TEACHER’S STRATEGIES IN TEACHING ENGLISH VOCABULARY

(A CASE STUDY AT SECOND GRADE OF MTSN 2 MATARAM)

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Abstract

This study is aimed to find out (a) teacher’s strategies in teaching English vocabulary, (b) media used by the teacher, and (c) student’s responses toward the strategy used by the teacher. The study was conducted in class VIII.A of MTsN 2 Mataram. The subject of the research was an English teacher and the students of MTsN 2 Mataram. The data were gathered by using observation, interview and questionnaire, then analyzed by using descriptive qualitative method. The study found that the teacher’s strategy in teaching English vocabulary was Game. It was implemented by using cards and cutting version of words. The strategy motivated students to learn English, because they enjoyed the teaching and learning process and they understand the materials clearly.

Key words: teacher’s strategy, media, game, and student’s responses.
1. Background of The Study

Learning a language is essentially learning vocabulary, and it is the lexical competence that enables the learners to use the language with ease. Vocabulary represents one of the most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Vocabulary is the main tool in teaching the language.

According to Priyono (2004: 22), in light of the provision of language input, differences between foreign language and second language are crucial. The differences involve many factors that, to a great extent, determine the success and failure of learning the language. Therefore the status of English should be taken into account to understand the problems related to language learning and teaching. In Indonesia, English has been determined as the first foreign language to be taught as a compulsory subject beginning from secondary school to the first year of university level.

Vocabulary is a central element in language learning. As an element of language, it is considered as a contributing factor in English language teaching. It is a part of language learning that needs to be grown and developed by both native and non native speakers before they learn basic grammar and pronunciation. From the learner’s point of view, knowledge of vocabulary is more dependable than knowledge of grammar. This is in line with Wilkins (1972) who said: “without grammar very little can be conveyed, without vocabulary, nothing can be conveyed.”
The formal instruction of English as a foreign language in Indonesia has implicitly recognized vocabulary as an essential part of the instruction. In the current English curriculum for secondary school (1994), the mastery of vocabulary is measured as the standard of completion of the program. Coady (1997) concluded that highly frequent words are needed to help beginners develop their vocabulary and be independent readers. Only with vocabulary the learners are able to read effectively, guess the meaning from clues available in the text, understand the messages, and learn more new words.

Therefore, teacher’s involvement is very important. Teacher has a great role to support teaching and learning process. Teachers have to provide the material well. In short, they have to deal with strategies of teaching. In addition, a teacher has to design teaching and learning strategy effectively and efficiently to improve students’ motivation so that they become active in the class. If the teacher still lacks in their strategy, the teaching and learning process does not run well. Richards and Rodgers (2004: 27) said that a teacher would act as a catalyst, consultant, guide and model for learning in teaching and learning process.

2. Research Questions

Based on the background above, the research questions are in follows:

1. What are teacher’s strategies in teaching English vocabulary at the second grade of MTsN 2 Mataram?
2. What are the media used by the teacher in teaching English vocabulary?
3. What are the student’s responses toward the strategies used by the teacher?

3. Purpose of the study

The purpose of this study is formulated as follows:

a. To find out teacher’s strategies in teaching English vocabulary
b. To find out teacher’s media in teaching English vocabulary
c. To find out the students responses toward the strategies used by the teacher
4. **Review of Related Literature**

Vocabulary is a central of language and critical important of typical language. Without sufficient vocabulary, people cannot communicate effectively or express their idea in both oral and written form. To support the students’ interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentences. Priyono (2004: 23) proposed that the vocabulary is listed under a certain topic. The list show the area of vocabulary in which the lexical items are topically related. For example, under the topic “Personality”, one can expect to find specific items such as address, age, birth date, country, and religion.

Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills: speaking, writing, listening and reading. The vocabulary will make the students practice life will strengthen belief that English can be used to express the some ideas or feeling they express in their native language (Sofika Chandra Nilawati, 2009: 10). Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

Teaching vocabulary is a process done by the teachers to give the understanding about pronunciation, spelling, and structure. Using real object that children could visualize later is a good way to learns vocabulary of the language. They need to listen to their teaching using the word and repeat it as well (Thornby, 2002). Teachers need certain strategies to teach English vocabulary for students who learn English as a foreign language. It is because of the fact that the students do not use English in their daily activity, while the best technique in learning a language is by using it all the time. Strategy or technique in teaching vocabulary is the way in which educators or teachers use it to optimize students’ understanding and achievement in language teaching learning process.
Geri McClymont (2018) mentioned 6 classroom strategies to teach English vocabulary as follows:

1. **Label everything in your classroom**

   Teacher can ask students to label everything existed in the classroom. For example, label something that students bring in the bag.

2. **Speak to your students with rich vocabulary**

   Take full advantage of classroom time by using rich vocabulary in your everyday instruction and interactions with your students.

3. **Pre-teach key vocabulary**

   Be intentional about teaching vocabulary to your students by pre-selecting key words from the text you are about to read.

4. **Use text with rich vocabulary and images**

   Choose high interest reading material with rich vocabulary and images. Attractive images in text are powerful in communicating the meaning of words.

5. **Play vocabulary games**

   Allow students many opportunities to practice new vocabulary through games and classroom activities.

6. **Seize teachable moments**

   Impromptu teachable moments are priceless learning opportunities. They come unannounced but are timely opportunities to teach new vocabulary.
Petty et al in Hariati (2013) mentioned that there are three techniques of teaching vocabulary, those are:

1. **Teaching vocabulary by using picture**

   Picture will help teacher to strengthen students’ aspect of language. Picture also supports the students to easier in remembering word, meaning and the form of the object.

2. **Teaching vocabulary by using games**

   Word games will bring the intended meaning of a word. This media can make students enjoy learning process and using words accurately.

3. **Teaching English through demonstration**

   This technique provides students to understand the meaning of a certain word by showing an object. The demonstration allows the learners to connect to the form and the meaning of a word.

   A teacher is an important figure for learners to teach vocabulary in the classroom. Teachers may help the learners to enrich and to improve their vocabulary. Teacher should be design the teaching vocabulary activity effectively in the classroom. (Igbaria 2003) says that a teacher has important figure to select English vocabulary and design Vocabulary syllabus base on their learner’s needs and the regularity of words in a language.

   Based on Miller (2000: 178) cited in Umah Aim Zainul (2013), there are several types of vocabulary: listening vocabulary, speaking vocabulary, writing vocabulary and reading vocabulary.

1. **Listening vocabulary**

   Listening vocabulary is all the words that can be recognized when listening to speech. This vocabulary is aided in size by context and tone of voice.
2. Speaking vocabulary

Speaking vocabulary is all the words which can be used in speech. This is very powerful vocabulary type. For example, powerful speakers, musicians, singer, poets, and other poems, have the ability to influence and move their audiences/listeners with their charisma and with how they utilize this type have the power to control their audiences in how they perceive, think and act.

3. Writing vocabulary

Writing vocabulary is all the words which a person can use when writing. These types of vocabulary are usually combined with speaking vocabulary because both writing and speaking vocabulary can complement each other very well.

4. Reading vocabulary

Reading vocabulary is all the words that can be recognized when reading. It is easy to find new words while reading because reading plays an important role. Its role can be seen particularly in understanding content produced by those who frequently use writing vocabulary. The reading vocabulary is the largest type of vocabulary simply because it includes the other three.

5. Relevant Studies

There are two previous studies which have the same idea about teacher’s strategies in teaching English vocabulary. The first study was done by Akhmad Heri Tasliman (2016). For the specific purpose, the study aimed to find out the strategy that teacher used in teaching English vocabulary at SMAN 1 Jonggat east Lombok. There were 30 students in SMAN 1 Jonggat and an English teacher. The study was a kind of case study by applying descriptive qualitative method. The data were collected by using observation, questionnaire, and interview to find out the teacher’s strategies in teaching English vocabulary and the influence to the students. Based on the result of the study, this study found that teacher’s strategy that was used in teaching students in SMAN 1 Jonggat was inquiry learning strategy with picture and games as the media.
The second study was conducted by NazliHaryani (2018). The study aimed to find out the techniques in teaching English vocabulary at SD Asiyah Mataram. The study was done by qualitative research that used small scale research survey. The population of the study is two English teachers who teach at fifth grade of SD Aisyiyah 1 Mataram in academic year 2017/2018. There are two methods used in collecting the data, that is observation and interview. Based on the result of the study, the researcher found that there were two kind of teaching vocabulary techniques that were commonly used in teaching vocabulary by English teacher in SD Aisyiyah 1 Mataram. Most of the teachers commonly used eight techniques, they are song, question and answer, dialogue, reading aloud, demonstration, mime story, role play and game.

