

**TEACHERS' STRATEGIES IN TEACHING ENGLISH VOCABULARY**  
**A Study at MTs Negeri 3 Mataram in Academic Year 2017/2018**



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**Teachers' Strategies in Teaching English Vocabulary: A Study at MTs Negeri 3 Mataram  
in Academic Year 2017 / 2018**

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**ABSTRACT**

This study was aimed to analyze (1) the teachers' strategies in teaching English vocabulary. (2) the problems faced by the teachers in teaching and learning process in the class related to the strategies used, and (3) the problem solving of the strategies used by teachers in teaching English vocabulary. This study was conducted at MTs Negeri 3 Mataram. There were three English teachers at MTs Negeri 3 Mataram who taught in every grade. This study gathered the data from three classes. This study was qualitative and used observation and interview to get the data. The data was analyzed by coding, data reduction, data display and drawing conclusion. Based on the collecting of the data, this study concluded that the English teachers at MTs Negeri 3 Mataram used cognitive strategies (repeating and drilling, picture, game, translation), meta-cognitive strategies (think aloud) and socio-affective strategies (pair work) in teaching English vocabulary at MTs Negeri 3 Mataram. But the teachers mostly used cognitive strategies such as: repeating, drilling, picture, game and translation when they were teaching English vocabulary. Those strategies made the students more interested, enjoy, focus, and easy to understand the material that teachers taught. However, the teachers have to know what strategies that appropriate in order to be successful with their students. The teachers should consider the students' interest and students' response in choosing the strategies used. The teachers should be more creative in improving and modifying their techniques in teaching English vocabulary. And also, the teachers must pay attention to the students' level either related to their learning style, ages, maturity and their experience.

Key Words: Teaching Strategy, Vocabulary

**Strategi Guru Dalam Mengajarkan Kosakata Bahasa Inggris: Sebuah Penelitian di  
MTs Negeri 3 Mataram Tahun Ajaran 2017 / 2018**

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**ABSTRAK**

Penelitian ini bertujuan untuk menganalisis (1) strategi guru dalam mengajarkan kosakata Bahasa Inggris. (2) kendala yang dihadapi oleh guru dalam proses belajar mengajar di dalam kelas terkait strategi yang digunakan. (3) pemecahan masalah dalam strategi yang digunakan oleh guru dalam mengajarkan kosakata Bahasa Inggris. Penelitian ini dilakukan di MTs Negeri 3 Mataram. Ada tiga guru Bahasa Inggris di MTs Negeri 3 Mataram yang mengajar dan mempunyai tugasnya masing-masing, kelas tujuh diajar oleh Ibu Kholida Husniati, S.pd dan kelas delapan diajar oleh Bapak Sihabuddin, S.pd dan Bapak Martajaya, S.pd. Penelitian ini mengumpulkan data di tiga kelas. Penelitian ini menggunakan metode kualitatif dan menggunakan Observasi, Wawancara dan Rekaman sebagai langkah-langkah pengumpulan data. Data di analisis dengan coding, data reduction, data display dan gambaran kesimpulan. Berdasarkan pada pengumpulan data, penelitian ini menyimpulkan bahwa guru Bahasa Inggris di MTs Negeri 3 Mataram menggunakan strategi kognitif (pengulangan dan drilling, gambar, permainan, terjemahan), strategi meta-kognitif (berpikir keras) dan strategi sosio-afektif (kerja berpasangan) di dalam mengajarkan kosakata Bahasa Inggris di MTs Negeri 3 Mataram. Tapi, guru-guru disana sering menggunakan strategi kognitif yang menyertakan pengulangan dan drilling, gambar, permainan, terjemahan saat mereka mengajarkan kosakata Bahasa Inggris. Strategi-strategi itu membuat siswa lebih tertarik, menikmati, fokus, dan mudah untuk memahami materi yang guru ajarkan kepada mereka. Bagaimanapun, guru harus mengetahui apa strategi yang tepat dan berhasil untuk siswa mereka. Guru harus mempertimbangkan ketertarikan siswa dan respon siswa dalam memilih strategi yang digunakan. Guru harus lebih kreatif dalam mengembangkan dan memodifikasi strategi mereka dalam mengajarkan kosakata Bahasa Inggris. Dan juga, guru harus memperhatikan level siswa juga yang berkaitan dengan gaya belajar, umur, tingkat kedewasaan dan pengalaman mereka.

**Kata Kunci:** Strategi Mengajar, Kosakata.

## **1. Introduction**

Teaching is a form to hold the education that is combined with the action. Specifically, teaching uses some aspects to develop emotion, moral, society, religious, cognition, physical, speech act, art and so on. Teaching activity aims to empower all the potential of the students. Teaching activity also guides the students to improve their knowledge, group work and positive activities in their life. Teaching a foreign language as L2 (Second Language) to students is not easy, there are many problems in it. One of the problems when they learn a foreign language is they have to know or memorize some vocabularies and try to arrange some words to create a sentence. In Indonesia, the students will face some difficulties especially in learning English, because their mother tongue is very different from English as L2 (second language) in their country. According to Brown (1994) teaching is leading and facilitating students when they learn and arrange the situation to create fun condition.

