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AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING ENGLISH VOCABULARY AT SMPN 1 SUGIHWARAS

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Abstract – The purpose of this research is 1) to find out the strategies used by teachers in teaching English vocabulary at SMPN 1 Sugihwaras, 2) to find out the impacts of the strategies used by teachers in teaching English vocabulary at SMPN 1 Sugihwaras. This research is qualitative research using a qualitative descriptive approach. The subjects in this research were three English teachers. Data collection techniques using interview method and supported by documentation. Data is processed using data analysis techniques. Data analysis techniques using 1) data reduction, 2) data display, 3) conclusion drawing. The data is validated by using technique triangulation. The results showed that 1) there were four strategies used by teachers in English vocabulary at SMPN 1 Sugihwaras, which included: a) Using picture strategies, b) Memorization strategies, c) Translation strategies, d) Playing game strategies (word chain). 2) The impacts of teachers strategies in teaching English vocabulary at SMPN 1 Sugihwaras, which included: a) avoids students from being bored, b) helps them to interact easily with their friend and their teacher, c) helps to increase their vocabulary.

Keyword – Analysis, Teachers strategy, Teaching vocabulary

Abstrak – Tujuan dari penelitian ini adalah 1) untuk mengetahui strategi yang digunakan guru dalam mengajar kosakata Bahasa Inggris di SMPN 1 Sugihwaras, 2) untuk mengetahui dampak dari strategi yang digunakan oleh guru dalam mengajar kosakata Bahasa Inggris di SMPN 1 Sugihwaras. Penelitian ini merupakan penelitian deskriptif yang menggunakan pendekatan deskriptif kualitatif. Subjek dalam penelitian ini adalah tiga guru Bahasa Inggris. Teknik pengumpulan data menggunakan metode wawancara dan didukung oleh dokumentasi. Data diproses menggunakan teknik analisis data. Data analisis menggunakan 1) reduksi data, 2) penyajian data, 3) penarikan kesimpulan. Validasi data diperoleh menggunakan teknik triangulasi. Hasil penelitian menunjukkan bahwa 1) terdapat empat strategi yang digunakan guru dalam mengajar kosakata Bahasa Inggris di SMPN 1 Sugihwaras, yang meliputi: 1) strategi menggunakan gambar, 2) strategi menghafal, 3) strategi menerjemahkan, 4) strategi bermain game (word chain). 2) dampak strategi guru dalam mengajar kosakata bahasa Inggris di SMPN 1 Sugihwaras, yang meliputi: a) menghindari siswa dari kebosanan, b) membantu mereka berinteraksi dengan teman dan guru, c) membantu untuk meningkatkan kosakata mereka.

Kata kunci – Analisis, Strategi Guru, Mengajar Kosakata

INTRODUCTION

Vocabulary plays an important role in language learning. It contributes much on language skills: reading, listening, speaking, and writing. Those skills are not running well if lacking of vocabulary mastery. The learners need to master vocabulary as much as possible because they always use words to express their ideas and use it in four English skills. Since vocabulary becomes the basic thing that must be mastered in learning a language. So, in teaching and learning process, learners have to be familiar with vocabulary first. Wilkins in Thornbury (2002: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In case the students who masters grammar without knowing the meaning of a word it would not be able to communicate to others.

Teaching vocabulary for junior high school is not easy because students of junior high schools are still unfamiliar with English. So, it is important to introduce English, especially vocabulary to junior high school since vocabulary is very crucial in learning a foreign language. Unfortunately, mastering vocabulary is not easy for students, especially for students in Indonesia where English is learned as a foreign language because English is not used in daily communication. Thus, it is more difficult to master English vocabulary. As a result, vocabulary mastery of students in junior high school is still low.

In order to gain broader knowledge of learners about vocabulary, a teacher has to design teaching and learning strategy effectively and efficiently. If the teacher still lack in their strategy, the teaching and learning process does not run well. Huda (2016), in meeting the needs of students in learning vocabulary, teaching strategy is needed in the current situation that suits to classroom situation and condition. The teaching strategy can promote the students development in vocabulary.

METHOD

This research aims to analyze teachers' strategies in teaching English vocabulary at SMPN 1 Sugihwaras. The researchers used qualitative research. Qualitative research is a natural research because data collected based on facts in the field where researchers are the key instruments (Sugiyono, 2015:9).

According to Creswell (2012: 142) sample is a sub group of the target population that the researcher plans to research for the purpose making generalization about the target population. The sample of this research chosen based on the uniqueness of the case. In this research, samples are chosen based on English education. Which consist of three English teachers.

Data is a very important thing and becomes the basis for the validity and strength of the research. Data is the raw material associated with the facts of the field. In terms of data collection, the researcher involves several ways namely:

a. Interview

Interviews are conversations with specific intentions. The conversation is made by two parties, namely interviewers who ask questions and interviewees who give answers to these questions (Moleong, 2009). The researcher used a formal interview in this research, which is supported by the use of an interview guide. The interview guide itself consists of a number of questions about teaching strategies and impacts on English vocabulary.

b. Documentation

Documentation is interpreted as a record of past events. Documentation can be taken by someone in the form of writings, drawings, or monumental works from someone (Sugiyono, 2011). The document completes the use of the interview method in this research. The results of the interview are more reliable if they are supported by the Lesson Plan.

