


Teachers Strategies in Teaching English Vocabulary in Junior High School

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ABSTRACT

This study aims to describe the strategies used by teachers and the problems teachers deal with in teaching vocabulary. The qualitative description research analyze the data which were extracted from questionnaires and documents. Based on the results of the questionnaires and documents, the conclusions about the teacher's strategy and the problems that the teacher has identified. The teachers use are: (1) using a translation, (2) a game, (3) using a dictionary, and (4) a story. The problems the teacher deals with are (1) the teacher calls, noisy students, and questions the materials or orders noisy students to leave, (2) the teacher gives advice and motivation about the importance of learning English and the importance of improving vocabulary. Teachers also apply another strategy by giving grades to active students. Students can also review difficult materials with the teacher outside of the classroom, (3) the teacher provides new vocabulary written on the board at each meeting to improve vocabulary. The strategy used by the teacher is good because the strategy can make the students more active.

Keywords: *Strategies; Vocabulary; Teaching*

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INTRODUCTION

English is taught to make it easy for students to obtain information from other countries in Indonesia. In other words, by learning English, they are expected to be able to absorb and catch up with the developments of science, technology, and art. Based on the English curriculum, we will develop four skills: reading, speaking, writing, and listening. The four skills are supported by the language learning element: structure, vocabulary, pronunciation, and spelling. Vocabulary is one of the most important aspects of successful use of the Second Language. Without vocabulary, the structures and functions he learned cannot be used for comprehensive communication.

According to Wilkins in Thorn (2002: 13), without grammar very little can be conveyed, without vocabulary, nothing can be conveyed. It means that vocabulary is very important to be learned because people cannot convey something in communication if they do not master its vocabulary. The vocabulary contains a collection of words. Words are

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known not only as individual words but also as groups of meaningful words. Language skills require vocabulary. In speaking, for example, students will get difficulty speaking English or they will get difficult to choose the word that they will use to speak with the other if they have limited vocabulary.

Vocabulary is one of the essential aspects for successful second language use because, without an extensive vocabulary, one will not be able to use the structures and functions he or she may learn for comprehensive communication. . On the other word, vocabulary has an important role in English language teaching.

According to Wilkins in Thorn (2002: 13), without grammar very little can be conveyed, without vocabulary, nothing can be conveyed. It means that vocabulary is very important to be learned because people cannot convey something in communication if they do not master vocabulary. The vocabulary contains a collection of words. Words are known not only as individual words but also as groups of meaningful words. Language skills require vocabulary. Fauziati (2008: 149), vocabulary is central to language and of critical importance to typical language learners. Without a sufficient vocabulary, people cannot communicate effectively or express their ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a foreign language. Vocabulary mastery means the ability to understand and use the vocabulary. River (1994:125) states that vocabulary mastery refers to the great skill and processing of words of the language. It is personal fulfillment and possession. Success in expanding their vocabulary fluently requires motivation and interest in the words of the language.

Some experts divide two types of vocabulary: active and passive vocabulary. Harmer 1991: 150 distinguishes between these two kinds of vocabulary. The first kind of vocabulary refers to the one that the students have been taught or learned and which they are expected to be able to use. Meanwhile, 15 the second term refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

Haycraft, quoted by Hatch and Brown 1995: 369, divides two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. a. Receptive Vocabulary, Receptive vocabulary is words that the learners recognize and understand when they are used in the context, but which they cannot produce. It is vocabulary that the learners recognize when they see or meet in reading text but do not use it in speaking and writing. b. Productive Vocabulary Productive vocabulary is the words that the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

Teaching vocabulary to junior high school first-grade students is not easy. The students in junior high school still have not good concentration in study. Teenagers also have certain characteristics and need a particular treatment. In Indonesia, some English teachers still used traditional strategies to teach vocabulary to teenagers.

Learners will use a certain strategy to overcome some specific learning problems. This strategy is the way to facilitate something to get a good result. Hornby (1995: 79) defines strategy as the process of planning something or carrying a plan in a skillful way. Furthermore, it explains that strategy is a plan designed for a particular purpose. From the definition, the strategy involves plans and skillful ways to get a particular thing. Wenden (1992: 8) states that strategies are referred to as techniques, tactics, potentially conscious

plans, consciously employed operation, problem-solving procedure, and language learning behavior.

