

**AN ANALYSIS OF ENGLISH TEACHERS' STRATEGIES IN TEACHING  
ENGLISH VOCABULARY: A DESCRIPTIVE QUALITATIVE  
STUDY AT SMPN 1 KEDIRI IN ACADEMIC YEARS**

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**An Analysis of English Teachers' Strategies in Teaching English Vocabulary:  
A Descriptive Qualitative Study at SMPN 1 KEDIRI In Academic Year  
2017/2018**

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**ABSTRACT**

In this study, the writer chose the English teachers' strategies in teaching English vocabulary at SMPN 1 KEDIRI West Nusa Tenggara in order to be analyzed. There were three research questions that could be analyzed from this research: 1) what are the English teachers' strategies in teaching English vocabulary 2) What are the teachers' reasons toward applying the strategy for teaching English vocabulary and 3) what are the students' perceptions toward the teachers' strategies in teaching English vocabulary. The methodology of this study was qualitative study and the writer used three methods, all of those were observation, interview, and questionnaire. The data was analyzed by identification, description, explanation, and conclusion. The subjects of this study were three English teachers and all of their students at that school. The primary data was to get the data from the English teachers' strategies in teaching English vocabulary; meanwhile, the secondary data was taken from the interview process toward their reasons in applying a certain strategy in teaching English vocabulary. The last data was taken from questionnaire for getting the students' perceptions toward English teachers' strategies in teaching English vocabulary. The results of this study were; 1) English teachers in that school were using some strategies in teaching the vocabulary words to their students. All of those were I have...who has Strategy, Vocabulary Self-Collection strategy, and Scavenger Hunt strategy. They also used the combination of other strategies such as Word Map Strategy and vocabulary self-collection strategy in teaching English vocabulary. 2) Each teacher in this research had their own reason why they chosen a certain strategy in teaching-learning vocabulary process. The researcher conclude that they chosen the strategies in order to made the students more interested, enjoy, easy to understand the words, and happy in learning English vocabulary. 3) In this researcher found that the most students had motivation, interest, enjoy or like, satisfying, and feeling easy when their teachers used a certain strategy in teaching and learning process.

**Keywords:** Strategy, teaching strategy, and English vocabulary

**Analisa Strategi Guru Bahasa Inggris Dalam Pengajaran Kosa Kata Bahasa Inggris:  
Penelitian Deskriptif Kualitatif Studi di SMPN 1 Kediri Tahun Ajaran 2017-2018**

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**ABSTRAK**

Dalam penelitian ini, penulis memilih strategi guru bahasa Inggris dalam mengajar kosakata bahasa Inggris di SMPN 1 KEDIRI Nusa Tenggara Barat untuk dianalisis. Ada tiga pertanyaan penelitian yang dapat dianalisis dari penelitian ini: 1) apa strategi guru bahasa Inggris dalam mengajar kosakata bahasa Inggris 2) Apa alasan guru terhadap penerapan strategi dalam pengajaran kosakata bahasa Inggris dan 3) apa persepsi siswa terhadap strategi guru dalam mengajar kosakata bahasa Inggris. Metodologi penelitian ini adalah penelitian kualitatif dan penulis menggunakan tiga metode, semuanya adalah observasi, wawancara, dan kuesioner. Data dianalisis dengan identifikasi, deskripsi, penjelasan, dan kesimpulan. Subyek penelitian ini adalah tiga guru bahasa Inggris dan semua siswa mereka di sekolah itu. Data primer adalah untuk mendapatkan data dari strategi guru bahasa Inggris dalam mengajar kosakata bahasa Inggris; Sementara itu, data sekunder diambil dari proses wawancara terhadap alasan mereka dalam menerapkan strategi tertentu dalam mengajar kosakata bahasa Inggris. Data terakhir diambil dari kuesioner untuk mendapatkan persepsi siswa terhadap strategi guru bahasa Inggris dalam mengajar kosakata bahasa Inggris. Hasil dari penelitian ini adalah; 1) Guru bahasa Inggris di sekolah itu menggunakan beberapa strategi dalam mengajarkan kosakata kepada siswa mereka. Semua dari mereka adalah I Have ... Who Has Strategi, Vocabulary self-collection Strategi, dan Scavenger Hunt strategi. Mereka juga menggunakan kombinasi strategi lain seperti Word Map Strategi dan Vocabulary self-collection Strategi dalam mengajar kosakata bahasa Inggris. 2) Setiap guru dalam penelitian ini memiliki alasan sendiri mengapa mereka memilih strategi tertentu dalam proses belajar-mengajar kosakata. Peneliti menyimpulkan bahwa mereka memilih strategi untuk membuat siswa lebih tertarik, menikmati, mudah memahami kata-kata, dan senang dalam mempelajari kosakata bahasa Inggris. 3) Dalam penelitian ini ditemukan bahwa sebagian besar siswa memiliki motivasi, minat, menikmati atau menyukai, memuaskan, dan merasa mudah ketika guru mereka menggunakan strategi tertentu dalam proses belajar mengajar.