The data was analyzed based on the result of the interview. The result of interview analyzed in three steps, they are; data reduction, data display and conclusion or verification of the data (Sugiyono 2013).

a. Data Reduction

Data reduction was done by summarizing field notes by separating main things relating to research problems, and then it was arranged systematically to describe and to make easy the data searching if sometime it was needed anymore.

b. Data Display

The research is able to draw conclusion and verify it to be meaningful data it means describing data in the form of description narration to draw conclusion. The researcher can analyze the other action based on her understanding.

c. Conclusion Drawing

Based on the procedure above, the steps in implementing data in this research were in the following: the first researcher collected the data through interview and documentation, then the researcher selected, transcribed, and focused on the data by referring to the formulation of the research problems being investigated in the research.

FINDINGS AND DISCUSSION

a. The Teachers' Strategies in Teaching English Vocabulary

Based on the result of the research is it states that four strategies are usually applied by the teachers namely as follows: Using picture, memorization, translation, and using games (chain word).

a. Using picture

In teaching vocabulary, the teacher also applies using picture strategies. In this case, the first teacher said that "untuk mengajar kosa kata bahasa inggris saya menggunakan gambar." Then The interview data

shows, the teacher showed some pictures on the whiteboard using projectore, the teacher played vidio that showed some pictures about time with the activities carried out. The teacher gave a single interesting picture in every meeting.

b. Memorization

In using the memorization strategy the interview data showed that the strategy made students enthusiastic in learning. The teacher said that “untuk meningkatkan kosa kata siswa saya menggunakan strategi sederhana, yaitu strategi menghafal.” Besides that, the informant also gave a reward to students who were able to memorize according to the target to make students more enthusiastic in memorizing and learning vocabulary.

c. Translation

In the use of translation strategies, the teacher said that “sebenarnya ada banyak strategi, tetapi salah satu strategi yang saya gunakan adalah penerjemahan.” The interview data shows in applying this strategy, the teacher gave the texts to the students.

d. Playing games

According to Yaumi (2016) that games in English play an important role in increasing vocabulary, relieving stress, and making the atmosphere more conducive. In addition, the teacher said that “dalam mengajar kosa kata bahasa inggris saya juga menggunakan game agar siswa tidak jenuh dan antusias mengikuti pembelajaran”

Of all these strategies, the researcher found one common strategy, namely the use of using picture strategies. In addition in these strategies, the informants used different strategies. Referring to the theory presented by Harmer (1991) that the vocabulary teaching strategies found by the researchers are related to the theory.

Based on the explanation above, that the results of this research are line with research conducted by Liyaningsih (2017) about learning English vocabulary strategies using translation techniques, memorization, playing games, and singing songs, that can improve student learning outcomes.

b. The Impacts of Teachers’ Strategies in Teaching English Vocabulary

a. Using picture

The teacher mentioned that the impact of this strategy is the students easily remember the vocabulary because she showed an interesting picture which is those pictures were familiar with them and they see it everyday. As the result of the interview the teacher “A” mentioned the impacts of using picture by stating that this strategy can help them to increase their vocabulary through the objects that they see often in their daily life and it

makes them remember the words easily. According Liyaningsih (2017), this strategy helped students to grab students attention.

b. Memorization

The impact of these strategies are the students obtain various vocabulary each meeting. Students become confident during the class. As the result of the interview by teacher "Y" in the school he answered the question and state that the visible impacts after implementing the strategies, students have a lot of words/vocabularies in each meeting, students easily remember the words the have learned and it helped them to train them to write words in English. According Dewi (2016) This strategy can help them increase their vocabulary.

c. Translation

The impact of translation strategy used by teacher "R", it also shows students' skills in learning to understand grammar and translating. Because with this strategy students are easier to understand the material delivered by the teacher. As result of the interview by teacher "R" in the school he answered the question and stated: [That strategy helps them to improve their reading skill and it makes students vocabulary mastery is increased]. Based on the strategy the researcher found it supports the previous study by Mihanilla (2017). She stated that implementing translation strategy makes students' vocabulary mastery to be increased.

d. Playing games

The impact of playing games strategy can help students' to learn vocabulary. With the application of this strategy, they are enthusiastic about participating in learning because of the development of their psychologists that sometimes prefer to play. As result of the interview by teacher "R" in the school he answered the question and stated that playing games strategy it avoids students from being bored, it helps them to interact easily with their friends and their teachers and it also helps to increase their vocabulary. According Liyaningsih (2017), activity that support the students' vocabulary were games activities. The students would be interested and also not feel bored with the lesson.

From the discussion on the use of those four strategies, the researcher can conclude got that those strategies are relevant to support the students' vocabulary. Teachers' strategies in teaching English vocabulary is very important for the students. The English teachers implement more than one teaching strategies. These strategies help students to be easier, faster, and more enjoyable to master vocabulary.

CONCLUSION

According to the findings of the research, there were the conclusions of the research findings: the first is about the teaching English vocabulary and the impacts that can influence teaching strategies. The strategies used by the teacher are: using picture, memorization, translation, and playing games. The application of this strategy is combined with several game model, namely chain word games.

The second conclusion is the impacts of the strategies used by teachers. Those strategies have positive impacts to improve students' vocabulary mastery. It (1) avoids students from being bored, (2) helps them to interact easily with their friend and their teachers, (3) helps to increase their vocabulary.

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