

**AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING
ENGLISH VOCABULARY AT SMP IT AN NAS SIKAPAYA**

THESIS



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**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUSLIM MAROS
2021**

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THESIS

Diajukan pada Program Studi Pendidikan Bahasa Inggris Fakultas
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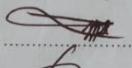
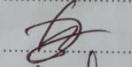
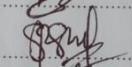
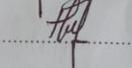
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MOTTO AND DEDICATION

MOTTO

The final value of a learning process is the results that appear in yourself and around you (Juharma).

DEDICATION

This thesis is dedicated to my beloved husband, my beloved mother, my beloved parents-in-law, her sincerity from the heart for her never-ending prayers, priceless spirit. As well as for my family and closest people who dearest, and to my beloved lecturers for their continuous guidance and support.

ABSTRAK

JUHARMA, 2021 “An Analysis of Teacher’s Strategies in Teaching English Vocabulary at SMP IT An Nas Sikapaya”. Skripsi, Jurusan Pendidikan Bahasa Inggris, Universitas Muslim Maros. Pembimbing: (1) Zul Astri (2) Nurul Fachrunnisa.

Penelitian ini bertujuan untuk mengetahui strategi yang digunakan guru dalam mengajarkan kosa kata bahasa Inggris pada siswa SMP IT An Nas Sikapaya dan respon siswa terhadap strategi yang diterapkan guru. Penelitian ini merupakan penelitian kualitatif dengan teknik pengumpulan data melalui observasi dan wawancara. Populasi dalam penelitian ini adalah guru dan siswa SMP IT An Nas Sikapaya, dengan sampel penelitian adalah guru Bahasa Inggris dan siswa kelas satu, kelas dua dan kelas tiga. Teknik analisis data menggunakan teknik analisis data kualitatif yang dikembangkan oleh Miles dan Huberman yaitu reduksi data, penyajian data dan penarikan kesimpulan. Temuan menunjukkan bahwa strategi pengajaran kosakata bahasa Inggris yang digunakan oleh guru dapat membantu siswa menemukan kosakata baru dan siswa juga merespon dengan baik strategi yang diterapkan oleh guru. Ada beberapa strategi yang digunakan guru antara lain strategi permainan dimana guru menggunakan beberapa permainan untuk membuat siswa lebih semangat dalam belajar, strategi memori dimana siswa mencari kata-kata baru dan menghafalnya, strategi kamus dimana siswa menemukan maknanya. dari sebuah kata dalam kamus, strategi sinonim/makna dekat di mana siswa mengelompokkan kata-kata berdasarkan arti yang mirip atau yang dekat dengan arti kata dan strategi ceramah di mana guru menjelaskan materi pelajaran di depan siswa dan siswa mendengarkan.

Kata Kunci : Strategi, kosakata,respon siswa

ABSTRACT

JUHARMA, 2021 "An Analysis of Teacher's Strategies in Teaching English Vocabulary at SMP IT An Nas Sikapaya". Thesis, English Education Departmen, Maros Muslim University. Supervisor: (1) Zul Astri (2) Nurul Fachrunnisa.

This research aimed to determine the strategies used by the teacher in teaching English vocabulary to the students of SMP IT An Nas Sikapaya and the students' responses to the strategies applied by the teacher. This research was a qualitative research with data collection techniques through observation and interviews. The population of this research was the teachers and students of SMP IT An Nas Sikapaya, with the research sample are English teacher and the first grade, the second grade and the third grade students. Data were analyzed using qualitative data analysis techniques develop by Miles and Huberman namely data reduction, data presentation and drawing conclusion. The findings showed that the strategy of teaching English vocabulary used by the teacher can help students to discover new vocabularies and students also responded well to the strategies applied by the teacher. There were several strategies used by the teacher, among others, the game strategy where the teacher used several games to make students more enthusiastic in learning, the memorization strategy where students searched for new words and memorized them, the dictionary strategy where students find the meaning of a word in the dictionary, synonym strategy/close meaning where students group words based on similar meanings or those that are close to the meaning of words and lecture strategies where the teacher explains the subject matter in front of students and students listen.

Keywords: Strategy, vocabulary, students' response

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FOREWORD

Alhamdulillah, Praise and gratitude, the researcher prays to Allah SWT who has bestowed His grace and guidance, so that the thesis entitled “An Analysis of Teacher's Strategies in Teaching English Vocabulary at SMP IT An Nas Sikapaya” can be completed as a final project to fulfill one of the one requirement to obtain a Bachelor of Education (S.Pd.) degree in the program English Education studies, Maros Muslim University. All efforts and efforts have been made by the researcher to complete the thesis this is as good as possible, but the researcher is fully aware that this thesis does not escape from various shortcomings, so that criticism and suggestions from various parties which are constructive, the researcher really hope for the sake of improvement and completion of this script.

The researcher would like to thank my husband Ahmad Hatta, S.Pd, my mother Ramlah, my children Muhammad Balyah Ma'rifatullah and Maryam Bilqisthi, my sister Temma Legga and Hasnirma, S.Pd for all their sacrifices, understanding, trust, and prayers so that the author can complete the study well. May Allah SWT always bestow His grace, protection and guidance to all of us.

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Finally, the researcher hope that this simple work can be of benefit to readers and for the advancement of education in Indonesia, especially in Maros Districts.

Maros, 21 August 2021

Researcher

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CHAPTER I

INTRODUCTION

A. Background

Language is a means of communication between community members using vocal symbols. Language is a structured word order and can also be said to be a changing set of symbols as expressed by Tarigan (1989, as cited in Satyaparu, 2013) gives two definitions of language, the first, Language is a structure arrangements, perhaps also for a generative system, the second, language is a group of signs or symbols that changing.

English is an international language that many people use. As Brumfit (2001, as cited in Arumawati, 2018) points out, English is a universal language which is the most widespread medium of international communication. As a language used in various parts of the world, English is used as a means of communication or interaction between nations who have languages that are not the same as one another. So that English is used as a subject in schools in various countries. In Indonesia, for example, English is used as subjects ranging from elementary schools, junior high schools, high schools, to the tertiary level.

In learning English, there are four skills that we must know, namely, speaking, reading, writing and listening. And two important components that support these four skills, namely: vocabulary and grammar. In this research, the researcher focused on vocabulary.

Vocabulary is the smallest unit of a language. Sentences that we express to others to convey our feelings, thoughts or needs are basically a series of words arranged that have a meaning. As stated by Neuman (2009) vocabulary is interpreted as utterances that a person must understand to have an effective dialogue: words in speaking (expressive vocabulary) and words in listening (perceptive vocabulary). Hornby (2006, as cited in Bintz, 2011) defines vocabulary as all words that a person knows or uses when discussing a particular matter in a particular language.

Learning vocabulary is the first step for students in the learning system to master and utilize language. Hiebert (2005) revealed that vocabulary is an understanding of word definitions. To be able to speak, one is required to master certain vocabularies. In exploring vocabulary, students must understand the interpretation of the word itself and be able to applying it word by word.

The reality said to that students especially junior high school students, have difficulties understand the English used by a teacher when explaining or in reading books or texts that use English because they do not master the vocabulary. As stated by Coady (1997, as cited in Sari, 2013) words are definitely needed to support beginners to improve their vocabulary and become free readers. For beginners, it is very difficult to master a lot of vocabulary in a very short time, maybe today they know the meaning of a word in English but the next day it has disappeared from memory. This needs

to be taken into consideration by the teachers so as to find methods or ways so that students are able to master vocabulary faster at school.

It is a common agreement that students need a fun method of learning, especially in vocabulary learning, so that students can easily capture or remember the vocabulary they know. Therefore, the role of teachers is very necessary. The teachers have a great contribution to support the teaching and learning process. The teachers must prepare teaching materials well. In short, they must synergize with teaching techniques. In addition, the teachers must arrange effective and efficient teaching and learning methods to increase student motivation to be active in the class. If the teachers' strategy is still inadequate, the teaching and learning process will be hampered. According to Mujtahid (2010, as cited in Danim, 2015), teachers act as designers, mobilizers, evaluators and motivators in learning process. Depart from the above the researcher tried to find out what strategies were used by the English teacher at SMP IT An Nas Sikapaya in teaching vocabulary to students. So that it can be an inspiration for English teachers everywhere.

B. Research Questions

Based on the background that has been stated, the research questions in this research are:

1. What are the teacher's strategies in teaching English vocabulary at SMP IT An Nas Sikapaya?
2. What are the students' responses toward the strategies used by the teacher?

C. Research Objectives

The objectives to be achieved from this research are:

1. To find out the teacher's strategies in teaching English vocabulary
2. To find out the students responses toward the strategies used by the teacher

D. Significance Of Research

To inspire all teachers, and add insight for all of us, especially junior high school teachers, about the strategies for teaching vocabulary in English. As well as providing additional references for the teachers in teaching vocabulary.

E. Definition Of Terms

1. Strategy

According to David ((2011: 44), as cited in Wahidah & Ismah, 2015), Strategic Management Concept and Cases, states that: "Strategy is the way in which long-term goals will be reached". So Strategy is means or ways to achieve certain goal. Kindsvatter (1996, as cited in Wahidah & Ismah ,2015) argued that teaching strategies are supportive the teacher applies the teaching methods and materials optimally. So from the above understanding it can be concluded that strategy is a method used to implement a structured method or material so that the goals to be achieved can be achieved as desired

2. Vocabulary

Linze (2005, as cited in Nugroho, 2015) argued that vocabulary is a combination of words that a person knows. Furthermore, Astri and

Wahab (2019) stated that vocabulary is the key of success of someone in learning English as second or foreign language. From the expert opinion above, it can be concluded that vocabulary is a series or collection of letters arranged into a word where the word is the essence of the formation of a sentence that has meaning, so that vocabulary mastery is the initial capital for someone who learns English because by knowing the meaning of a word, it will be easy for English learners to make a sentence or expression in English and of course understand the meaning or meaning of the word or sentence in English that is heard or read.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

Some writers have conducted the research about teacher's strategies in teaching English Vocabulary. They are: Nia Meliana, Amroh Umaemah, Hendi Hidayat (2018), They Conducted a research entitled " Exploring Teacher's Strategies in Teaching Vocabulary" which discussed about types the advantages and disadvantages of the strategies that the teacher applies to teaching vocabulary of class X SMK Sultan Agung Sumber. The method used by writer was descriptive qualitative. Data was obtained from observations and interviews with a teacher and five students who acted as respondents. Both observations and interviews were conducted to explore what the teacher was doing in applying steps or methods in teaching vocabulary during the learning period.

From the results of the study, it was concluded that the various strategies applied by the teacher in learning vocabulary including: 1) understanding vocabulary in detail; 2) memorizing vocabulary in each meeting; 3) making use of a dictionary; and 4) teaching vocabulary by applying games. As for the weaknesses and strengths of each of these strategies, the researchers found that the most appropriate strategy in teaching vocabulary that was applied by the teacher was applying games.

Furthermore, Yulianti (2018), in her research entitled "Teacher Strategies in Teaching English Vocabulary (Case Study of Class II MTsN 2 Mataram Academic Year 2017/2018)". In her research described the teacher's media in learning English vocabulary and student reactions to the strategies applied by the teacher. Data was collected through observation, interviews and questionnaires, and then analyzed using descriptive qualitative methods. The result of the research is the strategy of the teacher in teaching English vocabulary is game. It is implemented by utilizing card media and word-cutting versions. This strategy encourages students to learn English, because they are comfortable with the teaching and learning process and they can receive the material clearly.