Vocabulary is one of the most important elements in language besides structure, pronunciation and spelling to fulfil four skills in English; those are Listening, Speaking, Reading and Writing. According to Richards and Schmidt (2010), vocabulary is a set of lexemes, including single word, compound word and idiom. Vocabulary is fundamental aspect to support their knowledge in increasing their Listening, Speaking, Reading and Writing. In Indonesia, English is learnt from elementary and introduced in kindergarten, but no improvement significantly appears. Furthermore, the teaching and learning process in the class can produce less motivation for students in teaching and learning process. In that case, teacher's involvement is very important. The researcher chooses MTs Negeri 3 Mataram as the setting of the study because it is the place he did his PPL. First of all, the school is often following English contest such as English for speech and English debate. The second one is

because the students still regard English as a difficult subject. Then they are afraid of speaking English even they have ability to use it. The last one, based on the researcher's observation that students were happy taught by a certain teacher.

## **2. Research Questions**

- a. What are the teachers' strategies in teaching English vocabulary?
- b. What are the problems faced by the teachers in teaching and learning process in the class related to the strategies used?
- c. What are the problem solving of the strategies used by the teachers in teaching English vocabulary?

## **3. Objective of the Study**

- a. To find out the teachers' strategies in teaching English vocabulary.
- b. To find out the teachers' problems in teaching and learning process English vocabulary in the class related to the strategies used.
- c. To find out the problem solving of the strategies used by teachers in teaching English vocabulary.

## **4. Review of Literature**

Learning has been a major aspect in our life, learning begins since a person was born and continuous until he or she is dead as a consequence of ongoing interactions between a person and the environment. Abbot J (1994) states that learning is reflective activity which enables the learner to draw upon previous experience to understand and evaluate the present, so as to shape future action and formulate new knowledge. O'Malley and Chamot (1990) define language learning strategies as thought or behaviors that the individuals use to help them comprehend, learn or retain new information of foreign or second language. They divided

language learning strategies into three subcategories, those are: meta-cognitive strategies, cognitive strategies, socio-affective strategies. Brown (2000) defines learning styles as the manner in which individuals perceive and process information in learning situations. ODE (Ohio Department of Education) (2016) divides the learning styles into eight types, those are: Linguistic learner, Logical learner, Spatial/Visual learner, Musical/Auditory learner, Body/Kinesthetic learner, Interpersonal learner, Intrapersonal learner and Naturalist learner.

Nunan (1999) states that vocabulary is a list of target language words. In addition, Richards and Schmidt (2002) state that vocabulary is a set of lexeme, including single words, compound words and idioms. Harmer (1991) states that teaching vocabulary is clearly more than just presenting new words. Furthermore, Haycraft (1986) states that before presenting vocabulary in the class, it is helpful to remember the following things: 1. Wherever possible, teach the words in spoken form first and only when students can pronounce them well, introduce the written form. Other wise, the students will always try and pronounce the English words as if they were written in their language and it will be difficult for the teacher to break this, 2. Try to present new words in context, 3. Revision is essential to blend words that have been presented into letter practice.

## **5. Previous Studies**

First is Suhaiti (2017) study on exploring English teachers' strategies in teaching vocabulary: process, teacher's behaviours, lesson delivery and sequence of content and learning expectations that were used by the English teacher at Junior High School Sekolah Umum Berbasis Islam, Pandegelang-Banten.

Second is Liyaningsih (2017) who conducted study to know the media to teach vocabulary, the technique that teacher used, the problems and solutions faced by teacher in the implementation of teaching learning process.

## **6. Method**

This study used qualitative method. The aim of using this method was to analyze and describe the teacher's strategies and the teacher's problem in teaching English vocabulary at MTs Negeri 3 Mataram. The subject in this study was all the English teachers who were teaching at MTs Negeri 3 Mataram in academic year 2017 / 2018. The subjects of this study were three English teachers. This study used some techniques in collecting the data in the present study: those were observation, interview and recording. All of the data was collected in the form of word arrangement. There were some steps to analyze the data: those were coding, data reduction, data display and conclusion drawing.

## **7. Discussion**

Mrs. Kholida as the teacher of the seventh grade used cognitive strategy (picture, translation and game). She mostly used picture and game in teaching and learning English vocabulary. She used that strategy in order to make the students more interested and easy to memorize the word. Mr. Marta as the teacher at eighth grade used cognitive strategy (game, translation, repeating and drilling). He mostly used game and drilling in teaching English vocabulary because the students still remembering the word and the students more enthusiastic to follow the teaching and learning process. Mr. Sihab also as an English teacher at the eighth grade, he used cognitive strategy (repeating, drilling and translation), socio-affective strategy (collaborating the students to discuss the material) and meta-cognitive strategy (think aloud).

Based on the finding research, it seems that the strategies used by the teachers in teaching English vocabulary was appropriate, most of the students felt enjoy and interested in learning English vocabulary. This study, assume that the strategies used by the teachers were still adequate and appropriate to increase student's motivation in learning English vocabulary.

## **8. Conclusion**

At MTs Negeri 3 Mataram from the three English teachers, I was found some strategies in teaching English vocabulary which they used in teaching and learning process in the classroom. Those strategies were cognitive strategies (repeating and drilling, picture, game, translation), meta-cognitive strategies (think aloud), socio-affective strategies (pair work). The teachers felt that still has to improve their student's vocabulary and build student's motivation, especially in teaching English vocabulary. The students felt bored and their motivation to learn seemed very low. The teachers felt, time to teach English subject was still lack, especially to teach about English vocabulary and also, they said that the media was still lack. The teachers were mostly used cognitive strategies which were included repeating or drilling, translation, picture and game strategies when they were teaching English vocabulary. Those strategies made the students more interested, enjoy, focus, and easy to understand the material that the teachers taught for them.

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