

**TEACHER STRATEGIES IN TEACHING VOCABULARY TO THE
EIGHTH GRADE STUDENTS IN EXTRACURRICULAR PROGRAM AT
MTs N II SURAKARTA**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

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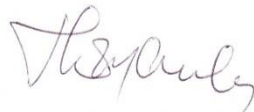
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PUBLICATION ARTICLE

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Surakarta, October 2017

The Researcher



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**TEACHER STRATEGIES IN TEACHING VOCABULARY TO THE
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ABSTRAK

Penelitian ini bertujuan untuk menjelaskan mengenai strategi guru yang digunakan dalam mengajar kosakata Bahasa Inggris, pengaplikasian guru terhadap strategi tersebut dalam mengajar dan mengidentifikasi respon siswa terhadap strategi guru dalam mengajar kosakata Bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Penelitian ini menggunakan teori Thornbury (2002) dan Nation (1990) dalam menganalisis penggunaan strategi mengajar kosakata Bahasa Inggris.

Subjek dalam penelitian ini adalah guru dan siswa. Berdasarkan analisis data, hasil penelitian ini menunjukkan terdapat 6 strategi yang digunakan guru dalam mengajar kosakata Bahasa Inggris diantaranya a) contoh kalimat, b) lawan kata, (c) persamaan kata, (d) mencari dalam kamus, (e) strategi praktek, (f) menghafal. Respon yang diberikan peserta didik dalam pengaplikasian guru terhadap strategi tersebut dapat diterima oleh peserta didik, karena dalam proses belajar-mengajar peserta didik aktif dan enjoy saat mengikuti pembelajaran tersebut.

Kata kunci : strategi guru, pengajaran kosakata, respon peserta didik.

ABSTRACT

This study aims to explain the teacher strategies used in teaching English vocabulary, how the teachers apply their strategy and to identify students' responses to the teacher strategies in teaching vocabulary. The method used in this research is qualitative descriptive method. This study used theories from Thornbury (2002) and Nation (1990) in analyzing the use of English vocabulary teaching strategies.

The subjects in this study were the teacher and the student. Based on data analysis, the results of this study indicated that there were six strategies used by teachers in teaching English vocabulary namely: a) example sentence, b) opposite, (c) synonym, (d) consulting the dictionary, (e) practice strategy, and (f) memorization. The students response to the application of the teacher's strategy in

teaching vocabulary showed that they enjoy the teaching and learning process and they can actively learn the vocabulary.

Keywords: teacher strategies, teaching vocabulary, students' responses.

1. INTRODUCTION

Language is the important thing used by people for communication. English language used as an introduction language of science, business, politic, education, etc. As an International language, English is taught to the students of Indonesia. Dulay (1982) in Alwasilah (1997:126) said that “people who control more than one language are verbally more skillful than monolinguals, and they mature earlier with respect to linguistic abstraction skills”. The goal of good education will be achieved if a language as the facilities is well functioned and carefully developed.

There are four skills needed when people learn English, they are listening, speaking, reading and writing. In addition they have to master the language components, such as: phonology grammar, vocabulary, and pronunciation to support the four skills because the four skills are very important. Vocabulary is one of the important things to master English well and it is the basic of the learning English. Vocabulary is something necessary for learner to perform any communication task and grammatical practice is used as a point of departure for communicative activities (Wood, 1988).

Vocabulary is the most important factors in English. We need to master it well. The learner should comprehend and high confident to use it in front of speaker especially how to communicate with a good vocabulary building in each vocabulary. Vocabulary has important role to use as tool of communication. Since vocabulary is very important for the students who study English, higher interest should be given to it. Vocabulary is the

most important factors in English. We need to master it well. The learner should comprehend and high confident to use it in front of speaker especially how to communicate with a good vocabulary building in each vocabulary. Vocabulary has important role to use as tool of communication. Since vocabulary is very important for the students who study English, higher interest should be given to it. Thornbury (2002) notes that with no knowledge about grammar the meaning is received in very small amounts, but with no knowledge of vocabulary nothing can be perceived.

In presenting English, especially vocabulary the teacher should be creative in choosing the materials and able to stimulate the students interest. The teacher needs to manipulate some strategies to support the teaching and learning process. Palmberg (1986:15) states that vocabulary acquisition in foreign language learning has received rather insufficient attention from applied linguistics and has been largely disused by recent development in research.

There are several studies in teaching vocabulary strategies, this methodology has been tested by Gaeda (2009) who found that using guessing word strategies in teaching English vocabulary making the progression to independent learning can be easier and more efficient. Second, Pique (2000), reveals that ruled the ball of vocabulary learning by turning the classroom into a positive and fun learning experience, making language both more significant and more memorable. It also encourages students to be active, enthusiastic, and animated.

