

**ENGLISH TEACHERS STRATEGIES IN TEACHING VOCABULARY
Mastery of SECOND YEAR STUDENT OF SMP NEGERI 3
BOJONEGORO IN ACADEMIC YEAR 2018/2019**

SKRIPSI

By

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FACULTY OF LANGUAGE AND ART EDUCATION

IKIP PGRI BOJONEGORO

2019

LEGITIMATION

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This is certify that the sarjana's thesis.

Has been approved by the Board of Examiners.

As the requirement for the degree of Sarjana in English Language Education

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CHAPTER I

INTRODUCTION

A. Background of the Study

A language is considered to be a system of communication with other people using sounds, symbols and words in expressing a meaning, idea or thought. This language can be used in many forms, primarily through oral and written communications as well as using expressions through body language. And one of international language that use is English.

Nowadays, English has not only become international language which is used in international communication, but also the language of science and technology. English has important role in the world. The different growth of language makes it the most popular among the other international languages. Nowadays, there are no part of the world affairs know nothing without English. Through the language, people gain a better insight into human relations. Meanwhile language itself can survive and develop because people use it and teach to other people. Whoever, whenever and wherever they are, language always accompanies them. Even when one is silent, basically the still uses language it is a means used to form thought and feeling, will and activity.

People and language cannot be separated to get the information because language becomes the primer media communication. Lado (1964: 11) language is intimately tied to man feelings and activity such as work, worship, etc. While according to Edward (Sapir, 1949: 222) language is the medium of literature as

marble or bronze or clay is the materials of the sculptor. Whenever we think about language, we usually think of mastering vocabulary. It means whenever we use language automatically we use the words of the language. So, it is crucial for us to have much of vocabulary. By having much vocabulary, we can precisely open our ideas in communication. It also helps us travel in the past, present, and future. Language is used to communicate with other in order they get and share information they need to know. Futhermore, vocabulary knowledge is basic to and primarily the prime ingredient in comprehension. Strategy for vocabulary development is essential element of any reading program. The language components involve vocabulary, grammar, and pronunciation. In fact, all language components are important, but the most important one in language teaching is vocabulary as Colaman says that vocabulary is the most important component in language teaching. Vocabulary, as stated by Hatch (1995: 1), is a list or set of words for a particular language or a list or set of words that individual speaker of language might use. Ur (1996: 60) states that vocabulary can be defined roughly as the words teachers teach in the foreign language.

Vocabulary is a list of words, usually in alphabetical order and with explanations of their meanings, less complete than a dictionary. Graves (2000, in Taylor, 1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Krashen (in Herrel, 2004) extends Graves' definition further by stating that lexicon organizes the mental vocabulary in a speakers mind. An individual's mental lexicon is that persons knowledge of vocabulary (Krashen, 1998, as cited in Herrel, 2004).

Miller (in Zimmerman, 2007) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences. Therefore, in language teaching, a teacher must as the consider the three aspects. A teacher must consider the meaning of the language as the student will not automatically understand the meaning of the language without being taught though they have mastered the structure of the language.

When we talk about the process of mastering vocabulary, we have to deal the ways of enriching vocabulary. To know more about how students master the vocabulary the teacher will have a look for at the mastering of derivational words that can be used to enrich vocabulary. Because without knowing the derivation of the words that students will be confused to choose what is the suitable and the correct word that they want to take in their writing, speaking, listening and reading skills. By knowing and understand the derivation of the wods, it will help to arrange the sentences well and able to put the correct words to every sentences. And the result the sentences will easy to understand for the readers or the people who read it.

The subject aims the students to master four language skills, namely: listening, speaking, reading and writing: and there language components which are grammar, and vocabulary. The components are badly needed to master well so that one will be able to communicate English proficiently. Among other component, vocabulary has a great function supporting other aspect of English. In teaching and learning those skills, learners have to be familiar with vocabulary first. Vocabulary is the basic of communication as we will not be able to communicate easily without knowing the words we want to use. So, vocabulary

mastery has an important role for the four language skills. Language learners have to master vocabulary as much as possible because they always use words to express their ideas and use it in listening, reading, speaking and writing.