Kata kunci: Strategi, strategi pengajaran, dan kosakata bahasa Inggris

## 1. Introduction

Language is one of important way to communicate among peoples. Language is as a tool language used to share ideas, thought and feeling. There are more than 150 countries in the world, each of which has its language. Each country also has to make a good relation with other countries by making a corporation in many sectors such as education, politic, health and economic. In addition, communication activities between two countries are important to save a good relation between both and more. According to Harmer (2001:2), English is used around 600-700 million people and the minority of those number use English use as a second language. Although, English has an important role for human being but there are many problem that is faced by the learners in learning English especially for the students. According to curriculum 2013 students are only taught two times a week with the allocation time of 2x40 minutes for

a meeting. It means that students only have 2x80 minutes to learn English a week. This time is of course not enough for students because in such limitation time they have to learn some skill of English.

In fact, academically, the students also have to deal with grammar and structure basically of language to support their receptive and productive skills. Before a student is deal with those skills, the first thing that has to consider is about students' vocabulary. According to Richard and Schmidt (2010:629) state that Vocabulary is "a set of lexemes, including single words, compound words, and idioms". Vocabulary is fundamental aspect to support their knowledge in increasing or improving their speaking, listening, writing, and reading

Based on my experiences in teaching practicum, the teachers attracted their students to learn English vocabulary by using monotonous way. They did not know how to create a good strategy for teaching

and learning process so that it gave the impacts for their students in the classroom. For example, the students feel bored and being sleepy when the teacher is teaching them in the class. They prefer to disturb their classmates and inattention for their teacher because they were just ordered to note taking the materials without real explanation. Thus, the teachers were not able to provide the good strategy in teaching vocabulary that make the students interested in learning vocabulary in the classroom. The impacts of these cases, the interaction process between teacher and the students could not run well in the classroom.

## 2. Statement of the Problems

- a) What are the teachers' strategies to teach English Vocabulary?
- b) What are the teachers' reasons toward applying the strategy for teaching English vocabulary?

- c) What are the students' perceptions toward teachers' strategies in teaching English Vocabulary?

## 3. Objective of the Study

- a) To find out teachers' strategies in teaching English Vocabulary
- b) To find out the English teachers' reasons for their teaching strategy
- c) To find out the students' perceptions about the teachers' strategies in teaching English Vocabulary?

## 4. Review of Related Literature

Brown (1994:51) stated that strategies are defined as the specific methods of approaching a problem or task, the modes of operation for achievement a particular and the planned designs for controlling and manipulating certain information. More he defines that strategies are those specific "attacks" we make on problem, and that very considerably within each individual. The Students can feel enjoying in the class if the way of teacher's

teaching is good and easy to be understood by the students. In other hand, Hamalik (2009) states that teaching and learning strategy is whole of procedures that are required by both the teacher and students in education activity to achieve a certain goal. And then, according to Aswan et al (2010), teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which has been planned.

In addition, Rostiyah (2008:1) states each teacher has to design his own strategy for his students in order that the teaching and learning process can be effective and efficient. Indirectly, teachers' strategies influence student's interest. A good strategy in delivering a material will motivate the students to follow the material. When the material delivered is easy to understand for the students, of course they will enjoy following the class.

According to Hornby (1987), vocabulary is the total number of words in

which by combining them will make up a language, or range of word known by a person then the word arranged in alphabetical order and defined or otherwise indentified as in a dictionary or glossary. In other hand, Ruddel (1995) suggest some main strategies to teach English vocabulary, they are teaching vocabulary in context (TVC), Developing independence in using context, using story and personal context. In addition, there are teaching strategies that created by some experts in teaching English vocabulary. All of those are Same Word, Different Subject, Vocabulary Self-Collection Strategy, Scavenger Hunt, Keyword Method, Semantic Feature Analysis, Word Web, Frayer Model, Semantic Word Map, Words Alive, Word Sorts, I Have ... Who Has?, Pinwheel, Quick Draw, Concentration, Jeopardy, Class-wide Peer Tutoring.

## 5. Relevant Studies

The first results by research of FitriHariati 2013 with entitle Strategy in Teaching English Vocabulary at Elementary Schools(A case Study at fifth Grade of Elementary School SDN 7 Kediri West Lombok, Academic Year 2012/2013).The data of study were analyzed by applying descriptive qualitative method. This research found that, teacher's strategy that was used in teaching student in SDN 7 Kediri was inquiry learning strategy with pictures and games as the media. This strategy was used to motivate students and to make them interested in teaching and learning process.

The second results of research by EkaWidyaningsih 2008 with entitle An Analysis on teachers' Strategies in Teaching Vocabulary at Elementary School (A Case Study at Grade Four of Elementary School 25 Ampenan).This research found that the teacher tends to use indentifying pictures and categorizing the picture. Some pupils

enthusiastic to find out the picture and easy to answer question based on the pictures but some of them could not because of the big number of the pupils in one class.