Further research is Dewi Nur Asyah (2017). In her research entitled "Teaching vocabulary and learning vocabulary: perceptions, strategies, and the influence on students' vocabulary mastery". In this study, she discussed how teachers and students responded to teaching and learning vocabulary, strategies for teaching and learning vocabulary, and also the influence of learning strategies on their vocabulary mastery. Research subjects were an English teacher and thirty junior high school students, the method used is a mixed method design that uses a case study approach because this study intends to elaborate and understand the process of teaching vocabulary and learning vocabulary to one English teacher and thirty junior high school students who were chosen purposefully and also to explore the impact of learning vocabulary strategies on proficiency with vocabulary's students.

The result of her research was that it was found that teachers used more full contextual strategies, while appointment and metacognitive strategies were found to be the VLS that were most liked by students. This study also clarified that found a significant bond between students' vocabulary learning strategies and their vocabulary mastery.

Generally, the three previous studies focused on English vocabulary teaching strategies as well as this research. What distinguishes this study from previous research is that the first researcher focused on the advantages and deficiencies of the strategies implemented by the teacher in teaching vocabulary. While the second researcher focused on learning media and student responses to the strategies given by the teacher in teaching vocabulary. Furthermore, the third researcher focused on how teachers and students perceive vocabulary learning, how are strategies for teaching and learning vocabulary, and also the influence of students' vocabulary learning strategies on their vocabulary mastery. The researcher studied how the teachers drew the students' attention before implementing the strategies that would be used to teach vocabulary so that students' attention was more focused on the lessons to be given, and the strategies that teachers employed in teaching vocabulary could be more effective.

Looking at the results of the three previous studies it can be concluded that the most effective strategy was game. Which is in line with the study conducted by Kindsvatter (1996, as cited in Wahidah & Ismah, 2015) which classifies four types of teaching strategies, namely direct

teaching, mastery learning, cooperative learning, and problem-based learning. In this research, the researcher also studied what types of method were used by teachers in teaching vocabulary whether direct teaching, mastery learning, cooperative learning or problem-based learning. Apart from the above, the difference between this research and the previous studies is, of course, the subject and the place where the research would be carried out. The first research subject is a teacher at SMK Sultan Agung Sumber, the second research subject is an English teacher and students of MTSN 2 Mataram, and the final research subject is a teacher and students at a junior high school in Bandung. Meanwhile, the research subjects and places for the research were teacher and grade 2 students at SMP IT An Nas Sikapaya.

B. Theoretical Background

1. Teacher

A teacher is the center of the learning process because a teacher will provide information or knowledge to students and become facilitators and creators for students in the process of transforming science. As expressed by Zamroni (2000, as cited in Prima, 2012) that teachers are creators of the teaching and learning process. Suparlan (2008) argued that teachers can be interpreted as people whose work is related to efforts to make the nation's life smart in all aspects, both spiritual, emotional, intellectual, physical, and other aspects.

Moreover, Imran (2010, as cited in Prima, 2012) argued that teacher is a profession that requires special expertise in a task in educating, teaching, guiding, directing, training, assess, and evaluate students on the kindergarten, primary school, junior high school and senior high school. From the above understanding, it can be concluded that the teacher is a profession that holds an important mandate or task, namely to educate the nation's children and become a source of knowledge for students.

Furthermore, According to Supriyadi (2013), the function and the important role of the teachers in the teaching and learning process is as director of learning. It means that the teacher is expected to be good at directing student learning activities in order to achieve success in learning (academic performance) as has been applied in the target activities teaching learning process, so each teacher serves as:

- a. Teacher as Designer of Instruction This function requires teachers to always be able and ready to design a successful teaching and learning activities effectively and efficiently.
- b. Teacher as Manager of Instruction This function requires teacher ability to process (organizing and controlling).
- c. Teacher as Evaluator Students Learning This function requires teacher to constantly keep abreast of the progress of learning achievement level academic performance of students each period of learning.

From the discussion above it can be concluded that the teachers can be said to be the director of teaching and learning activities. It means that the teacher is required to guide and organize students in the learning process so that learning objectives can be achieved. The role of the teacher is very important in teaching and learning activities, namely as someone who must be good at compiling learning materials to achieve learning goals, being able to control the class and assessing student outcomes or development.

2. Strategy

Kindsvatter (1996, as cited in Wahidah, 2015) argued that teaching strategies support teacher to optimally teaching methods and materials. It means that the strategy implemented by the teacher makes students not experience difficulties in understand the meaning of the material. It supports as a path to achieve goals in the teaching and learning process. He classifies four types of teaching models, namely: the first, direct teaching, this strategy refers to the academic center, where classes are guided by teachers utilizing structured and structured material. It also leads to teaching implementation of action in which objectives are explicit to students, adequate time is served for teaching, content scope is broadly monitored student performance, and academically oriented feedback.

The second mastery learning, this strategy focusing on students' proficiency to learn through the provision of sufficient time and the

right circumstances using a diagnostic-prescriptive approach to making provision of order. This strategy is taught in the hope that all students, given sufficient time, can achieve sensible learning goals.

The third, Cooperative learning, Roberts & Kenney (1985, as cited in Wahidah, 2015) stated that it uses peer guidance and teamwork to spur student learning. It accentuates the stimulus, as well as mastery of learning, and like the other two models can be applied by teachers in primary and secondary school classes empowering the teaching materials of the system. The main particles of the strategy are peer correlation, collaboration, and communication.

The last, problem based learning, according to Sadker (2005, as cited in Wahidah, 2015), this strategy used on authentic or real-life problems. The Purpose is the students can familiarize themselves in everyday life; this strategy is centered on authentic or real-life problems. The role is the teacher's capacity is to find activities that spark student interest, It method is these functions include learner collaboration, high-level ideas, interdisciplinary assignments, artifacts and exhibitions, and authentic learning. Role of Learners is the learner can increase and drain their skill and knowledge. And it uses both formative (during instruction) and summative (conclusion of instruction) evaluation.

3. Teaching

Schlechty (2004, as cited in Ababio, (2013:38)) argued “teaching as an art of inducing students to behave in ways that are assumed to lead to learning, including an attempt to induce students to do so”. Teaching is an action taken to provide an example to students about something or to provide encouragement or instruction to students so that students can understand and practice what is obtained, of course, about good things.

In teaching, of course teaching models are needed which are seen as being able to overcome teacher difficulties in carrying out teaching tasks and students' difficulties in learning. Learn style can be interpreted as a type or design used for the visualization process in delivering a teacher's material to students. According to Tadrif (1989, as cited in Azwar, 2013) a set or collection of models that are considered comprehensive or all encompassing is a collection of models developed by Bruner Joyce and Marsya Weil with the following categories:

- a) Information Processing Model (Information Processing Stage)

Information processing is a key term in cognitive psychology that has recently increasingly dominated most educational psychology research and discussion efforts. The compilation of word information is used to describe how individual members respond to their environment by operating knowledge and

managing information preserved from events in the surrounding environment, such as sounds or words, movement of objects, pictures and so on.

b) Personal Model (Personal Development)

The Personal Model is a family of learning models that emphasizes the process of developing individual student personalities by paying attention to emotional life. This personal model is more emphasized on the formation and organization of the realities of life, environment and life that are unique / unique.

c) Social Model (Community Relations)

The Social Model is a teaching model that focuses on the process of interaction between individuals that occurs in groups of individuals or the. Therefore, this clump of models is commonly referred to as an interactive model (a model that contains relationships between individuals).

d) Behavioral Model (Behavioral Development)

The Behavioral Model is the level and behavior characteristics of students who have entered teaching and learning activities. The behavior system model in learning is built on the basis of a behavioral change theory framework; through this theory students are guided to solve learning problems through breaking down behavior into small and sequential numbers.

4. Vocabulary

Hatch and Brown (1995, as cited in Meliana, 2018), said that the vocabulary can be interpreted as an arrangement or collection of words for an exclusive language or a set or group of words that every speaker of the language might use. The point is that the vocabulary is a group of words that a person uses according to the particular language they use. Additionally, Brown (2001) sees vocabulary as tedious lists of words that have to be interpreted and memorized students, the tenses are seen in their essential capacities in contextual and meaningful language. From the above understanding, it can be concluded that a vocabulary is a group of words that are strung together to form a sentence that can be used by someone to convey a specific purpose, of course the meaning of the word series has a meaning in accordance with what the recipient wants to convey and can understand.

Fauziati (2010, as cited in Sari, 2013) stated that vocabulary is the core of language and is essential for language learners in general. If there is not enough vocabulary, a person cannot effectively express or explain his ideas either in spoken form or in writing. Having a poor vocabulary is also a divider that prevents learners from learning a language other than their own. Vocabulary as an important part of language is very important to learn and master in order to improve

students' language skills. Vocabulary becomes the basis or foundation for us to start learning English.

Vocabulary is the first step in learning English, because the lack of mastering vocabulary in English, learners will experience problems in mastering English. Thus, vocabulary should be the main goal or preference in teaching and learning English. In the teaching and learning process, vocabulary must be studied and explored with all aspects of vocabulary or words. The vocabulary aspect is not only the meaning of a word, but also relates to how it is pronounced, how it is pronounced, how the inflexion is (i.e. how it changes if it is a verb, noun or adjective), other grammatical information about it, and how collocations or what other words are often used with it. Students are expected to be able to memorize it. So the teacher must innovate in order to have an effective way or technique to help students memorize vocabulary

5. Teaching Strategy

Teaching strategy is a general plan for the lesson that includes the instructional objectives of the structure and an outline of the planned tactics needed to implement (Stone and Morris, in Issac, 2010 cited in Saputra (2014)). The point is that the teaching strategy is a teacher's formulation of things that will be done or taught in the classroom according to the objectives that are expected to be achieved, as well as plans for teaching methods that have been formulated for later application in class.

Issac (2010, as cited in Saputra, 2014) further explained that the teaching strategy is the teacher's behavior that he embodies in the classroom, the development of teaching strategies provides appropriate stimuli for timely responses, drilling of learned responses, enhancing responses with extra activities and so on. With the teaching strategy prepared by the teacher, making the teacher focused in taking action in the classroom in teaching, the right strategy used by the teacher will motivate students so that students will respond well and quickly.

Freeman (2000, as cited in Meliana, 2018) considered that games take a very important role in language teaching and learning since, through the use of games, the high levels of stress and anxiety can decrease considerably. Game strategy is one of the strategies commonly used by teachers in teaching English vocabulary. By using game strategies, students become more interested and do not feel pressured in participating in the teaching and learning process, so that students can receive lessons well without any coercion. As expressed by Huang (1996, as cited in Meliana, 2018) learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence.

Abuddin (2011) revealed that lecture strategy is a way of presenting lessons carried out by teachers with direct narratives or

explanations in front of students. Lecture strategy is also a strategy commonly used by English teachers in teaching English vocabulary. In this lecture strategy, the teacher explains directly the material in front of the students. Schmitt (2000, as cited in Sihotang, 2017) that memory strategies engage learners in learning the new word through mental processing by associating their existing or background knowledge with the new word. Memorization strategies in teaching English vocabulary provide opportunities for students to get to know new words so that students can connect or combine these newly known words with words they have known before.