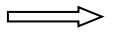
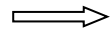
In MTs N II Surakarta the facility in learning English is sufficient. This school has to prepare the extracurricular activities to improve the student's skills in all aspects of English in writing, speaking, reading and listening. MTs N II Surakarta has teaching media to develop teaching-learning of all subjects taught to the students. One of the subjects used to teach in English extracurricular program is vocabulary because vocabulary is one way to improve the students' knowledge. In order case, vocabulary

to be able in building a grammatical sentence and vocabulary is one difficult item complemented by teacher because many things should be concerned. The teacher has to take good handling in order that students can understand vocabulary itself. Extracurricular activities are very important and play a great role in education (Holland & Andre, 1987). Extracurricular activities are as important for building social and academic skills as the regular classes (Marsh, 1991).

This research is conducted to find out the information about the teaching strategies of the English extracurricular program, especially in learning English vocabulary at MTs N II Surakarta and to know how the teacher apply their strategy. By knowing the strategies the researcher may achieve the purpose of teaching learning process at the VIII of MTs N II Surakarta in Academic Year 2017/2018. In this research, the researcher conducted a study entitle “Teacher Strategies in Teaching Vocabulary to The Eighth Grade students in Extracurricular Program at MTs N II Surakarta”.

Anthony (1963) in Fauziati (2014) identified that approach, method, and technique is the three levels of conceptualization and organization in teaching, shown in the chart below.

Table 1. Anthony’s Diagram of Approach, Method and Technique

Approach 	Method 	Technique
- Theories of language - Theories of language learning	- Procedure/overall plan of presentation	- Classroom practices, technique
Axiomatic	Procedural	Implementation

According to Brown (2000:113) “Strategies are specific methods of approaching a problem or task modes of operation for achieving a particular and planned design for controlling and manipulating certain information”.

According to Thorbury (2002), there are many kinds of strategies that can be applied in teaching vocabulary. To present the meaning of words first or the form first. Having decided on the number of items to teach, there is the choice of the sequence of presentation.

a. Relates to the means of presentation-weather to present the meaning through:

- 1) Translation
- 2) Real things
- 3) Pictures
- 4) Definitions
- 5) Example Situations
- 6) Example sentence
- 7) Synonyms
- 8) Opposite

b. Weather to present the word in its:

- 1) Spoken form
- 2) Written form

Nation (1990) states there are three kinds of vocabulary teaching strategy are:

a. Presentation strategies

This strategy is used to introduce the first vocabulary. In presenting the meaning of vocabulary the teacher can use visual strategy, verbal presentation strategy, audio presentation.

b. Practice strategies

This strategy involves classroom review of the previously introduced vocabulary as well as homework.

c. Strategies for strategy training

The purpose of strategy training is to teach learners strategies for independent vocabulary learning like guessing from context, word building, dictionary use and keeping vocabulary notes.

The general objective of this research is analyzing the strategies in teaching English vocabulary in extracurricular class at MTs N II Surakarta.

The specific objectives of this research are:

- a. To describe the strategies in teaching English vocabulary at the VIII of MTs N II Surakarta in academic year 2016/2017.
- b. To find the teachers' way of applying their strategies of teaching English vocabulary at the VIII of MTs N II Surakarta in academic year 2016/2017.
- c. To identify the students' response of the teacher strategies in teaching English vocabulary at the VIII of MTs N II Surakarta in academic year 2016/2017.

2. RESEARCH METHOD

The data of this research analyzed by using descriptive qualitative. The subject of this research are two teachers and four students. The object of this research is the teacher strategies in teaching vocabulary at extracurricular program including the teacher strategies in teaching vocabulary, the teachers applies their strategies of teaching English vocabulary and the students' responses of the teacher strategies in teaching English vocabulary. The researcher provides description of phenomena that occur naturally from the data of the field notes, interviewing and all the data needed by the reseacher.

Technique triangulation is used to check the data credibility. It is done by checking data to the same source by using different technique. For example to get the validity data about the process of teaching strategies in teach vocabulary, it can be done by doing observation, then check it by using another technique, namely conducting interview with the teacher. Source triangulation is used to check the data credibility. It is done by checking data gotten through some sources. For example to get the data of the students' responses in strategies of teaching vocabulary, it can be done by doing interview with at least 4 students and 2 the English teacher, then compare the data gotten whether it is suitable or not between the students' information and the teacher's information.