Teachers should be able to use more than one strategy to teach words so that students do not get bored. The best way to learn vocabulary is when the meanings of words are illustrated, for example with pictures, actions, or an actual object. In teaching vocabulary, we can use strategies in the grammar-translation method. There are several strategies of teaching vocabulary according to Nunan (2005: 141): Meaning-focused input activities, Deliberate learning activities, Fluency activities, Meaning-focused output activities. According to Fauziati (2010:66), she said, teachers can devise various activities which relevant for promoting vocabulary learning. Some of the activities examples presented here can be incorporated into second language instruction to promote vocabulary learning and aid in the development of language skills. We successfully presented a semantic network, mnemonic, word guessing contexts, from which to approach words and phrases.

The problem statement of this research is what are the strategies of teaching vocabulary implemented by the teacher in junior high school, and How does the teacher solve the problems of teaching vocabulary. The objectives of the study are to describe the teaching strategies of teaching-learning vocabulary in junior high school, to identify the problems faced by the teacher in teaching vocabulary in junior high school, and to classify the strategies implemented by the teacher to solve the problem.

METHOD

Research is descriptive qualitative. Qualitative description is a type of research where uses methods of collecting, describing, classifying, and analyzing data, and then drawing conclusions. The observation was held in the classroom. The subject of the study is the teacher in the first grade of junior high school. The object of the study was the process of teaching vocabulary to first-grade students in junior high school.

The data source of this research is the writer took the data that include information in the setting. The data are taken from the answer the interview with the teacher, the process of teaching-learning in the classroom, and documents. The sources of the data are events, informants, and documentation. The techniques of collecting data are as follows: questionnaire and, Documentation. Data analysis techniques are data reduction which can be understood as the process of selecting, simplifying, and converting data into field notes, and after which all data has been selected and summarized Turn off. In the final step, the writer discussed the results of the data processing and concluded the research findings.

FINDING AND DISCUSSION

This chapter discusses the description of data from teachers' strategies in increasing the vocabulary of junior high school students. Data collection is done by filling out a questionnaire with 10 English teachers. Researchers collect data using Google Form. In this study, the researcher collected data from the respondents who taught at the junior high school. Then, to check the validity of the data, the researcher compare each questionnaire result from ten teachers.

Figures

In analyzing the data, the researcher uses triangulation. According to Moleong (2006:246), triangulation is a technique checking the trustworthiness of data utilizing something outside of this data research. This triangulation method means that the researcher uses the same technique to obtain data from several different sources or respondent. That means that multiple sources of data are better in research than one source because Subject Informants

multiple sources lead to a more complete understanding of the phenomena you are experiencing learning” (Bogdan & Biklen, 1998: 104)

In this study, by using a questionnaire, the researcher collected data related to the given research answers from several respondents. The researcher asked the same question about the teacher's strategy in teaching vocabulary in junior high school. Finally, researchers get valid information about the teachers; strategies in teaching vocabulary in junior high school. The following is an explanation in the form of figures:

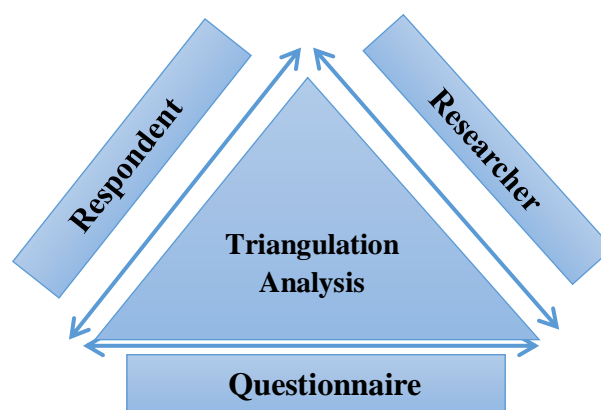


Figure 1. Analysis Diagram

The researcher uses unstructured questions as to his research instrument. Based on the results of data collection, there are several teaching strategies to improve the vocabulary of junior high school students, namely: a) Using Translation, b) Games, c) Using dictionary, d) Stories. Information on teachers' strategies to increase vocabulary for middle school students can be presented in Table 1 as follows:

Table 1. Teachers' Strategies in Students' Vocabulary

No	Strategies	Respondents
1.	Using Translation	1
2.	Games	1
3.	Using Dictionary	1
4.	Stories	1

After the data were collected, the researcher analyzed them based on the results of questionnaires with respondents about teachers' strategies to increase students' vocabulary. The researchers reduced teacher strategy questionnaire data to improve students' vocabulary. There are four parts to the strategy for improving student vocabulary. Namely: a) using translation, b) Games, c) using a dictionary, and d) using stories.

Using translation has been the most widely used means of presenting the meaning of the word in monolingual classes. Games are other activities that support the students' vocabulary. In word games, the teacher taught by presenting pictures such as a picture of an artist, animal, or things. Using a dictionary is a manual strategy. Teachers ask students to

find the difficult word in the dictionary. A story is a story that describes how something happened, events, events, etc.

Dictionary uses are the major types of teachers' strategies in improving students' vocabulary in Junior High school. In summary, there are several kinds of strategies in improving student's vocabulary that is stated by some experts. For more detail, it can be seen in the following table.

Based on the strategy the teacher uses to solve the problem, what the teacher implements in classroom management, the teacher will call the students who are telling the story and ask the students questions about the material or the teacher. will order the students to be noisy. Let out. That's why students are afraid to make a fuss. Students' motivation issues, teachers give advice and motivation about the importance of English subject and the importance of improving vocabulary.

In addition, the teacher has another strategy, that is, the teacher will score positive students. Students can also review difficult materials with teachers outside of the classroom. By overcoming students' laziness, teachers provide new vocabulary words written on the board in each meeting to improve vocabulary and make students have more vocabulary. In addition, teachers also use games to make students more fun. Teachers also give rewards and punishments to students. The teacher offers a format for being an active student, like pluses or other points. The teacher also penalizes students who disturb or ignore the teacher's explanation. Teachers often ask noisy students to leave the classroom.

Based on the findings of the researchers, there are four strategies for teachers to teach vocabulary, namely using translation, Games, Using dictionaries, and Stories. Based on the results of data analysis conducted by researchers, it shows that each teacher has different teaching strategies from one another.

There are four strategies in teaching vocabulary: a) Using Dictionary. The other strategy used by the teacher is dictionary use. Dictionary use is one of the teaching vocabulary strategies to make students easier to find the meaning of the new words. Although the use of a dictionary is a traditional method, it is an effective way both for students and teachers as guidance. It is often used in the teaching and learning strategy because learning vocabulary especially English, is impossible when students did not find the meaning of the new words in English by using a dictionary. b) Games. El Shamy (2001), defines a game as a "competitive activity played according to rules within a given context, where players meet a challenge to achieve an objective and win". Language games comprise many factors such as rules, competition, relaxation, and learning in particular. Rules have to be clear, few, and well-explained so that no difficulty is faced. They are designed in different levels as well as topics that suit different students' levels what make them enjoy all together and gain the best results. Learning vocabulary is hard work, so an attempt is required to understand, produce and manipulate the target words.

CONCLUSIONS

Based on the research finding, the teachers applied many strategies in teaching vocabulary. They are: 1) using translation (2) games (3) using dictionary (4) stories. In teaching vocabulary at the junior high school level the teacher uses four strategies to increase students' vocabulary, namely: using translation, games, using dictionary, and stories. in problem solving applied by the teacher, namely When the teacher has a problem in managing the class, he will call students making noise and asking some questions about

Material or telling noisy students to get out. So this make students afraid to make a fuss. To overcome the problem of differences in student learning motivation. The teacher gives advice and motivation about the importance of English subjects and the importance of improving vocabulary. In addition, the teacher also has another strategy, namely the teacher gives scores to students active students. Students can also consult with teachers outside the classroom.

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