Welker (2010, as cited in Meliana, 2018) reveals that paper dictionary use during reading facilitates reading comprehension and vocabulary acquisition for students when they reading a second language. In addition, Lew (2010, cited in Meliana, 2018) argues that e-dictionaries offer interactive ways of finding the meanings of word in comparison to printed dictionaries. Dictionary strategy can help students to find the meaning of a word making it easier for students to understand the meaning of a second language when reading it, paper dictionaries and electronic dictionaries both have a function to help students find the meaning of a word so that dictionary strategies are used to find new words so as to increase vocabulary for students.

6. Students' response

According to Hamalik (2009), response is every individual behavior is essentially a response or reply to a stimulus or stimulus. The human individual participates as a controller between stimulus and response so that what determine the form of an individual's response to a stimulus are the stimulus and individual factors themselves. From the above opinion, it can be concluded that the response is someone's feedback about something that is received, so it is said that the person himself really determines how the response to something he receives.

Student responses to teacher teaching strategies in the classroom are needed to determine the extent to which teachers are successful in implementing teaching strategies in class, if students respond well or are satisfied with the teacher's teaching strategies in class this indicates that the teacher has been successful in implementing these strategies.

CHAPTER III

RESEARCH METHOD

A. Research Types And Design

In this study, researcher used descriptive qualitative research method, because the researcher was analyzed the data descriptively, that is, in this research method the researcher was utilized qualitative data and described it descriptively. This type of qualitative descriptive research describes the actual data results without any engineering or other processing processes. According to Sugiyono (2008, as cited in Mardiana, 2017), descriptive method was a method used to examine the status of society, an object, a situation, the thoughts, and the events that will happen. Fraenkel and Wallen (2012 as cited in Satriadi, 2014) indicated that investigates the quality of relationships, activities, situations, or materials is frequently refer to as qualitative research.

B. Location And Time Of Research

In this study, the researcher carried out a study at SMP IT An Nas Sikapaya, Desa Minasa Upa, Kecamatan Bontoa, Kabupaten Maros from May to July 2021.

C. Population And Samples

1. Population

According to Sugiyono (2011), population is a generalization area consisting of objects / subjects that have certain weights and features that are determined by the researcher to be investigated and

then make conclusions. In this study, the populations are teachers and students of SMP IT An Nas Sikapaya. At SMP IT An Nas Sikapaya only has one English teacher and consists of three classes, namely grades one, two and three.

2. Sample

The sample is part of the population that the researcher wants to study, according to Sugiyono ((2011:81), as cited in Sulistiyono (2013:19)) "the sample is part of the number and characteristics of the population" so that the sample is part of the existing population so that sampling must use certain methods based on by existing considerations. According to Kerlinger (2006, as cited in Hidayat, 2018), simple random sampling is a method of taking from a population or universe with a predetermined technique so that every member of the population or universe has an equal chance of being collected or taken.

So that the sample was randomly selected by taking two students in each class, namely two students in grade 1, two students in grade 2 and two students in grade 3. The sample was taken randomly to represent the population because in this study, the researcher focused on the teacher's vocabulary teaching strategy and student responses so that it was not based on students' abilities.

The sample of this research is an English teacher and six students who are randomly selected from grades 1, 2 and 3 at SMP IT An Nas Sikapaya.

D. Research Implementation Procedures

In this study, researcher took steps carried out in three stages, namely: preparation, going to the field, and data processing. In the preparation process, the researcher carried out some action, those were developing the research design, selecting the research location, taking care of licensing from the campus or related agencies, observing the situation, selecting and utilizing informants, and preparing research instruments.

The second step was going to the field. The first thing to do was try to know and understand the situation in the field so that researcher can adapt to then be active in activities (data collection). The last step was data processing, what the researcher did was data analysis, draw conclusions and verification, and the last is the narrative of the results of the analysis.

E. Data Collection Techniques

Data collection techniques were carried out by means of interviews and observations. Interviewing is a process of dialogue or interaction to gather information through questions and answers between researchers and sources or research subjects. With the current development of information technology, interviews can be conducted even if they do not meet in person, namely through telecommunications media. Basically, an interview is an effort or activity to collect intensive data or information

about a problem or topic raised in research or it is an effort to support the correctness of information that has been obtained by other techniques before.

. Esternberg (2002, as cited in Sugiyono, 2010) argued that several kinds of interviews, namely:

1. Structured Interview

Structured interviews are used as a data collection technique, when researchers or data collectors already know with certainty about information to be obtained. Therefore, in conducting interviews, data collectors have prepared research instruments in the form of written questions for which alternative answers have been prepared. With This structured interview each respondent is given questions that are not different, and data collectors recorded it.

2. Semi structure Interview

This type of interview is included in the in-depth interview category, because in practice it is freer when compared to structured interviews. The thing that is wanted to be achieved from this interview is to know the problem is more open, by the way the parties were interviewed asked for their opinions and ideas.

3. Unstructured Interview

Unstructured interview is an interview that is free in a way researcher did not use interview guidelines that had been arranged in a manner systematic and complete for data collection.

In this study, researcher used a semi structured interview technique. Interviews were conducted with an English teacher and six students at SMP IT An Nas Sikapaya. The first interview was conducted with the English teacher at SMP IT An Nas Sikapaya, and the further interviews were conducted with the students one by one.

Not just an interview, observation is also part of the data collection methods that are widely applied in qualitative research methods. According to Fathoni (2006, as cited in Nurwega, 2015), observation is a technique data collection is carried out through an observation, accompanied by records of the state or behavior of the target object. Observation is basically an activity that involves the senses, being able to look, detect smells, hear, find the required information to get answers to research problems. The results of the observation are in the form of implementation, subject, object, atmosphere or certain matters, and someone's emotional response. Observations are made to get an actual description of an event or incident to get answers to research questions.

More about instrument of research, Arikunto (2006, as cited in Alhamid, 2019) argued that the tool used by researcher to collect data so that the work is easier and the results are better so that it is easy to process is called an instrument. Instruments have an important role in research. The instrument is one of the important steps in conducting this research, because with the research instrument, researcher will be easily and directed

in conducting research. The research instruments that the researcher used were interview guidelines and observation guidelines.

F. Data Analysis Techniques

According to Sugiyono (2007, as cited in Rijali, 2018), Data analysis is the activity of trying to systematically find and organize interview transcripts, field notes, and other material that you collect to increase your understanding of them and to enable you to present what you have found to others.

In principle, qualitative data analysis is carried out in simultaneously with the data collection process. Because this research is a qualitative research so the data analysis technique to be carried out in this research is the qualitative data analysis technique developed by Miles and Huberman. According to Miles and Huberman (1992, as in Barsowi, 2008), Activities in analyzing data include three simultaneous activities, namely data reduction, data presentation and drawing conclusions (verification).

Data reduction is a process of selecting, concentrating attention, abstracting and transforming rough data from the field. This step lasts as long as the research is carried out, from the beginning to the end of the study. Data reduction activities carried out by the author at the beginning of the study include: determining the conceptual framework, determining the problem, determining the approach in collecting the data obtained. While the reduction process during data collection, namely: making a

summary, providing code on certain aspects, looking for themes, writing memos and others. Reduction is part of the analysis, not separate. Its function is to sharpen, classify, direct, remove unnecessary and organize so that interpretations can be drawn. Reduced data provides a sharper picture of the results of the observations. Also makes it easier for writers to retrieve the data obtained when needed.

Data presentation or data display is a systemized collection of information that makes it possible to conclude and take action. Data presentation is also part of the analysis, even includes data reduction. In this process, data is classified according to core themes. Drawing conclusions or verification is part of an activity from a complete configuration. In this stage, the authors formulate propositions related to logic principles, raise them as research findings and then continue by reviewing the existing data repeatedly, grouping data that have been formed, and propositions that have been formulated. The next step is to report the complete research results with new findings that are different from existing findings.

In data analysis, after the researcher collected data through interviews and observations of the English teacher and 6 students at SMP IT An Nas Sikapaya, through three stages, namely data reduction, data presentation and drawing conclusions. In data reduction, after collecting data, the researcher selected data that was considered necessary that is relevant to the final goal and discards unnecessary data, in other words,

reduces data based on the theme or topic of answers given by the respondent.

. In data presentation, compiled the data was collected to make it easier to understand and then draw conclusions from the data, presenting the data in the form of notes on the results of observations and interviews. In drawing conclusion, the researcher drew conclusions that were in accordance with the research question. Then matched the data with the existing theory to then determine the final conclusion and then researcher wrote down the results of the research.

CHAPTER IV

FINDING & DISCUSSION

A. FINDING

Based on the results of observations and interviews of researcher with research subjects, the researcher found that there were several strategies used by the English teacher at SMP IT An Nas Sikapaya in teaching vocabulary and the researcher also found that students' response to the strategies applied by the English teacher at SMP IT An Nas Sikapaya was very good.

1. Data Presentation from the observation

Teaching and learning activities in the classroom begin with the teacher greeting students and students answering greetings, then the teacher asks students how they are and attends students one by one, then the teacher reviews the learning in the previous meeting to test students' understanding, after that then enter the material for that day. The following is an explanation of the researcher's findings from the results of observations regarding the strategies of English teacher and students responses at SMP IT An Nas Sikapaya:

a. Observation I (03 May 2021)

The first observation, the researcher was held on May 3, 2021 directly during the teaching and learning process in the first grade of SMP IT An Nas Sikapaya.

Based on the results of observations in table 1.1, it shows that the strategies applied by the teacher for the first grade include game strategies with the following steps: students are divided into 2 groups, then students line up, the student in the back row writes one word on the back of his friend then his friend guesses what word is written, then the friend in the penultimate row writes the word on the back of his friend in front of him then friends in front of him guess what word is written, and so on until the front row guesses what word is written by his friend.

Then the second strategy applied by the teacher is the dictionary strategy by students is given the task of looking up the meaning of words using a dictionary and mentioning them one by one and their meaning. Then the third strategy is memorizing strategy which students are given the task of memorizing vocabulary.

From the observations, the researcher saw that the students were enthusiastic and interested in following the lesson with the strategies applied by the teacher.

b. Observation II (17 May 2021)

The second observation, the researcher held on May 17, 2021 directly during the teaching and learning process in the first grade of SMP IT An Nas Sikapaya.

The results of observations in table 1.2 show that before starting the lesson, the teacher motivates students about the importance of learning vocabulary by giving an explanation to students about the importance of mastering vocabulary in English. The first strategy applied by the teacher is the dictionary strategy in which Students write the names of 20 fruits and look up the meaning of the word in English in the dictionary.

Then the second strategy is the memorization strategy in which students are given time to memorize 20 fruit names that have been changed to English earlier and after a few minutes, students say what words have been memorized. The next strategy is game strategy or play charades where the teacher says the name of the fruit in Indonesian, then the students guess it in English.

From the results of observations, researcher can analyze that Students are enthusiastic in participating in the teaching and learning process.

c. Observation III (17 May 2021)

The third observation, the researcher held on May 17, 2021 directly during the teaching and learning process in the second grade of SMP IT An Nas Sikapaya.

Based on the observations in table 1.3, it shows that the strategy used by the teacher is a game strategy where the teacher distributes paper that has vocabulary on adjectives in the form of

sentences, then look for adjectives in the sentence. From the results of observations, the researcher saw that students were excited and enjoy the game.

d. Observation IV (17 May 2021)

The fourth observation, the researcher held on May 17, 2021 directly during the teaching and learning process in the third grade of SMP IT An Nas Sikapaya.