One can not elaborate and transfer ideas well to another and without sufficient numbers of vocabulary. On the other hand, some will not completely understand what others are trying to convey if his vocabulary mastery is low, however a person still can take part in communication without excellent grammar or pronunciation. It shows that vocabulary hold an important key of language as a means of communication. On the other hand, teacher must give kinds of strategy also to help and to increase the students' vocabulary. And it can be motivate the students to be mastery in vocabulary.

Based on the description of background above, the researcher is interested to conduct the research about teaching vocabulary entitled: ***“English Teachers Strategies in Teaching Vocabulary Mastery”***

B. Statement of the Problem

Based on the background above, the research problems is formulated as :

1. How is the English teacher strategies in teaching vocabulary mastery?
2. What are the problems faced by teacher in teaching vocabulary?

C. The Objectives of the Study

This study has some objectives which include:

1. To describe the implementation of teachers strategies in teaching English vocabulary
2. To describe the problems faced by teacher in teaching vocabulary mastery

D. The Benefit of the Study

The result of this study can be contribute some benefits to students and teachers.

Here are the benefits:

- a. Theoretical
 - a. The finding of this research will give good information related to the teachers strategies in teaching English vocabulary to young learners.
 - b. The finding of this research gives a profitable description to any further research which wants to study the same case, so this study becomes a helpful information and useful reference for the next study.

- b. Practical

- i. For the students

This study will be helpful for students in vocabulary mastery by using many strategies that teacher used. By using an appropriate method and techniques the researcher hopes that the students will

get enjoyable in teaching and learning process. The students will not feel forced in learning English but they will feel happy to learn since they are put in an enjoyable situation.

ii. For the teachers

The benefits of the teacher is to explore and prove many strategies to improve students vocabulary mastery. It also encourages the teachers to develop their creativity to improve teaching learning process and it enables teachers to get information and to select a suitable technique in teaching vocabulary. It is an important thing for the teacher to develop the technique in their classroom in order to make the students interested in the subject

E. Definition of Key Term

By knowing the key terms, it makes this research is easier to be understood by other researcher and readers. There are many key terms that are related to this research such as: teaching, vocabulary

a. Teacher strategies

Teachers strategies as a deliberate action of the teacher, intended to result in student learning. (Dictionary.com).

b. Vocabulary

Vocabulary is a total number of words completing with rules for combining which make up language. (Hornby, 1999:45)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explore the fundamental literatures related to the research. It provides review on the strategies in teaching vocabulary, strategies for teaching and learning vocabulary, definition of vocabulary, aspect of vocabulary items, the importance of vocabulary, types of vocabulary, principles of teaching vocabulary, testing vocabulary and kinds of vocabulary.

A. Theoretical Background

1. The definition of Teaching Strategy

Strategies are steps or action a taken for the purpose of winning a war, other definition of strategy is an effort to achieve of success goal. In education context, J. R David (in Hamruni, (2009: 1) stated that strategy is a plan, method, or series of activities designed to achieve a particular educational goal.

Teaching strategy has been defined by several experts, such as: Kemp (in Hamruni 2009: 2) stated that teaching strategy is a teaching activities that must done by the teacher and the student so that the purpose of teaching reached effectively and efficiently. The other definitions stated by Kozma (in Hamruni (2009: 2), Kozma stated that teaching strategy means an every selected

activity, that can give a facility or assistance to the student to reach certain teaching purpose.

Based on definition by the experts above, it can be concluded that teaching strategies is plan which prepared by the teacher to achieve certainly educational goal.

