needs three activities, as follows: (1)



Reduction of the Data. The reduction of the data is interrupted as the process of choice, interest focused, simplification, abstraction, and data transformation that exist from written notes in the field. The reduction of the data is occurring during the interview. (2) Data Display. Data display is the set of information that is arranged possible to give possibility to take a conclusion and a treatment. In this step, researcher analyze teachers' strategies in teaching vocabulary and how teacher apply these strategies in teaching vocabulary in the classroom by using the table (3) Drawing Conclusion. At this stage, from the data that has been reduced and presented, the next step is to draw conclusions. Conclusions are verified by data triangulation so that the data collected can be analyzed accurately and systematically.

C. Research Finding and Discussion

Based on research analysis, researcher found that there were several strategies used by English teacher in the eighth grade of SMP Negeri 3 Mandrehe Barat in teaching vocabulary. In the teaching and learning process, teacher use two to three strategies in teaching vocabulary at each meeting. From the observations carried out by researcher in the eighth grade of SMP Negeri 3 Mandrehe Barat, the researcher found that there were five strategies used by English teacher in teaching English vocabulary. These strategies are: 1) "Prediction, definition, connection", 2) Visual media-based learning, 3) Role playing, 4) Mind mapping 5) Group discussion.

The following is a description of how teacher apply these strategies in the classroom.

1. Prediction, Definition, and Connection are a strategy to help students identify unfamiliar words and predict definitions of terms and their relationships. The teacher uses this strategy in the teaching and learning process by instructing students to make notes about foreign words found in the text of the conversation between Mr. Jack and Waiter then invite students to predict and define the meaning using a dictionary as well as relationships with the text and students' personal relationships.

Implementation in the classroom:

- a. This activity occurs during the learning process on the topic "Offering help" which will be studied in class with the teacher explaining the material first.
- b. After the teacher explains and the students understand, the teacher asks the students to pay attention to the conversation between Mr. Jack and the Waiter in the printed book and write down in their notebooks words or sentences that are unfamiliar (never used or heard) by each student.
- c. Next, the teacher asks students to find out by thinking about the meaning of each word or sentence based on their understanding and knowledge with the help of a dictionary.
- d. Then the teacher asks the students' opinions whether the foreign words/sentences contained in the



conversation text contain a summary of the students' personal experiences (everyday life both at school and at home) with the material studied so that students can apply it in their daily lives.

For Example:

2. Visual media-based learning strategies are strategies that encourage students to understand new understandings based on what they see. Based on researcher' observations, teachers use this method to make it easier for students to remember what they have seen and it is proven that when the teacher asks again about the material at the next meeting, students remember it.

Implementation in the classroom:

- a. This strategy is used during the learning process on the topic "Descriptive Text" which will be studied in class with the teacher explaining the material first
 - b. In this topic the teacher displays several pictures of animals that have been provided previously along with their names in English
 - c. The teacher describes one of the animals on the slide
 - d. Next, after giving examples, the teacher asks several students to describe other animals.
 - e. The teacher displays several pictures of other animals and asks students to look for the names of these animals in English with the help of a dictionary.
3. Role Playing is a strategy that assigns students to play roles that can help

build communication skills and physical development.

Implementation in the classroom:

- a. This strategy is applied during the learning process on the topic "Offering help" which will be studied in class with an explanation of the material by the teacher
 - b. The teacher asks students to read and understand the conversation between Mr Jack and Waiter about offering help in the printed book
 - c. The teacher asks students to read it in turns, some play the role of Mr Jack and some play the role of Waiter.
 - d. After that, the teacher divides the students into several groups and then asks each group to create a conversation with their group as in the example
 - e. Then the teacher asks each group to practice it in front of the class together with their group by acting out their respective roles.
4. Mind mapping is one of the brainstorming methods called a thought map. This strategy is a strategy that helps students think about words and ideas that they already know related to a particular topic.

Implementation in the classroom:

- a. This activity occurs during the learning process on the topic "Descriptive Text" which will be studied in class
- b. The teacher displays several animal names and then describes



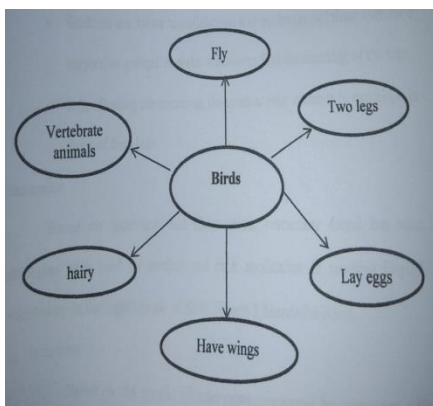
one of the animals using mind mapping as in figure 4.1

- c. After that the teacher asks students to describe the names of other animals that they know
- d. To make it easier for students to make their descriptions, the teacher asks students to write them in pictures as in the previous example.

For example:

Figure 4.1

Note: Mind Mapping



- b. Then the teacher divides the students into 5 groups, each group consisting of 4 people
- c. After that, the teacher asks students to search together for the meaning of the text/tale Timun Mas in the printed book with the help of a dictionary.
- d. Students are asked to collaborate and exchange opinions with their respective groups to make it easier to find the meaning of the text.
- e. After finding the meaning, the teacher asks students to explain it in front of the class.