Based on the observations in table 1.4, it shows that the teacher motivates students about the importance of mastering vocabulary in facing the exam, because at that time third grade students will face the national exam. The strategy used is the lecture strategy where the teacher explains about some vocabulary material that usually appears in the national exam and how to answer them. Then the close meaning strategy where Students looked for 20 words and interpret them into English then look for synonyms/close meaning.

From the results of observations, researcher can analyzed that students carefully follow the teacher's directions.

e. Observation V (20 May 2021)

The fifth observation, the researcher held on May 20, 2021 directly during the teaching and learning process in the first grade of SMP IT An Nas Sikapaya.

Based on the results of observations in table 1.5, it shows that the strategy that the teacher applies in teaching vocabulary is a memorize strategy, where students look for words and their meanings, then give time for students to memorize them, then go up in front to memorize them. Then a strategy game, where the teacher introduces the names of body parts in English, then plays a guessing game, the teacher points to the body parts and the students guess in English.

Student responses to the strategies applied by the teacher in the classroom were students interested and enthusiastic in participating in learning.

f. Observation VI (20 May 2021)

The sixth observation, the researcher held on May 20, 2021 directly during the teaching and learning process in the second grade of SMP IT An Nas Sikapaya.

Based on the results of observations in table 1.6, it shows that the strategy used by the teacher is a memorize strategy where students looked for vocabulary and its meaning, and then memorized it. Students are divided into two groups, then group 1 reads the vocabulary and its meaning and group 2 writes it down and vice versa.

Student responses to the strategies applied by the teacher in the classroom are students were interested and enthusiastic in following the lesson.

g. Observation VII (02 June 2021)

The seventh observation, the researcher held on June 5, 2021 directly during the teaching and learning process in the second grade of SMP IT An Nas Sikapaya.

Based on the results of observations in table 1.7, it shows that the strategy applied by the first teacher is a close meaning strategy where students grouped words based on their meanings and circle words that have different meanings. Then the second strategy is the memorization strategy in which students memorize words that have the same meaning or are interconnected.

From the results of observations, researcher analyzed that students were interested and enthusiastic in following the lesson.

2. Data Presentation from the interview with teacher

Based on the results of the interview conducted on July 2, 2021 with the English teacher at SMP IT An Nas Sikapaya, the researcher found that there were several strategies used by the teacher in teaching vocabulary.

The strategy used by the teacher was a game strategy as the results of the interview below:

Teacher : for vocabulary usually I use strategy games because seperti yang tadi, selain itu tidak membosankan untuk anak-anak seusia mereka,.....

(for vocabulary usually I use strategy games because as before, apart from that it is not boring for children their age,.....).

Aside from that, game strategies are used to attract students' attention to focus on the lessons given but must also be adjusted to the subject matter whether it can be used or connected to the game to be given, as explained by the teacher in the interview results below:

Teacher : Kan usually I used game for learning, nah ketika kita sudah menggunakan game dalam pembelajaran biasanya kefokusannya mereka itu akan tertuju langsung kepada pelajaran yang akan mereka pelajari karena games ini kan sudah ada dalam pelajaran jadi dia pasti akan fokus ke pelajaran

(I usually use games for learning, when we use games in learning, usually their focus will be directly on the lessons they will learn because these games are already in the lesson, so they will definitely focus on the lesson

And then, game strategies also make students more active as the teacher said in the interview below:

Teacher : I think students itu if I use strategy games, misalkan kalau saya sudah pakai strategy games, I think all of students to be active during the learning English

(I think students are if I use strategy games, for example, if I have used strategy games, I think all of students to be active during the learning English

The next strategy is the strategy of memorizing as the results of the interview below:

Teacher : Oh iya saya ingat lagi, masih ada satu strategi yang biasa saya gunakan jika learning in vocabulary,biasanya itu memorizing.....

(Oh yes, I remember again, there is still one strategy that I usually use when learning in vocabulary, usually it's memorizing.....)

Furthermore, from the results of interviews with teachers, the researcher found that the dictionary strategy was also used in teaching vocabulary

Teacher : Ada juga beberapa materi yang mereka langsung sendiri cari di kamus makna dari sebuah kata.

(There are also some materials that they directly look up in the dictionary the meaning of a word).

The next, based on the results of interviews with teacher, researcher found that the strategies used by teacher in teaching vocabulary were synonyms /close meaning strategy.

Teacher : Biasanya strategi itu tergantung dari materi mereka but if I use vocabulary pernah juga saya mengajar vocabulary menggunakan strategi close meaning....

(Usually the strategy depends on their material but if I use vocabulary I have also taught vocabulary using the close meaning strategy...)

Furthermore, the strategy applied by the teacher in teaching vocabulary is the lecture strategy, based on the results of the interview with the teacher below:

Teacher :untuk seusia mereka yang di kelas 3 kata mereka sudah tidak ingin main game, jadi biasanya Cuma pakai ceramah saja yang penting mereka paham.

(For those of their age who are in grade 3 they say they don't want to play games anymore, so they

usually only use lectures, what matters are that they understand).

Furthermore, as for the learning model applied by the teacher in the classroom, there are two methods, the first is direct teaching and the second is cooperative learning, as the results of interviews with teachers below:

Teacher: Yah, usually I used direct teaching for the students, nah ketika saya mengajar langsung kan mereka mendengar kata itu saya sebutkan langsung jadi mereka agak mudah untuk menyebutkannya, maybe solusinya itu ketika mereka belajar vocabulary, nah kemudian cooperative learning, cooperative learning juga menurut saya untuk mengatasi masalah mereka pada saat kesusahan belajar vocabulary So just two: direct teaching and cooperative learning.

(Well, usually I used direct teaching for the students, now when I teach directly they hear the word I mention it directly so it's a bit easy for them to say it, maybe the solution is when they learn vocabulary, then cooperative learning, cooperative learning is also in my opinion for overcome their problems when they have difficulty learning vocabulary So just two: direct teaching and cooperative learning).

From the results of interviews, researcher can assessed that the strategies applied by teacher in teaching English vocabulary make students more active in participating in lessons and make students more interested and enthusiastic. The five strategies applied by the teacher can be said to be a solution for teachers who have difficulty in attracting students' attention and interest in teaching vocabulary and

also become motivation for students to be more active in participating in class.

3. Data Presentation from the interview with students

Based on the results of interviews with students, the researcher found that there were several strategies applied by the teacher in teaching vocabulary and the students liked the strategies applied by the teacher. As the results of the interview below:

Researcher: Strategi mengajar guru yang seperti apa yang anda sukai?

(What kind of teacher teaching strategies do you like?)

Student 2 : Yang seperti game

(This is like a game)

The game strategy applied by the teacher in the classroom is liked by the students as the results of the interview with the students below:

Researcher: Apakah anda menyukai cara mengajar yang diterapkan oleh guru di kelas?

(Do you like the way the teacher teaches in the classroom?)

Student 2 : Iya

(Yes)

Another student also stated that he liked the game strategy applied by the teacher in the classroom in the results of interviews with other students below:

Researcher : Strategi mengajar guru yang seperti apa yang anda sukai?
(What kind of teacher teaching strategies do you like?)

Student 3 : Main game.
(Play game)

Researcher : Apakah anda menyukai cara mengajar yang diterapkan oleh guru di kelas?
(Do you like the way the teacher teaches in the classroom?)

Student 3 : Menyukai
(Like)

The students also responded well to the memorization strategy, as the results of the interviews with students below:

Researcher: Strategi mengajar guru yang seperti apa yang anda sukai? Misalnya guru menggunakan game dan sebagainya.

(What kind of teacher teaching strategies do you like? For example, teachers use games and so on).

Student 1 : Menghafal
(Memorize).

The next strategy that is preferred by students is the strategy of dictionaries and close meaning.

Researcher: Strategi mengajar guru yang seperti apa yang anda sukai?
(What kind of teacher teaching strategies do you like?)

Student 4 : Belajar sendiri

(Learn on my own).

From the interview data above, the researcher found that the dictionary strategy as well as the synonym/close meaning strategy, where students tend to look up the meaning of words in the dictionary and look for synonyms or close meaning of a word, is liked by students by saying that students like to study alone or independently.

Then for the lecture strategy, student responses are also very good, this can be seen from the data from interviews with students below:

Researcher: Strategi mengajar guru yang seperti apa yang anda suka?

(What kind of teacher teaching strategies do you like?)

Student 5 : Strategi penjelasan.

(Explanation strategy).

This can also be seen from the data from interviews with other students below:

Researcher: Strategi mengajar guru yang seperti apa yang anda suka?

(What kind of teacher teaching strategies do you like?)

Student 6 : Menjelaskan secara langsung

(Explain directly)

Then from the data above, the researcher found that the vocabulary teaching strategy applied by the teacher in the classroom got a good response from students and students were interested in vocabulary learning as shown in the data from interviews with students below:

Researcher: Apakah pembelajaran Bahasa Inggris (terkhusus kosakata) menarik?

(Is learning English (especially vocabulary) interesting?)

Student 1 : Menarik.

(Interesting).

The same answer was also obtained from other students

Researcher: Apakah pembelajaran Bahasa Inggris (terkhusus kosakata) menarik?

(Is learning English (especially vocabulary) interesting?)

Student 3 : Menarik

(Interesting).

From the interview data above, the researcher found that all students interviewed were interested in learning vocabulary given by the teacher in class. From the results of interviews with students, it was found that the strategies applied by the teacher included game strategies, memorization strategies, dictionary strategies, synonym/close meaning strategies and lecture strategies according to the results of interviews with their teacher and according to the results of observation. Students

responded well and became enthusiastic about the strategies applied by the teacher.

B. DISCUSSION

1. Teacher's strategies in teaching English Vocabulary

Vocabulary is the main thing that must be introduced to students, especially to novice students. In this case the teacher has an important role in teaching vocabulary to students. So teaching strategies are needed which are expected to help teachers and students learn vocabulary more easily. The research was conducted at SMP IT An Nas Sikapaya, Desa Minasa Upa, Kecamatan Bontoa Kabupaten Maros. Based on the results of the research using interview and observation methods, the researcher found that the English vocabulary teaching strategies applied by the English teacher at SMP IT An Nas Sikapaya were game strategy; memorize strategy, dictionary strategy, synonym/close meaning strategy and lecture strategy.

a. Game Strategy

The first strategy is using game. Based on the results of observations made by the researcher, it shows that the teacher applies game strategies in teaching vocabulary. One example of the game strategy applied by the teacher is students are divided into 2 groups, then students line up, the student in the back row writes one word on the back of his friend then his friend guesses what

word is written, then the friend in the penultimate row writes the word on the back of his friend in front of him then friends in front of him guess what word is written, and so on until the front row guesses what word is written by his friend. This is in accordance with the results of interviews with English teacher who stated that the strategy used in teaching was game strategy, as well as the results of interviews with students who stated that game strategy was one of the strategies commonly applied by teacher in the class. This is in line with the research results of Yulianti (2018), that teacher used game strategy in teaching English vocabulary and it was effectively because students so excited learn used game and they more easily to understand the materials.

The English teacher of SMP IT An Nas Sikapaya also stated that by using game strategies in teaching vocabulary, students became more enthusiastic in learning, and this game strategy was also used as a technique to motivate students to be interested in English lessons, especially vocabulary, for example if the material felt not suitable to be used as game material, so before starting the lesson, the teacher gives a game to students to attract students' attention. This is in line with what Huang (1996, as cited in Meliana, 2018) that learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation

and spontaneity, reinforcing learning, improving intonation and building confidence.