2. The component of Teaching Strategy

According to Hamruni (2009: 10-12) the components of teaching strategy are consisting of :

a. Teacher

Teacher is teaching agent, so that in this matter teacher is the important point. Teacher can manipulate other components of teaching strategy to be variations. But the other components of teaching strategy can not manipulate the teacher. The teaching manipulation purposes is to make students environment to be expected environment from teaching learning process, that finally make students reach an expectation standard competence. In teaching manipulation, the teacher must be based on curriculum which implemented.

b. Student

Student is component that do study program to improve ability to reach study purposes.

c. Purpose

Purpose is base to determine strategy, material, media and teaching evaluation. So that, in teaching strategy, determining purpose is the first thing that must choose by the teacher.

d. Teaching material

Teaching material is media to reach teaching purpose. According to Suharsini (1990) teaching material is core component in teaching process.

e. Method

Method is a generalized set of classroom specification for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistics and subject matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to variety of audiences in a variety of contexts.

f. Media

Media is the plural form of the term “medium”. Media includes many things around us, like television, computer, picture, radio, and newspaper. In education, there are the certain media used in teaching learning process to convey the knowledge to students. this called by the media education.

g. Evaluation

Evaluation is component to know the result teaching learning process, so that teacher can know the result of expectation. Evaluation can be summative and formative.

h. Situation or environment

Environment influence teacher in decide teaching strategy.

Situation in this matter means situations and physical condition, such as: climate, school, location, facilitation and others

3. Strategies in Teaching Vocabulary

Ellise (1985) explained some technique to increase the vocabulary of students in learning English quickly:

a. Preparing and monitoring vocabulary list.

Some of the learners try to keep vocabulary in list.

b. Learning words in context.

Some of student just picking out the vocabulary item from the context.

c. Practicing vocabulary

The first innovative strategy to be discussed is called “The Ripple Effect.” This method has been successfully implemented after considerable research done by Mu Fengying of China. My paper is based on the article published by her in the online journal named “Forum.”(Volume 34, January- March 1996 page 8) This is analyzed in detail.

a. The Ripple Effect

According to Sweetser (1990), a polysemous word usually has a core meaning and all the other meanings come from it by means of a metaphor. The word-meaning expansion works like a ripple, which starts from a centre and extends outward. The centre or the core may denote a physical entity in the material world with a clear focus. This

is extended to refer to other physical entities which it resembles. Finally, its meaning may be broadened to abstract ideas by a metaphor.

b. Teaching Vocabulary in Colour

Another useful method in teaching vocabulary involves the use of colour. This methodology has been tested by Gnoinska (1998), an English teacher working at the Teacher Training College in Sosnowiec, Poland. The classroom research conducted by her using colour to teach vocabulary gave fruitful results. The article published by her in the online journal "Forum" (Volume 36 No: 3, July-September 1998, page 12) focuses on this concept. According to her, colours have a tremendous influence on human health and psyche. Lack or over abundance of certain colours can cause physical or emotional disorders. Exposure to colour vibrations is used in the treatment of a number of diseases and mental problems. The colour of the classroom walls, curtains or even the colour of the teacher's clothes can either soothe or irritate learners. Colour is also an important tool in visual thinking. It separates ideas so that they can be seen more clearly. It stimulates creativity. Colour captures and directs attention. Even conventionally outlined notes can benefit from colour coding; maps, cluster maps, mandalas and most expressive drawings are considerably more effective in colour (Williams, 1983).

c. Using colour to teach vocabulary

It is a well known fact, "Tracing a picture of the definition produces better recall than writing the definition and creating one's

own visual image is more effective than tracing” (Wittrock, 1977: 171). Using colour in a number of ways produces similar results. Learners concentrate better, spending more time processing a word and find learning more interesting and pleasant. Colour is useful in learning and revising, as well as making learners and teachers become aware of the ways in which they should approach certain tasks. Coloured chalk or pencils can be used for learning spelling and pronunciation, for remembering the word’s grammar, for teaching semantic categories and word differences, for learning morphology and for drawing learners’ attention to words and for stimulating discussions.

Teaching vocabulary is not only giving the new words to the students, but also elaborates the new words that are given to the students. Teaching vocabulary is concerned with the technique used in presenting new words. The teacher has to use the appropriate technique in teaching vocabulary, if the teachers do not choose the most suitable technique, teaching learning process will be unsuccessful.