In this research, the researcher interviewed English teacher and recorded the results as research instruments. This interview instrument asked the teacher to answer what strategies he has used in teaching vocabulary so that it can attract students' interest and attention in the learning process. Apart from that, researcher also asked the teacher what strategies he used that were more effective in increasing students' vocabulary.

After the data was collected, the next step taken by the researcher was observation. In this section, researcher joined in the classroom when the teaching and learning process takes place to observe how the teacher applies these strategies in learning. To collect data, the researcher made observations three times following the teaching and learning process in the classroom.

At the first meeting the English teacher used two strategies in learning

5. Group discussion is a strategy that aims to increase students' potential during the learning process so that learning becomes active, such as in discussion activities, expressing answers and questions, communication skills, collaboration and participation in groups.

Implementation in the classroom:

- a. This strategy is used during the learning process on the topic "Narrative text" which will be studied in class and the teacher explains the material

with "Descriptive text" material, namely visual media-based learning and mind mapping. In its application, the teacher displays pictures in front of the class which include several pictures of animals. Then, he asked students to find out more about the animal by describing it using mind mapping like the example in figure 4.1.

The second meeting, the teacher used three strategies when studying material about "Offering help". These strategies are "prediction, definition, connection", role playing and group discussion. In its application, the teacher explains the material then asks students to pay attention to the conversation between Mr Jack and the Waiter in the printed book. The teacher asks students to note down words or sentences that are unfamiliar or have never been heard before, then asks students to find out the meaning with the help of a dictionary. After finding the meaning, the teacher asks students to connect it with the sentence before/after to make it easier for students to know the meaning of the conversation. After that, the teacher divided the students into 4 groups with 5 people in each group. The teacher asks students to create a conversation like the one in the example which discusses offering help and practice it in front of the class by acting it out based on their respective roles.

At the last meeting, the teacher used two strategies, namely "prediction, definition, connection" and group discussion with learning material "narrative text". In its application, the teacher asks students to pay attention to a

story entitled "Timun Mas". The teacher divides the students into small groups then asks them to note down unfamiliar words in the text, and find their meanings in the dictionary and then connect them in the text so that students can translate all the meanings of the words/sentences in the text. After that, the teacher asked each group to read the results in front of the class.

Finally, the researcher concluded from interview and observation with English teacher that several strategies used by English teacher in teaching vocabulary in the eighth grade of SMP Negeri 3 Mandrehe Barat, namely "prediction, definition, connection", visual media-based learning, role playing, mind mapping, and group discussions. And one strategy that is more effective used by teachers in teaching is visual media-based learning, where with this strategy it is easier for students to remember what they have seen.

However, after the researcher analyzed the five strategies, the researcher found that only two strategies were appropriate or the same as the strategies in Brunner's theory (2011:2-39) in the theoretical review, namely "prediction, definition, connection" and mind mapping. While the other two are methods used by teachers along with strategies to achieve learning objectives. These methods are group discussions and role playing. and one final strategy, namely visual media-based learning, is a technique or tool used by teacher together with learning strategies that can make the teaching and learning process



more effective so that learning goals can be achieved well.

D. Conclusion and Suggestion

Based on the research results, there are five teaching strategies used by English teachers during the teaching and learning process, namely: visual media-based learning strategies, mind mapping, group discussions, "prediction, definition, connection", and role playing in the eighth grade of SMP Negeri 3 Mandrehe Barat. In implementing this strategy the numbers are inconsistent or unstable. However, this strategy is used based on the needs of the learning topic. Apart from that, teacher integrate these strategies in the teaching and learning process because the vocabulary learning is indirect.

English teacher apply visual media-based learning strategies to make it easier for students to remember words based on what they see from the pictures displayed by the teacher so that they can improve their skills. Mind mapping strategies can improve students' skills by activating their previous background knowledge regarding ideas or words they already know. Group discussions can improve students' communication, collaboration and participation skills in groups where students are free to give opinions and share ideas with their friends so that students tend to be active and understand the material more easily. Predictions, definitions, connections can improve students' skills by recognizing foreign words to predict definitions and their relationship to reading and students' personalities. Role play can improve

students' skills and attitudes in solving problems and exploring material through role playing that directly involves students in the material being studied.

The strategies that teacher apply to students in the classroom can help improve, enrich students' insight and abilities and facilitate the learning process in class interactions. And for students who lack vocabulary and have difficulty processing vocabulary in learning English and students who have sufficient vocabulary, they can enrich, increase vocabulary, and improve skills in learning English.

Based on the conclusion above, the reasearcher hopefully from this research teacher 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 their can see, plan back, and use best strategies to enrich students' vocabulary mastery. Therefore, the researcher suggest English teacher to use and apply this strategies (prediction, definition, connection, visual Media-Based Learning, role playing, mind mapping, and group discussssion).

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

The next researcher realize that the result of this research is far from perfection in which still has limitation, and for the next resaearcher who study this problem to get more information about the teachers'



strategies in teaching vocabulary, and hopefully this research will be useful as reference for the further research.

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