Applying game strategies in teaching English vocabulary makes it easier for students to understand and recognize vocabulary and also makes students more active in the learning process because with game strategies, students can get their respective roles which make them more active and participate in the learning process. As expressed by Freeman (2000, as cited in Meliana, 2018) games take a very important role in language teaching and learning since, through the use of games, the high levels of stress and anxiety can decrease considerably. Students do not feel forced to develop a proposed task. Besides, games also provide motivation and entertainment and providing students' opportunities to express their opinions and feelings.

b. Memorize Strategy

The second strategy applied by the teacher in teaching English vocabulary in the classroom is the memorization strategy. Based on the observations made by the researcher, the researcher found that the teacher applied a memorization strategy to students, in which students were given a few minutes to memorize vocabulary and were told to memorize it in front of the class. This is also in accordance with the results of interviews with teacher who stated that in addition to game strategies, the teacher also

applied memorization strategies to students. This is also in accordance with the results of interviews with students who said that the memorization strategy had been applied by the teacher in the classroom.

The researcher found that the memorization strategy was quite effective because when students were given the task of memorizing vocabulary, their vocabulary mastery automatically increased again, as revealed by Schmitt (2000, as cited in Sihotang, 2017) that memory strategies engage learners in learning the new word through mental processing by associating their existing or background knowledge with the new word.

c. Dictionary Strategy

Dictionary strategy is also used by the English teacher of SMP IT An Nas Sikapaya, from the observation results show that the strategy applied by the teacher in teaching vocabulary is a dictionary strategy, This is also in accordance with the results of interviews with the teacher who stated that the strategy the teacher used was a dictionary strategy where students looked for the meaning of a word in the dictionary.

The dictionary strategy makes students more independent because students are required to try to find the meaning of a word on their own and usually something that is obtained with the search results itself will stick in the memory. Using a dictionary, whether

it's a book or an electronic dictionary, can help students find the meaning of a word quickly. Welker (2010, as cited in Meliana, 2018) reveals that paper dictionary use during reading facilitates reading comprehension and vocabulary acquisition for students when they reading a second language. In addition, Lew (2010, as cited in Meliana, 2018) argues that e-dictionaries offer interactive ways of finding the meanings of word in comparison to printed dictionaries. E-dictionary and Paper Dictionary, both have the same function so it does not matter whether students will use an e-dictionary or paper dictionary because the focus here is how students can find the meaning of a word independently in either an e-dictionary or paper dictionary. This dictionary and memorization strategies are also in line with the research by Meliana et al (2018), in their research found that the teacher used the dictionary strategy in teaching English vocabulary to make students easier to find the meaning of the new words. Teacher also used memorization strategy that could facilitate students if they have vocabularies stock to support their language skills.

d. The Synonym / Close Meaning Strategy

The next is the strategy of synonyms / close meaning, from the results of observations this strategy is applied by the teacher by asking students to group words based on similar meanings or those whose meanings are close to or almost the same. The results of

interviews with the teacher and students also show that the teacher apply this strategy in the classroom. With the synonym/close meaning strategy, students are more independent because students are given the opportunity to think and find their own similarities in words so that students can understand in detail the meaning of words. This is in line with research by Dewi Nur Asyiah (2017), that strategy synonym used by teachers to teach vocabulary to the students to expand their vocabulary.

e. Lecture Strategy

The next strategy is the lecture strategy. From the observations, the researcher found that the lecture strategy was applied by the teacher in teaching English vocabulary in the classroom, but this strategy tends to be applied in the third grade. Based on the results of interviews with teacher, the teacher said that third grade were more likely to like the lecture strategy, so the teacher applied the lecture strategy. This is also in accordance with the results of interviews with third grade students who prefer lecture strategies in class.

The lecture strategy is also a simple strategy for teacher and is also very well applied to classes with a large number of students who do not allow other strategies such as games to be applied because of concerns that they will have difficulty implementing them. With the lecture strategy, students can directly receive

material explanations from the teacher so that the available time becomes efficient. Abuddin (2011) revealed that lecture strategy is a way of presenting lessons carried out by the teacher with direct narratives or explanations in front of students.

Based on the results of observations and interview, from the five strategies applied by the teacher above, the researcher found that direct teaching and cooperative learning are the two methods used by English teachers at SMP IT An Nas Sikapaya, direct teaching is a method in which the teacher teaches students directly according to the material that has been set or arranged while cooperative learning is applied with collaboration or communication between students in learning. As said by Roberts & Kenney (1985, as cited in Wahidah, 2015) that cooperative learning uses friend guidance and teamwork to spur student learning. And direct teaching, this strategy refers to the academic center, where classes are guided by teachers utilizing structured and structured material (Kindsvatter (1996) cited in Wahidah, (2015)).

2. Students' responses toward the strategies used by the teacher

According to participants, the researcher found that the strategies applied by the teacher in teaching English vocabulary was responded well by the students where students were enthusiastic and more active in following the lesson. Meanwhile, teacher said that students became more active and participated in learning. From the

interviews with the participants, students were interested and liked the teaching strategies applied by their teacher in the classroom.

The right strategy in teaching vocabulary is needed. It provides motivation to students so that students are excited to follow the lesson without getting bored. This is a student response to what is given by the teacher, as expressed by According to Hamalik (2009, as cited in Agustya, 2017), response is every individual behavior is essentially a response or reply to a stimulus.

CHAPTER V

CONCLUSION AND SUGGESSTION

A. CONCLUSION

In this study, the researcher found that there were five vocabulary teaching strategies applied by the teacher, firstly the game strategy, then the memorization strategy, and then the dictionary strategy, then the synonym/ close meaning strategy and the last one was the lecture strategy. In terms of providing motivation, game strategies are also applied so that students become more excited to learn and focus on the lessons given. There are two teaching models applied by the teacher, namely direct teaching and cooperative learning.

The students' responses to the strategies implemented by their teacher were very good and they were enthusiastic in following the lessons and strategies implemented by the teacher. In terms of providing motivation, game strategies are also applied so that students become more excited to learn and focus on the lessons given

B. SUGGESSTION

Based on the result of the research stated above, the researcher draws some suggesstions. The researcher hopes that these suggesstions will be useful, especially for the teacher, for students and the other researcher. They are as follows:

a. For the Teacher

Teaching English vocabulary is indeed difficult, but to make it easy, teachers are expected to take the initiative to do something that can make students interested in learning and easily understand the lesson. By applying certain strategies that can attract students' attention, it is hoped that it can help teachers in teaching English vocabulary. The strategy found by researcher from the results of observations and interviews with English teacher is expected to be an inspiration for English teachers so that this strategy can be applied to be able to assist in teaching and learning activities, especially learning English vocabulary.

b. For the students

Students who want to master vocabulary need perseverance and persistent effort in learning, besides the motivation of the teacher, the most important thing is self-motivation. The strategy applied by the teacher in teaching vocabulary is expected to make students more interested and active in learning.

c. For Education

In education, both elementary and high school, strategies are needed in the teaching and learning process, the researcher hopes that the strategies found can inspire anyone, so that education can improve and develop.

d. For the other researcher

The researcher suggests to further researchers who want to examine teacher teaching strategies, especially English vocabulary, to be able to analyze more deeply and hopefully find new, more interesting strategies.

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APPENDICES

A. INTERVIEW

English Teacher

Researcher: (To increase students' learning motivation, is there a special strategy that you use so that students do not feel bored during teaching and learning activities?)

Teacher : Strategy, hmm usually I use strategy for learning is games, biasanya. Karena apa, karena kan di mana kita tahu itu siswa yang masih SMP itu masih tingkatan dari SD yah jadi kebanyakan siswa itu untuk menghilangkan kebosanannya mereka, usually I use game for learning activity usually.
(Strategy, hmm usually I use strategy for learning is games, usually. Because of what, because where do we know that students who are still in junior high school are still in elementary school, so most of the students want to get rid of their boredom, usually I use games for learning activity usually)

Researcher: How to get Students' attention to focus on your lesson?

Teacher : Focus to lesson yah?
(Focus to lesson?)

Researcher: Bagaimana mendapatkan perhatian siswa agar mereka fokus dalam pembelajaran anda?

Teacher : Kan usually I used game for learning, nah ketika kita sudah menggunakan game dalam pembelajaran biasanya kefokusan mereka itu akan tertuju langsung kepada pelajaran yang akan mereka pelajari karena games ini kan sudah ada dalam pelajaran jadi dia pasti akan fokus ke pelajaran karena biasanya jika bermain game langsung pada inti pelajaran tapi biasanya ada bahan materi pelajaran yang tidak bisa di combine dengan game, nah biasanya jika anak-anak

mengantuk atau tidak bergairah untuk belajar biasanya saya selipkan game Bahasa Inggris tapi bukan ada pada materi. Jadi untuk materi yang tidak ada hmm tidak bisa dijadikan game lantas anak-anak tidak memperhatikan pada saat saya menjelaskan biasanya saya membuat game Bahasa Inggris kecil-kecilan supaya mereka fokus kembali ke saya dan kembali ke materi yang dipelajari. Biasanya itu bisa menarik perhatian mereka karena kayak memotivasi mereka bahwa bahasa Inggris ini mudah walaupun tidak selamanya pakai game.

(I usually used games for learning, now when we use games in learning, usually their focus will be on the lessons they will learn because these games are already in the lesson, so they will definitely focus on the lesson because usually if they play games directly at the core of the lesson but usually there are subject matter materials that cannot be combined with games, so usually if the children are sleepy or not passionate about learning, I usually insert English games but not in the material. So for material that doesn't exist, hmm, it can't be used as a game, so the children don't pay attention when I explain, usually I make small English games so they focus back on me and return to the material being studied. Usually it can attract their attention because it seems to motivate them that English is easy even though it doesn't always use games).

Researcher: In learning English, how important do you think it is to master English vocabulary?

Teacher : In learning English, vocabulary is important because if I and students learning activity it is easy to learn about English, ketika misalkan mereka sudah mempunyai vocab yang banyak atau memadai ketika kami belajar dalam kelas itu

memudahkan mereka untuk bertanya dalam Bahasa Inggris ketika vocab mereka banyak, makanya setiap pembelajaran biasanya saya selipkan beberapa vocabulary untuk menambah vocabnya mereka, makanya sangat penting vocabulary in learning English.

(In learning English, vocabulary is important because if I and students learning activity it is easy to learn about English, when for example they already have a lot of vocab or adequate when we study in class it makes it easier for them to ask questions in English when they have a lot of vocab, That's why every lesson I usually insert some vocabulary to increase their vocabulary, that's why vocabulary in learning English is very important).

Researcher: What strategies do you use to improve students' vocabulary?

Teacher : Nah, for vocabulary usually I use strategy games because seperti yang tadi, selain itu tidak membosankan untuk anak-anak seusia mereka, kebanyakan kan vocabulary itu biasa kita ajarkan kata-perkata dulu nah untuk kata-perkata itu materinya kan sangat mudah untuk mereka hafal ketika kita mainkan dengan cara game.

(Well, for vocabulary I usually use strategy games because as before, apart from that it's not boring for kids their age, most of the vocabulary is we usually teach the words first, now for the words the material is very easy for them to memorize when we play the game way).

Researcher: And then, you just use game or any other?

Teacher : Sometimes, hmm English strategy, hmm tergantung siswanya sih, tapi untuk grade seven itu selalu pakai game karena mereka masih ini, masih apa yah, masih suka yang berbau game but if a grade nine usually I just use lecture karena mereka ketika saya pakai game itu seperti merasa

malu dengan hmm untuk seusia mereka yang di kelas 3 kata mereka sudah tidak ingin main game, jadi biasanya Cuma pakai ceramah saja yang penting mereka paham.