Thus, those studies provided a lot of information about this thesis study about teacher’s strategies in teaching English vocabulary. The study focused on teacher’s strategies and techniques in teaching English vocabulary and the factors which contribute to the teacher’s strategies in dealing with technique, strategy, media and vocabulary. Further, there are some differences between two researcher: the subject of the study, method of collecting data and the result of the study. In addition, the content of the study also distinguishes from each other.

6. **Population and Sample**

The population and sample of this research is the English teacher who teach at second grade and the second grade students of MTsN 2 Mataram. There were five classes of second grade in MTsN 2 Mataram, each class consisted of 25-40 students.

7. **Method of collecting data**

The supporting instruments that used to collected the data and information were observation, interview and questionnaire.

a. Observation

Observation is used to get data about the strategy applied by the English teachers in teaching vocabulary. In observation, I followed the teaching and learning process from the start until the end. I focuses my observation on the students,
teacher, interaction between students and teacher, and all of the activities as focus on the research. The result of the observation is write in the paper of observation.

b. Interview

In this study I interviewed the teacher about the teaching and learning process in the class especially in teaching vocabulary. I gives some questions for the teacher about the strategies that teacher used and how the effectiveness of strategy will be applied.

c. Questionnaire

In questionnaire session, I gives some questions for students about the teaching and learning process focused on teacher’s strategies in teaching English vocabulary and what are the students’ responses toward the strategies used by English teacher.

. In this session, I gives the students questionnaire sheet those contains of 10 questions. The students gives information and opinion about the strategy used by a teacher, especially in teaching vocabulary.

8. Conclusion and Suggestion

This chapter presents the conclusion and the suggestion from the data collected and analyzed about the teacher strategy in teaching English vocabulary that was conducted in English Teacher of second grade of MTsN 2 Mataram.

8.1 Conclusion

This study aims to find out the teacher’s strategy in teaching English vocabulary at MTsN 2 Mataram. The data collected through descriptive qualitative involved observation and interview. From the data analysis, it was found that:

1. Based on the observation and interview, the teacher used Game strategy in teaching English vocabulary.
2. The media that teacher used in teaching English vocabulary was stick, flash cards, and realia. But based on my observation on that day, teacher used flash cards as a media. The media created by the teacher herself at home.

3. Based on the data those obtained from observation and questionnaire, the strategy used by the teacher motivated students to learn English, because game makes the students more fun and not feel bored while teaching and learning process. Game also makes the students more active in the class, because they competed become the winner in the game. In short, the strategy used by the teacher was effectively, because students so excited learn used game and they more easily to understand the materials.

8.2 Suggestion

From the whole result of the study, I would like to give some suggestions in order to support successness in the teaching and learning process, especially in teaching English vocabulary. There are some suggestions as below;

a. To the students

Students have to be more serious to follow the teaching and learning process by focusing on teacher’s explanation and obeying the teacher’s instruction.

b. To the teacher

Teacher must improve their ability in using media such as modern media, like audio and visual media. The topic that will be discussed should be interesting for students. Then, teacher also should deal with good class management.

Teacher must be aware of the student’s ability in learning English especially in learning vocabulary. Teacher have to use appropriate strategies in teaching English to make their students initiatively learn English. Then they also need to apply the strategy base on the method how to apply.
c. To other researchers

For the next researchers, they have to make sure that they do their research by following the procedure. Researcher should use the real references and gather the data seriously.

And I hope this research will benetifcal for the other to make improve and as additional for their research then.