## 6. Method

This research was a kind of case study by applying descriptive qualitative method. This research was focused on the English teachers' strategies that applied in teaching English vocabulary. The subject of this study was three teachers who teach English vocabulary at SMPN 1 Kediri West Lombok. In this research, all of English teachers' students were included to become the focus subjects because they would give their opinions about their teachers' strategies in teaching and learning process. The data were collected by using observation, questionnaire, and interview to find out the English teachers in teaching English vocabulary and influence for students. There were some instruments that had been prepared to collect the data such as a camera

for observation, questionnaire inquiry, and a list of questions for interview. There were steps in analyzing the data such as Identification, Description, Explanation, and Conclusion.

## 7. Discussion

The first research question is dealing with the strategies used by teachers in teaching English vocabulary. This question can be answered by referring to the finding of the classroom observation. This first teacher used I have...Who has? strategy with Vocabulary self-collection in teaching English vocabulary in the class because he used 'cards or flashcard' for making the students answered the question that related on the topic or material. After that, he ordered the students to indentify the cards and then his students had to correspondent those cards with the questions which he gave to the students previously. For example: the teacher question "Ali uses ..... to get the meaning of difficult word" and

students say " I have (answer )...Ali has dictionary". He used 'Repetition and small group or discussion' for acquiring words strategy category and making students were more active in the class.

The second teacher used the Vocabulary Self-Collection Strategy because he ordered the students to identify the word that they think familiar for them. But, there was a slight difference with Vocabulary Self-Collection where teacher did not specify the number of vocabulary words that he believed important to be learnt while the Vocabulary Self-Collection strategy limited the words in only two vocabulary words. Therefore, the teacher combined other strategy in teaching process. He used Vocabulary self-collection with Word Map strategy. The similarity with the Word Map strategy, the teacher used "What are some examples?" question to make students aware of the types of information that make up a definition and how that

information was organized. And then, the last teacher used the Scavenger Hunt strategy because he added the additional task by asking the students to memorize and show the vocabulary words to the teacher without seeing the note book. Another difference was that the teacher grouped them to discuss the vocabulary words.

The second research question is dealing with the teachers' reasons use the certain strategy in teaching English vocabulary. The researcher used the interview instrument to get data from the teachers. The first teacher said that "... untuk memudah kan saya mengajarkan materi vocabulary kepada siswa..kita pilih yang gampang-gampang, tidak sulit.. dan juga untuk mendapat hasil yang bagus dan juga efektif bagi siswa..". He means that he applied a certain strategy (I have....who has?) to make the students easy in understanding English vocabulary and he also chosen that strategy to get good result

or making the teaching and learning process was effective for students. The second teacher said that "...supaya mereka cepat menangkap apa materi yang saya sampaikan kemudian tidak bosan dengan materi yang polan yaitu itu aja..". He means that he needed a strategy in teaching English vocabulary to make the English class more active and the students were also interested. In addition, he also wanted the student more understanding about what he taught so that they were not bored in English class. And the last teacher said that "yang jelas alasan saya adalah supaya mereka mau dan mudah memahami pelajaran vocabulary tersebut, tertarik dulu karena intinya kalau mereka belum tertarik yang jelas pemahamannya bisa akan susah, kalau mereka tertarik akan gampang memahaminya". He means that he needed a strategy in teaching English vocabulary because he wanted to make the students easy to understand his material. In addition, he

also wanted the students interested about what he taught so that they were not bored in English class.

The last research question is concerning with the students' perception about their English teachers' strategy in teaching English vocabulary. This question was answered by using questionnaire. The researcher used some indicator to get the students' perception. The contents of indicator are Student's motivation, Student's interest, Topic/material discussion, Strategy/media used by the teacher, and Student's difficulty in following the class. From those indicators, the researcher found that the students had motivation to learn English by the teacher's strategy. They were also interested in teaching and learning process. And then, that the most students like the way of teacher in delivering the English topic or material in teaching and learning process in the class.

Besides, the students were also satisfied with the teacher's media used in English teaching process. Even though, there were some students dissatisfied with teachers media or strategy even in the number of them were not much. And the last questionnaire contents, the researcher would like to see the students' difficulties in learning process. It revealed that the students did not have some difficulties in English class process. However, in the second teacher's table was a little bit different with other tables. On this table, students felt difficult in following the English class because their teachers provided them with media or a certain strategy in teaching and learning.

## **8. Conclusion**

From three English teachers at SMPN 1 KEDIRI, the researcher concluded that the strategies applied by most of them were I have...who has? strategy, vocabulary self- collection strategy, and Scavenger Hunt

strategy. The teachers also combined other strategies in teaching process. All of them were I have...who has? strategy combined with vocabulary self-collection ( on teacher number 1) and vocabulary self-collection strategy combined with Word Map Strategy (on teacher number 2). And then, they chosen the strategies in order to made the students more interested, enjoy, easy to understand the words, and happy in learning English vocabulary. In this researcher also

found that the most students had motivation, interest, enjoy or like with their teachers' strategy used in teaching and learning process. And then, they also felt satisfying with the teachers' media or strategy because help them in understanding the English vocabulary materials and the students did not have some difficulties in English class because their teachers provided them with media or a certain strategy in teaching and learning process.

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