(Sometimes, hmm English strategy, hmm it depends on the students, but for grade seven they always use games because they are still here, what are they still like, they still like games but if a grade nine usually I just use lectures because of them when I use the game it's like feeling embarrassed by hmm for their age in grade 3 they say they don't want to play games, so they usually only use lectures, what matters is that they understand).

Researcher: Please explain how the steps in applying the technique or strategy you use to teach vocabulary are?

Teacher : Ini stepsnya untuk semua strategy yang saya pakai?
(These are the steps for all the strategies I use?)

Researcher: Yes, how you apply?

Teacher : Kan biasanya tuh kalau pakai game itu beda-beda, beda-beda setiap materinya, contoh kemarin itu hmm for example saya itu pakai game beracak biasanya ada yang dibagi perkelompok, ada yang sendiri-sendiri tapi kebanyakan perkelompok sih supaya cooperatif mereka itu terbangun juga, nah kalau misalkan untuk langkah-langkahnya jika game, the step one itu biasanya Cuma apa, divide students to group next choose the game yang sesuai dengan materi, for example games, itu menebak kata yang dituliskan teman-temannya yang dituliskan perhuruf di punggung mereka jadi jika hurufnya sudah lengkap orang yang paling terakhir itu yang dituliskan di punggungnya tanpa kertas tanpa pulpen langsung ke kulitnya mereka jadi mereka rasa bahwa ini huruf apa, nah kemudian mereka susun hurufnya menjadi sebuah kata dan disebut. Kelompok mana yang bisa

mengumpulkan kata yang benar, biasanya seperti itu kalau untuk games. The second strategy usually I use lecture, because for the grade nine mereka itu lebih suka kalau saya itu mengajarkan mereka itu cuma menjelaskan apa-apa yang akan mereka pelajari, mereka itu lebih suka belajar sendiri ketika dia sudah kelas tiga karena mungkin pemahamannya mereka sudah ada jadi mereka lebih suka yang cuman saya yang menjelaskan seperti itu. Nah itu biasa lagnkah-langkahnya kami masuk dalam kelas, salam, absen, kemudian mengingat materi yang lalu, memberikan sedikit motivasi kemudian menjelaskan materi yang akan kita pelajari dan mereka biasanya setelah itu mengerjakan sendiri kalau untuk lecture, and the third strategy usually I use, apa yaa biasanya lagi... selain game, lecture, biasanya strategi itu tergantung dari materi mereka but if I use vocabulary pernah juga saya mengajar vocabulary menggunakan strategi close meaning, langkah yang pertama: disesuaikan dulu dengan materi, seperti yang kemarin itu materi close meaning, nah mereka itu satu-satu orang oh ndak, I divide two group kemudian mereka menuliskan sendiri mencari sendiri close meaningnya dari sebuah kata, saya tuliskan di papan tulis beberapa kata kemudian mereka menggrouping mengelompokkan kata yang mana yang artinya atau maknanya hampir sama, nah mereka mencari sendiri artinya tanpa saya jelaskan lebih dulu, biasanya seperti itu. Ada juga beberapa materi yang mereka langsung sendiri cari di kamus makna dari sebuah kata. Oh iya saya ingat lagi, masih ada satu strategi yang biasa saya gunakan jika learning in vocabulary,biasanya itu memorizing nah biasanya anak-anak untuk belajar memorizing mereka juga antusias untuk materinya juga saya sesuaikan dengan setiap strategi dan

ternyata ada beberapa materi juga yang saya gunakan strategi memorizing, terus langkah-langkahnya biasanya terlebih ke pembagian kelompok biasa juga sendiri-sendiri dan mereka itu langsung menjawab apa yang tergantung dari materi apa yang saya berikan.

(It's usually different when I use games, each material is different, yesterday's example, hmm, for example, I used random games, usually some are divided into groups, some are individually but mostly in groups so that their cooperation can be built too, So, for example, if it's a game, the step one is usually just what, divide students to group next choose the game that matches the material, for example games, it guesses the words written by their friends which are written in letters on their backs so if the letters are complete, the last person is written on their back without paper without a pen directly on their skin so they think what letter this is, well then they arrange the letters into a word and call it. Which group can collect the correct words, usually like that for games. The second strategy usually I use lecture, because for the grade nine they prefer it if I teach them it's just to explain what they will learn, they prefer to study alone when they are in third grade because maybe their understanding is already there so they prefer that only me explain like that. Well, that's usually the steps we take in class, greetings, being absent, then remembering the previous material, giving a little motivation then explaining the material we will learn and they usually do it after that for lectures, and the third strategy usually I use, what do you usually do... besides games, lectures, usually the strategy depends on their material but if I use vocabulary I have also taught vocabulary using the close meaning strategy, the first

step: adjust it first with the material, like yesterday it was close meaning material, now they are one by one oh no, I divide two groups then they write it down by themselves looking for the close meaning of a word, I write on the blackboard a few words then they group together which words have almost the same meaning or meaning, so they look for themselves meaning without me explaining it first, usually like that. There are also some materials that they directly look up in the dictionary the meaning of a word. Oh yes, I remember again, there is still one strategy that I usually use when learning in vocabulary, usually it's memorizing, now usually the children are learning about memorizing, they are also enthusiastic about the material, I also adjust it with each strategy and it turns out that there are some materials that I also use memorizing strategy, then the steps are usually divided into ordinary groups as well as individually and they immediately answer what depends on what material I give).

Researcher: Were the strategies you used effective?

Teacher : Nah, if strategy efective maybe tergantung pada students nya but lebih efektif strategi game because apa yah, student kan dimama kita tahu student yang masih junior high school itu kan masih peralihan dari SD nah itu lebih efektif ketika kita mengajarkan mereka menggunakan game karena mereka lebih tertarik lebih termotivasi dan mereka itu kan kalau game kita aktif semua dari badan dari cara mereka menjelaskan itu semuanya aktif jadi menurut saya game yang lebih efektif dibanding beberapa strategi tapi seperti yang tadi saya katakan any strategy yang ada yang tidak sesuai dengan materi, jadi tidak semua materi bisa dijadikan

game but game in my opinion game is effective strategy that I used.

(Well, if the effective strategy maybe depends on the students, but the game strategy is more effective because what, students, we know that students who are still junior high school students are still transitioning from elementary school, so it's more effective when we teach them to use games because they are more interested more motivated and they are, if our game is active, everything from the body from the way they explain it, everything is active, so in my opinion a game that is more effective than some strategies but as I said earlier any strategy that is not in accordance with the material, so not all the material can be used as a game but game in my opinion game is effective strategy that I used).

Researcher: What media do you use in teaching?

Teacher : The media I use in teaching, Ibu kan bisa lihat di sekolah kami itu keterbatasan yang tidak seperti di sekolah-sekolah modern jadi media yang biasa kami gunakan cuma papan tulis, spidol but sometimes I use laptop, I bring laptop for learning beberapa materi yang bisa saya berikan kepada mereka menggunakan laptop.

(The media I use in teaching, you can see that in our school there are limitations which are not like in modern schools so the media we usually use is just a blackboard, markers but sometimes I use a laptop, I bring a laptop for learning some materials that can be used I give it to them using a laptop).

Researcher: How do students respond to the application of the learning strategies you use? Can the implementation of this strategy have a positive impact?

Teacher : I think itu berdampak positif untuk mereka because apa yah ketika dalam kelas kan ada beberapa siswa kan karakternya berbeda-beda dan ketika saya terfokus pada satu strategi dan terfokus untuk kepada satu siswa, biasanya ada siswa yang apa yah, kan beda-beda pemahaman seorang siswa, nah saya harus memilih strategi yang menyeluruh sama siswa dan ketika saya memilih games itu dampaknya kepada mereka yang dulunya mereka dalam kelas pasif, menjadi aktif ketika saya mengaplikasikan strategi games jadi menurut saya itu berdampak positif for students.

(I think it has a positive impact on them because when in class there are several students, the characters are different and when I focus on one strategy and focus on one student, usually there are students who are different, right? , now I have to choose a strategy that is comprehensive with students and when I choose games it has an impact on those who used to be in passive classes, become active when I apply the games strategy so I think it has a positive impact for students).

Researcher: It is just for games, so how about the other strategy?

Teacher : If I used strategy lecture usually any student sleepy, but if I use lecture to grade nine they are like because mereka tidak suka yang ribet, mereka lebih suka kalau saya menggunakan metode lecture for the grade nine. Strategy memorizing, nah if I use strategy memorizing maybe dampaknya ke mereka juga lumayan positif karena kalau I use memorizing biasanya saya tunjuk one by one jadi dampaknya untuk beberapa students yang biasanya pasif bisa aktif kembali, jadi menurut saya itu juga berdampak positif kepada mereka. (If I used strategy lecture usually any student sleepy, but if I use lecture to grade nine they are like because they don't like

the complicated one, they prefer it if I use the lecture method for the grade nine. Strategy memorizing, well if I use strategy memorizing maybe the impact on them is also quite positive because if I use memorizing I usually appoint one by one so the impact for some students who are usually passive can be active again, so I think it also has a positive impact on them).

Researcher: How do you teach students to be active during the teaching and learning process?

Teacher : To be active yah?

Reseearcher : Yes

Teacher : I think students itu if I use strategy games, misalkan kalau saya sudah pakai strategy games, I think all of students to be active during the learning English karena kan jika saya dan anak-anak pakai game itu kan pasti semua siswa itu mendapat gilirang jadi itu membuat mereka aktif saat belajar Bahasa Inggris dan mungkin juga jika tidak menggunakan game tugasnya itu perindividu bukan perkelompok jadi semua siswa bisa aktif dalam belajarnya dan biasa juga saya belajar one by one jika untuk beberapa kelas yang memang siswanya yang tidak agak banyak saya biasa menggunakan itu yang one by one supaya mereka bisa kelihatan aktif semua.

(I think students are if I use strategy games, for example, if I have used strategy games, I think all of students to be active during the learning English because if I and the children use the game, surely all the students will get a turn so that's it make them active when learning English and maybe if they don't use games the assignments are individually not in groups so all students can be active in their learning and it's also normal for me to learn one by one if for some classes

the students are not quite a lot I usually use that one by one so they can all look active).

Researcher: Maybe you mean face to face? Like that?

Teacher : No, maybe just in the class for the one student I give different task, berbeda dengan temannya, soalnya itu berbeda jadi mereka tidak bisa untuk bertanya jawaban jadi mereka mengerjakan sendiri soalnya tanpa bertanya ke temannya jadi pada saat dijawab mereka menjelaskan sendiri dan saya cuma menilai, dan menjawabnya satu-satu, jika siswanya sedikit, jika siswanya banyak biasanya menyusahkan saya pada saat memeriksa karena berbeda-beda kan.

(No, maybe just in the class for the one student I give different tasks, different from their friends, because it's different so they can't ask for answers so they do the questions themselves without asking their friends so when they answer they explain themselves and I just judge, and answer them one by one, if there are few students, if there are many students it usually makes it difficult for me to check because they are different, right).

Researcher: Are there any difficulties you face in the process of teaching vocabulary and how to overcome these difficulties?

Teacher : Repeat?

Researcher: Are there any difficulties you face in the process of teaching vocabulary and how to overcome these difficulties?