3. FINDING AND DISCUSSION

3.1 Teacher's Strategies in Teaching Vocabulary

According to Thorbury (2002), there are many kinds of strategies that can be applied in teaching vocabulary. Firstly is to present the meaning through, translation, real things. Pictures, definitions, example Situations, example sentence, synonyms, opposite. Secondly is to present the word in its: spoken form and written form.

The second theory is from Nation (1990) explained that there are three kinds of strategies in teaching vocabulary, firstly presentation strategies, secondly practice strategies and the last strategies for strategy training.

In general teaching activity the teacher used various strategies those are example sentence, opposite, synonym, consulting the dictionary, practice strategy, memorization. The teacher made a list of the vocabulary that must be memorized by the students in each grade related with the theme that the students learned. In teaching activities firstly the teacher read aloud the vocabulary that given to the students, it aims to teach the students about the pronunciation of the vocabulary and the students ought to follow what the teacher said. So in guessing the vocabulary the teacher gives the synonym of the vocabulary, the opposite of the vocabulary, the teacher put a new word in a simple sentence or an example sentence, consulting the dictionary, practice strategy by exercise. The strategies helped the students in mastering the vocabulary by memorizing and practicing in their daily conversation.

3.2 Teacher's Way of Applying Their Strategies

The strategies used by the teacher in teaching vocabulary are:

3.2.1 Example strategy

In Thorbury (2002) example sentence is to put the new word in a context. According to Nation (1990) explained that

translation strategy is the sample of presentation strategy which in presenting the meaning to the target language and its introduced for the first time.

Teacher: “Kemudian “burn”. You use a fire to burn”

Student: “Membakar..”

(Observation on 24th 2017)

Teacher: “Next is “burn”, you use a fire to burn”

Student: “Burn”

(Observation on 24th 2017)

3.2.2 Opposite

This strategy is simple or easy to do in teaching vocabulary. The teacher explained the new vocabulary and gives them the opposite of the vocabulary. According to Lado (1964) stated if the one number of opposite is known, than the meaning of the other can be made clear trough it. The teacher used this strategy to help them in understanding the different shades of meaning of the vocabulary.

Teacher: “Kata kerja yang selanjutnya ada catch. Catch itu the antonim of cast. Hayo apa?yang tau boleh jawab yaa”

Student: “Bu saya bu, catch artinya menangkap..”

(Observation on July 24th 2017)

Teacher: “The next verb is catches. Catch is the antonym of cast. what the means? Who know answer it”

Stedent: “Me, catch its mean “menangkap”

(Observation on July 24th 2017)

3.2.3 Synonym

The teacher use synonym or similar word as the strategies in teaching English vocabulary. In Lado (1964) express that the synonym can help a lot in finding the meaning, the synonym of the vocabulary is better known by the students.

Teacher: "The second word the meaning is terbit. Awake apa artinya? Awake sama dengan get up"

Student: "Bangun..."

Teacher: "OK good Farah. Next is become. Ada yang tau artinya become?"

(Observation on July 24th 2017)

Teacher: "The second word the meaning is terbit. Awake its mean? The synonym of get up is awake"

Student: "Bangun"

Teacher: "Good Farah. Next is become. Who know the meaning is it?"

(Observation on July 24th 2017)

3.2.4 Consulting the dictionary

The teacher ask the students to looking up the meaning of the vocabulary by them self. According to Nation (1990) state that the purpose of strategy training is to teach learners strategies for independent vocabulary learning such as looking up at the dictionary.

"Pertama-tama guru membacakan pronoun dari setiap vocab biar anak tau cara membacanya bagaimana dan anak setelah itu mengikutinya lalu kemudian mengartikannya dengan menggunakan strategi sinonim, lawan kata, contoh kalimat, kamus dan pakai alfalink..."

(Interview on August 03th 2017)

"Firstly the teacher reads the pronoun of each vocabularies so the child knows how to read it and the students follow the teacher's saying so interpret it by using synonym strategy, opposite, sample sentence, using a picture, by dictionary and alfalink. After that the students are asked to memorize it one by one and there were an examination"

(Interview on August 03th 2017)

3.2.5 Practice strategy

The teacher hold an exercise or classroom review of the previously vocabulary that given in last meeting. In Nation (1990) explained that there are classroom review of the previously material to know the students comprehension in mastering the vocabulary.