Teacher : Oh..How to overcome, maybe for the students junior high school apalagi untuk yang kelas tujuh itu mungkin susah sekali untuk diajar vocabulary because mereka kan baru mendengar yang namanya kata Bahasa Inggris jadi yang susah untuk mereka itu penyebutannya karena kan mereka belum pernah sama sekali diajar bagaimana cara penyebutan, pronunciation the word jadi mungkin itu yang agak susah

untuk anak-anak jadi untuk itu biasa untuk yang kelas tujuh biasanya cuma kita belajar pronunciation sih iya, belajar pronunciation, but ini maksudnya overcome these difficulties itu strateginya atau untuk saya sendiri?

(Oh..How to overcome, maybe for the junior high school students especially for the seventh grade it may be very difficult to teach vocabulary because they have just heard the English word so what is difficult for them is the pronunciation because they have never heard of it at all taught how to pronounce, pronunciation the word so maybe that's a bit difficult for children so for that it's normal for seventh graders we usually only learn pronunciation, yes, learn pronunciation, but this means overcome these difficulties is the strategy or for myself?).

Researcher: How to overcome these difficulties? I mean How you, bagaimana anda mengatasi masalah tersebut?

Teacher : Iya mengatasi, maksudku menggunakan strategi atau tidak?
Yes overcome, I mean use strategy or not?

Researcher: Maybe you use strategy?

Teacher : Oh...Tadi kan saya bicara tentang the seventh grade, itu untuk menggunakan, supaya memudahkan mereka untuk belajar vocabulary yah saya menggunakan game karena ketika disuruh menghafal satu-satu, biasanya mereka ada yang lupa ada yang tidak menghafal tapi ketika we will learn English and use the game mereka terngiang-ngiang sampai di rumah mereka jadi untuk pertemuan selanjutnya mereka bisa memorizing, jadi untuk memudahkan mereka belajar vocabulary sih itu. Kemudian untuk pronunciationnya kan kebanyakan siswa kesulitannya di pronunciation tapi untuk kelas 2 dan 3 mereka sudah biasa mendengar sebuah kata Bahasa Inggris jadi mereka cuma bertanya sekali atau

biasanya juga melihat langsung cara penyebutannya itu mereka sudah bisa menyebutkan kata tersebut vocabulary tersebut, mungkin susahnya di situ untuk menyebutkan karena untuk menghafal mereka agak mudah ketika kami menggunakan game supaya terngiang-ngiang di kepala mereka.

(Oh...I was talking about the seventh grade, it was for use, to make it easier for them to learn vocabulary, I used games because when they were told to memorize one by one, usually they forgot some did not memorize but when we will learn English and use Their the game was ringing at their house, so for the next meeting they could memorize it, so it was easier for them to learn vocabulary. Then for the pronunciation, most students have difficulty in pronunciation but for grades 2 and 3 they are used to hearing an English word so they only ask once or usually see firsthand how it is pronounced they can already say the word the vocabulary, maybe it's difficult there to mention because to memorize them is rather easy when we use games to ring in their heads).

Researcher: What learning model do you apply, is it direct teaching, mastery learning, cooperative learning or problem based learning?

Teacher : Oh iyya, tadi kan maksudnya cara mengatasi masalahnya kan, nah ketika mereka kesusahan menyebutkan vocabulary, di sini kan ada pilihan yang anda sebutkan, apa tadi?

(Oh yeah, that was about how to solve the problem, right, so when they have trouble mentioning vocabulary, here is the option you mentioned, what was that?).

Researcher: Direct teaching, mastery learning, cooperative learning or problem based learning

Teacher : Yah, usually I used direct teaching for the students, nah ketika saya mengajar langsung kan mereka mendengar kata itu saya sebutkan langsung jadi mereka agak mudah untuk menyebutkannya, maybe solusinya itu ketika mereka belajar vocabulary, nah kemudian cooperative learning, cooperative learning juga menurut saya untuk mengatasi masalah mereka pada saat kesusahan belajar vocabulary karena cooperative learning terbagi beberapa bagian tapi yang namanya cooperative learning mereka belajar secara berpasangan atau berkelompok jadi biasanya ada beberapa siswa yang malu untuk bertanya ke saya jadi ketika mereka secara berkelompok mereka agak mudah mengetahui bagaimana cara menyebutkan kata tersebut dan dia langsung sama temannya tidak sama saya karena biasanya untuk sama gurunya mereka masih takut bertanya karena merasa tidak bisa. So just two; direct teaching and cooperative learning.

(Well, usually I used direct teaching for the students, now when I teach directly they hear the word I mention it directly so it's a bit easy for them to say it, maybe the solution is when they learn vocabulary, then cooperative learning, cooperative learning is also in my opinion for overcome their problems when they have difficulty learning vocabulary because cooperative learning is divided into several parts but what is called cooperative learning they learn in pairs or groups so usually there are some students who are shy to ask me so when they are in groups they are rather easy to know how to pronounce the word and he asked his friend directly, not with me because usually for the same teacher they are

still afraid to ask because they feel they can't. So just two; direct teaching and cooperative learning).

Researcher: How do you evaluate student learning outcomes against the understanding of the vocabulary material that has been given?

Teacher : Hmm, untuk mengevaluasi yah hasil belajar mereka, untuk mengevaluasi hasil belajar mereka berbeda-beda karena itu tergantung dari beberapa materi, usually if I give material about vocabulary and vocabularynya umum biasanya I just menyuruh mereka untuk menghafalnya dan mempraktekkannya di depan kelas dan jika ada beberapa vocabulary yang bisa dipraktekkan seperti vocabulary the body, biasanya mereka sambil menjelaskan sambil mempraktekkan usually begitu.

(Hmm, to evaluate their learning outcomes, to evaluate their learning outcomes are different because it depends on some material, usually if I give material about vocabulary and general vocabulary, I usually just tell them to memorize it and practice it in front of the class and if there are some Vocabulary that can be practiced is like vocabulary the body, usually they explain while practicing it usually).

Student 1

Researcher : Menurut anda, apakah Bahasa Inggris itu sulit?
(In your opinion, is English difficult?).

Student : Sulit
(Difficult)

Researcher : Mengapa anda mengatakan bahwa Bahasa Inggris itu sulit?
(Why do you say that English is difficult?)

Student : Percakapannya, iya bu

(The conversation, yes ma'am)

Researcher : Apakah anda menyukai cara mengajar yang diterapkan oleh guru di kelas?

(Do you like the way the teacher teaches in the classroom?)

Student : iya

(Yes)

Researcher : Bagaimana guru menjelaskan materi pelajaran? Apakah mudah dipahami?

(How does the teacher explain the subject matter? Is it easy to understand?)

Student : Susah dipahami

(Difficult to understand)

Researcher : Media pembelajaran apa yang digunakan oleh guru?

(What learning media are used by teacher?)

Student : Papan tulis dan spidol

(Whiteboard and marker)

Researcher : Apakah guru menggunakan buku paket dalam mengajar?

(Does teacher use textbooks in teaching?)

Student : iya

(Yes)

Researcher : Kesulitan apa yang anda alami saat belajar vocabulary (kosakata)?

(What difficulties did you experience while learning vocabulary?)

Student : Percakapannya

(The conversation)

Researcher : sulit bercakap begitu?

(Hard to say that?)

Student : iya

(Yes)

Researcher : Strategi mengajar guru yang seperti apa yang anda suka?
Misalnya guru menggunakan game dan sebagainya.

(What kind of teacher teaching strategies do you like? For example teacher use games or so on?)

Student : menghafal
(Memorize)

Researcher : Oh strategi menghafal?
(Oh memorization strategy?)

Student : Iya bu
(Yes ma'am)

Researcher : Pada proses pembelajaran Bahasa Inggris, apakah anda pernah mendapatkan feedback/koreksi berkaitan dengan materi pelajaran yang disampaikan?

(In the process of learning English, have you ever received feedback/corrections related to the subject matter presented?)

Student : Iya
(Yes)

Researcher : Belajar Bahasa Inggris secara individu atau kelompok, yang manakah yang anda suka?
(Study English individually or in groups, which one do you prefer?)

Student : Kelompok
(Group)

Researcher : Apakah pembelajaran Bahasa Inggris (terkhusus kosakata) menarik?
(Is learning English (especially vocabulary) interesting?)

Student : Menarik
(Interesting)

Student 2

Researcher : Menurut anda, apakah Bahasa Inggris itu sulit? Mengapa?

(In your opinion, is English difficult?).

Student : Lumayan sulit, karena bukan bahasa kita
(Quite difficult, because it is not our language)

Researcher : Apakah anda menyukai cara mengajar yang diterapkan oleh guru di kelas?
(Do you like the way the teacher teaches in the classroom?)

Student : Iya
(Yes)

Researcher : Bagaimana guru menjelaskan materi pelajaran? Apakah mudah dipahami?
(How does the teacher explain the subject matter? Is it easy to understand?)

Student : Kurang mudah atau lebih mudah sedikit
(Less easy or a little easier)

Researcher : Media pembelajaran apa yang digunakan oleh guru?
(What learning media are used by teacher?)

Student : Papan tulis dan spidol
(Whiteboard and marker)

Researcher : Apakah guru menggunakan buku paket dalam mengajar?
(Does teacher use textbooks in teaching?)

Student : Menggunakan
(Use)

Researcher : Kesulitan apa yang anda alami saat belajar vocabulary (kosakata)?
(What difficulties did you experience while learning vocabulary?)

Student : Saat menulisnya
(While writing it)

Researcher : Strategi mengajar guru yang seperti apa yang anda sukai?
(What kind of teacher teaching strategies do you like?)

Student : Yang seperti game

(Which is like a game)

Researcher : Pada proses pembelajaran Bahasa Inggris, apakah anda pernah mendapatkan feedback/koreksi berkaitan dengan materi pelajaran yang disampaikan?

(In the process of learning English, have you ever received feedback/corrections related to the subject matter presented?)

Student : Pernah

(Yes, I have)

Researcher : Belajar Bahasa Inggris secara individu atau kelompok, yang manakah yang anda sukai?

(Study English individually or in groups, which one do you prefer?)

Student : Individu

(Individual)

Researcher : Apakah pembelajaran Bahasa Inggris (terkhusus kosakata) menarik?

(Is learning English (especially vocabulary) interesting?)

Student : Menarik

(Interesting)

Student 3

Researcher : Menurut anda, apakah Bahasa Inggris itu sulit?

(In your opinion, is English difficult?).

Student : Sulit

(Difficult)

Researcher : Mengapa?

(Why)

Student : Beda bahasanya beda tulisannya

(Different language, different writing)

Researcher : Apakah anda menyukai cara mengajar yang diterapkan oleh guru di kelas?
(Do you like the way the teacher teaches in the classroom?)

Student : Menyukai
(Like)

Researcher : Bagaimana guru menjelaskan materi pelajaran? Apakah mudah dipahami?
(How does the teacher explain the subject matter? Is it easy to understand?)

Student : Mudah
(Easy)

Researcher : Media pembelajaran apa yang digunakan oleh guru?
Misalnya, LCD,papan tulis dan sebagainya.
(What learning media are used by teacher? For example LCD, whiteboard an so on)

Student : Papan tulis dan spidol
(Whiteboard and marker)

Researcher : Apakah guru menggunakan buku paket dalam mengajar?
(Does teacher use textbooks in teaching?)

Student : Menggunakan
(Use)

Researcher : Kesulitan apa yang anda alami saat belajar vocabulary
(kosakata)?
(What difficulties did you experience while learning vocabulary?)