Teacher : “Baiklah karena semua sudah dikerjakan, hari ini miss akan memberikan latihan vocab yang kalian dapatkan kemarin”

Student : “Ulangan toh miss? Belum siap miss”

Teacher : “Iya latihan, miss beri waktu 10 menit untuk kalian menghafal 20 irregular verb. Setelah itu nanti miss akan mendektekan verbnya menggunakan bahasa Inggris entah itu V1, V2, atau V3 lalu kalian menulis apa yang miss dektekan beserta artinya. Do you understand?”

Student : “Yes miss understood”

(Observation on August 23th 2017)

Teacher: “Well because it's all done, today I will give you the vocabulary exercise that you got yesterday”

Student: “An exercise miss? we are not ready yet miss”

Teacher: “Yes exercise, I give 10 minutes for you to memorize 20 irregular verbs. After that I will read the vocabulary in English whether it is V1, V2, or V3 then you may write down what I say and its meaning. Do you understand?”

Student: “Yes miss understood”

(Observation on August 23th 2017)

3.2.6 Memorization

This strategy helped the students be able to memorize the new vocabulary in written and oral form and they can used the vocabulary in their daily speaking. Kweldju’s (1997) in Fauziati

(2015) explained that memorization is very important in language learning because to remember a new word is not easy.

Teacher: "OK, sekarang kita coba untuk maju satu-satu menghafal kosakata, saya punya draft dari vocab tersebut tanpa ada artinya. Nanti kalian maju untuk membaca draft vocab dari saya dan menyebutkan arti dari vocab tersebut"

Student: "Miss, kasih waktu sebentar untuk menghafal yaa?"

Teacher: "Saya akan memanggil satu-satu secara acak setelah 10 menit dari sekarang. Silahkan untuk menghafalnya terlebih dahulu!"

(Observation on July 31th 2017)

Teacher: "OK, now we try to go forward one by one to memorize the vocabulary, i have a draft of the vocabulary without any meaning. Later you ought to read the draft of vocabulary from me and you can mention me the meaning of the vocabulary"

Student: "Miss, give a moment to memorize it ok?"

Teacher: "I will call one by one in random after 10 minutes. Please to memorize it first!"

(Observation on July 31th 2017)

3.3 The Students Responses to the Teacher Strategies

There are four students who interviewed by the researcher, they agree that vocabulary is very important in learning language especially English language to increase their language effectively. They aware that English vocabulary mastery is helped in daily communication by English language and it is support them in apprehend the reading text when they confront many reading text.

According to Mar'at (1984) stated the response is a reaction caused by receipt of the stimulus, which stimulus is the news, knowledge, information, before it is processed or receive by the sense. The

students' responses about the teacher's strategies in teaching vocabulary are in variety expressive. The students interested with the strategies applied by the teacher attractively, it makes the students enthusiastic to answer every clue from the teacher. When the researcher interviewed four students of eighth grade, they agree and interest with the strategies that teacher used. The students also enthusiast when the teacher used some games and watching some short English video or by song.

“Bu guru akan memberikan beberapa vocab lalu bu guru menerangkan vocab itu dan mengajarkan bagaimana cara membacanya lalu kita menirukan cara baca vocab tersebut dan menyuruh menghafal bareng dengan mengucap berkali-kali dan mencari artinya dengan sinonim, lawan kata, contoh kalimat dan dengan mencari di kamus”

(Interview on July 24th 2017)

“The teacher will give us some vocabulary so the teacher explain the vocabulary and teach us how to read it then we may follow the teacher how to pronoun the vocabulary and ought to memorize it together by saying it over and over. In searching the meaning the teacher use synonym, opposite, sentence example and by searching in dictionary”

(Interview on July 24th 2017)

4. CONCLUSION

Firstly, based on the results of the observation in English teaching learning process, the researcher concludes that teacher's strategies in teaching English vocabulary at MTs N II Surakarta are translation, opposite, synonym, looking up at the dictionary, practice strategy and memorizing.

Secondly, the researcher concludes that the teacher's way in applying their strategies are: (a) example strategy, the teacher translate the meaning of the vocabulary by giving simple sentence in the native

language, (b) opposite, the teacher gave the antonym of the word that oftentimes eared by the students, (c) synonym, the teacher gives a similar meaning of the new vocabulary, (d) consulting the dictionary, the teacher teach the students for independent vocabulary learning to look up at the dictionary in guessing the meaning, (e) practice strategy, the teacher reviews the previous material by giving an exercise to the students, (f) memorizing, the teacher asks the students to memorize the vocabulary.

Thirdly, the student responses to the teacher strategies are positively feedback, they approve the teacher strategies with an enthusiastic feeling and in a good mood. They very interested when the teacher gives some quiz by giving the opposite and synonym of the vocabulary. The students hope that they can learn by audio or song and by video or short English movie.

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