Student : Bacaannya dan tulisannya
(Reading and writing)

Researcher : Strategi mengajar guru yang seperti apa yang anda sukai?
(What kind of teacher teaching strategies do you like?)

Student : Main game
(Playing game)

Researcher : Pada proses pembelajaran Bahasa Inggris, apakah anda pernah mendapatkan feedback/koreksi berkaitan dengan materi pelajaran yang disampaikan?

(In the process of learning English, have you ever received feedback/corrections related to the subject matter presented?)

Student : Pernah

(Yes, I have)

Researcher : Belajar Bahasa Inggris secara individu atau kelompok, yang manakah yang anda sukai?

(Study English individually or in groups, which one do you prefer?)

Student : kelompok

(Group)

Researcher : Apakah pembelajaran Bahasa Inggris (terkhusus kosakata) menarik?

(Is learning English (especially vocabulary) interesting?)

Student : Menarik

(Interesting)

Student 4

Researcher : Menurut anda, apakah Bahasa Inggris itu sulit?

(In your opinion, is English difficult?).

Student : Sulit

(Difficult)

Researcher : Mengapa?

(Why?)

Student : Cara membacanya

(How to write it)

Researcher : Apakah anda menyukai cara mengajar yang diterapkan oleh guru di kelas?

(Do you like the way the teacher teaches in the classroom?)

Student : Ya, suka
(Yes, like)

Researcher : Bagaimana guru menjelaskan materi pelajaran? Apakah mudah dipahami?
(How does the teacher explain the subject matter? Is it easy to understand?)

Student : Lumayan
(Reasonable)

Researcher : Media pembelajaran apa yang digunakan oleh guru?
(What learning media are used by teacher?)

Student : Media papan tulis sama spidol
(Whiteboard media with marker)

Researcher : Apakah guru menggunakan buku paket dalam mengajar?
(Does teacher use textbooks in teaching?)

Student : Iya
(Yes)

Researcher : Kesulitan apa yang anda alami saat belajar vocabulary (kosakata)?
(What difficulties did you experience while learning vocabulary?)

Student : Kesulitan membacanya
(hard to read)

Researcher : Strategi mengajar guru yang seperti apa yang anda sukai?
(What kind of teacher teaching strategies do you like?)

Student : Belajar sendiri
(Learn on my own)

Researcher : Pada proses pembelajaran Bahasa Inggris, apakah anda pernah mendapatkan feedback/koreksi berkaitan dengan materi pelajaran yang disampaikan?

(In the process of learning English, have you ever received feedback/corrections related to the subject matter presented?)

Student : Iya, pernah
(Yes, I have)

Researcher : Belajar Bahasa Inggris secara individu atau kelompok, yang manakah yang anda suka?
(Study English individually or in groups, which one do you prefer?)

Student : Kelompok
(Group)

Researcher : Apakah pembelajaran Bahasa Inggris (terkhusus kosakata) menarik?
(Is learning English (especially vocabulary) interesting?)

Student : Menarik
(Interesting)

Student 5

Researcher : Menurut anda, apakah Bahasa Inggris itu sulit?
(In your opinion, is English difficult?).

Student : Sulit
(Difficult)

Researcher : Mengapa?
(Why?)

Student : Susah menyebutannya
(Hard to pronounce)

Researcher : Apakah anda menyukai cara mengajar yang diterapkan oleh guru di kelas?
(Do you like the way the teacher teaches in the classroom?)

Student : Suka
(Like)

Researcher : Bagaimana guru menjelaskan materi pelajaran? Apakah mudah dipahami?

(How does the teacher explain the subject matter? Is it easy to understand?)

Student : Susah

(Difficult)

Researcher : Media pembelajaran apa yang digunakan oleh guru?

(What learning media are used by teacher?)

Student : Tidak tahu

(Do not know)

Researcher : Apakah guru menggunakan buku paket dalam mengajar?

(Does teacher use textbooks in teaching?)

Student : Pakai

(Use)

Researcher : Kesulitan apa yang anda alami saat belajar vocabulary (kosakata)?

(What difficulties did you experience while learning vocabulary?)

Student : Cara penyebutannya

(How to pronounce)

Researcher : Strategi mengajar guru yang seperti apa yang anda sukai?

(What kind of teacher teaching strategies do you like?)

Student : Strategi penjelasan

(Explanation strategy)

Researcher : Pada proses pembelajaran Bahasa Inggris, apakah anda pernah mendapatkan feedback/koreksi berkaitan dengan materi pelajaran yang disampaikan?

(In the process of learning English, have you ever received feedback/corrections related to the subject matter presented?)

Student : Pernah

(Yes, I have)

Researcher : Belajar Bahasa Inggris secara individu atau kelompok, yang manakah yang anda suka?

(Study English individually or in groups, which one do you prefer?)

Student : Kelompok
(Group)

Researcher : Apakah pembelajaran Bahasa Inggris (terkhusus kosakata) menarik?

(Is learning English (especially vocabulary) interesting?)

Student : Menarik
(Interesting)

Student 6

Researcher : Menurut anda, apakah Bahasa Inggris itu sulit?

(In your opinion, is English difficult?).

Student : Sulit
(Difficult)

Researcher : Mengapa?
(Why)

Student : Sulit cara menulisnya
(Hard to write)

Researcher : Apakah anda menyukai cara mengajar yang diterapkan oleh guru di kelas?

(Do you like the way the teacher teaches in the classroom?)

Student : Suka
(Like)

Researcher : Bagaimana guru menjelaskan materi pelajaran? Apakah mudah dipahami?

(How does the teacher explain the subject matter? Is it easy to understand?)

Student : Mudah
(easy)

Researcher : Media pembelajaran apa yang digunakan oleh guru?
(What learning media are used by teacher?)

Student : Media papan tulis dan spidol
(Whiteboard media and marker)

Researcher : Apakah guru menggunakan buku paket dalam mengajar?
(Does teacher use textbooks in teaching?)

Student : Menggunakan
(Use)

Researcher : Kesulitan apa yang anda alami saat belajar vocabulary
(kosakata)?
(What difficulties did you experience while learning vocabulary?)

Student : Menulis
(Writing)

Researcher : Strategi mengajar guru yang seperti apa yang anda sukai?
(What kind of teacher teaching strategies do you like?)

Student : menjelaskan secara langsung
(Explain directly)

Researcher : Pada proses pembelajaran Bahasa Inggris, apakah anda pernah mendapatkan feedback/koreksi berkaitan dengan materi pelajaran yang disampaikan?
(In the process of learning English, have you ever received feedback/corrections related to the subject matter presented?)

Student : Pernah
(Yes, I have)

Researcher : Belajar Bahasa Inggris secara individu atau kelompok, yang manakah yang anda sukai?

(Study English individually or in groups, which one do you prefer?)

Student : Berkelompok
(Group)

Researcher : Apakah pembelajaran Bahasa Inggris (terkhusus kosakata) menarik?

(Is learning English (especially vocabulary) interesting?)

Student : Menarik.
(Interesting).

B. OBSERVATION

03 May 2021 (Grade 1)

Table 1.1 The results of observation

No.	List of Observation	Description
1.	The strategy/strategies used by teacher	<ol style="list-style-type: none">1. Strategy game2. Look up the meaning of the word in the dictionary3. Memorize vocabulary
2.	The way the teacher presents the vocabulary	<ol style="list-style-type: none">1. By giving a game, students are divided into 2 groups, then students line up, the student in the back row writes one word on the back of his friend then his friend guesses what word is written, then the friend in the penultimate row writes the word on the back of his friend in front of him then friends in front of him guess what word is written, and so on until the front row guesses what word is written by his friend.2. After playing the game, students are given the task of looking up the meaning of words using a dictionary and mentioning them one by one and their meaning3. Students are given the task of

		memorizing vocabulary
3.	Students' reaction in learning vocabulary by using strategies applied by the teacher	<ol style="list-style-type: none"> 1. Students are very enthusiastic and excited 2. Students seriously look up the meaning of the word in the dictionary 3. Students earnestly try to memorize vocabulary

17 May 2021 (Grade 1)

Table 1.2 The results of observation

No.	List of Observation	Description
1.	The strategy/strategies used by teacher	<ol style="list-style-type: none"> 1. Motivate the importance of learning vocabulary 2. Look up the meaning of the word in the dictionary 3. Memorize vocabulary 4. Playing charades
2.	The way the teacher presents the vocabulary	<ol style="list-style-type: none"> 1. Explain the importance of mastering vocabulary in English 2. Students write the names of 20 fruits and look up the meaning of the word in English in the dictionary

		<p>3. Then students are given time to memorize it and after a few minutes, students say what words have been memorized</p> <p>4. The teacher says the name of the fruit in Indonesian, then the students guess it in English</p>
3.	Students' reaction in learning vocabulary by using strategies applied by the teacher	Students are enthusiastic in participating in the teaching and learning process

17 May 2021 (Grade 2)

Table 1.3 The results of observation

No.	List of Observation	Description
1.	The strategy/strategies used by teacher	1. Game
2.	The way the teacher presents the vocabulary	1. Distribute paper that has vocabulary on adjectives in the form of sentences, then look for adjectives in the sentence.
3.	Students' reaction in learning vocabulary by using strategies applied by the teacher	Students are excited and enjoy the game

17 Mei 2021 (Kelas 3)

Table 1.4 The results of observation

No.	List of Observation	Description
1.	The strategy/strategies used by teacher	1. Motivate students about the importance of mastering vocabulary in facing the UN 2. Lecture and close meaning
2.	The way the teacher presents the vocabulary	1. The teacher explains about some vocabulary material that usually appears in the UN and how to answer them. 2. Students look for 20 words and interpret them into English then look for synonyms/close meaning
3.	Students' reaction in learning vocabulary by using strategies applied by the teacher	Students carefully follow the teacher's directions

20 May 2021 (Grade 1)

Table 1.5 The results of observation

No.	List of Observation	Description
1.	The strategy/strategies used by teacher	1. Memorize 2. Game

2.	The way the teacher presents the vocabulary	<ol style="list-style-type: none"> 1. Students look for words and their meanings, then give time for students to memorize them, then go up in front to memorize them 2. Introducing the part of the body in English, then playing guessing games, the teacher points to the part of the body then the students guess the name
3.	Students' reaction in learning vocabulary by using strategies applied by the teacher	Students are enthusiastic and enthusiastic in following the lesson

20 May 2021 (Grade 2)

Table 1.6 The results of observation

No.	List of Observation	Description
1.	The strategy/strategies used by teacher	1. memorize
2.	The way the teacher presents the vocabulary	<ol style="list-style-type: none"> 1. Students look for vocabulary and its meaning, and then memorize it. Students are divided into two groups, then group 1 reads the vocabulary and its meaning and group 2 writes it down and vice versa.
3.	Students' reaction in learning	Students are enthusiastic and

	vocabulary by using strategies applied by the teacher	enthusiastic in following the lesson
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2 June 2021 (Grade 2)

Table 1.7 The results of observation

No.	List of Observation	Description
1.	The strategy/strategies used by teacher	<ol style="list-style-type: none"> 1. Close meaning 2. Memorize
2.	The way the teacher presents the vocabulary	<ol style="list-style-type: none"> 1. Group words based on their meanings, and circle words with different meanings. 2. Memorize words that have the same meaning / are interconnected
3.	Students' reaction in learning vocabulary by using strategies applied by the teacher	Students are enthusiastic and enthusiastic in following the lesson