Teaching vocabulary is not easy task for teacher. The teacher must be creative when they teaches their students. In order students, not get bored, they can receive one by the vocabulary that they get from the teacher. It often happens to the students that think the words are familiar to them but they find the meanings strange in the present content. People who teach believe that they can and do change their

students. Whether the teaching runs well without comprehension or get successful. So, the teacher has to manage the classroom well. As stated by Ronald T. Hyman, the teacher should take care to remain calm even when he sees the teaching situation moving away from his planned.

3. Approches in Teaching and Learning Vocabulary

According to Pribilova (2006:16) there are many different method and approaches how to teach a foreign language, including vocabulary. Here will be mentioned just some of them that can be used in teaching vocabulary

- a. To help the learners understand it is important to visualize the item and get the pupils to repeat or use the item actively. One good way of doing this is to let them see or perhaps touch the vocabulary item, for instance a house. We need to let them repeat it in different ways and they should be given a chance to listen to the teacher talking about it.
- b. A little bit of shocking method is the direct method or the direct approach. The mother tongue is never used, there are no translations. Only target language is used in the classrooms and only complete sentences are used. Culture is considered an important aspect.
- c. Suggestopedia is a very successful method in helping learners to memorize words. This method stimulates the learner's brain by music while learning but nowadays teachers seem to be leaving this method.
- d. What really works especially for young learners is the Total Physical Response method - TPR. Very many children are nowadays very hyper and physically active and to concentrate for a long time can be very difficult for them. Using this method, games, changing topics and using a

variety of activities is very appreciated by them. This method is used by a lot by teachers. Communicative Language Approach (Teaching) – CLT – stresses the meaning of a language in context. Communicative competence is highly developed here and learners are encouraged to communicate. The important of vocabulary role in the student’s learning is needed to consider because if the vocabulary is not ensured and developed, the vocabulary mastery of the learners will be limited and they will find many difficulties in teaching learning English. We can help the children to understand and make the learning fun.

4. Media in Teaching vocabulary

Media play an important role in a teaching and learning process. the use of media is very needed to reach the purposes of teaching and learning and it should be various as stated by harmer (2001:134) that “the use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basic of a whole activity.” In addition Gerlach and Elly (1980: 241) propose, “A medium is any person, material, or event that establishes conditions, which enable learners or students to acquire knowledge, skills and attitudes.” While, Brown (1977: 2-3) defines media as the tools or the physical things used by a teacher to facilitate the instruction. The using of media will increase the probability that students will learn more and the knowledge will retain better in their mind. There are many media that can be used in teaching and learning process, according to Gerlach and Elly (1980: 297) the media to teach are classified into six general categories:

a. Picture

Picture consists of photograph of any object or event, which may be larger or smaller than object or even titre presents.

b. Audio recording

Recording is made on magnetic tape, discs, motion picture, and soundtrack. These are reproductions of actual event or soundtrack.

c. Motion picture

A motion picture is a moving image in colour or black and white produced from live action or from graphic representation.

d. Television

This category includes all types of Audio Video electronic distribution systems, which eventually appear on television monitor.

e. Real things, simulation, and model

This category includes people, events, objects, and demonstration real things, as constructed with other media, are not substituted for the actual object or event. They are in fact, life itself, often in its natural settings. Simulation is the replication of real situation, which has been designed to be as near the actual event or process as possible. Many media, including the computers, tape recordings, and motion pictures can used for simulation. A model is representation of reality, it is often in scale and may be miniature, exact size or a larger size.

f. Program and computer Assisted intruction

Program is sequenses of information (verbal, visual, audio or audio visual) which are designed to elicit predetermined responses. Kinds of visual media are pictures, photos, real things, miniatures, charts, graphics, slides, etc. Then, audio media is

media which can be heard. The characteristic of this media is one way communication such as radio and tape recorder. While, Audio visual media is the combination of two kinds of media they are audio media and visual media. The examples of this media are TV, film, LCD, etc.

5. Definition of Vocabulary

a. Definition of Vocabulary

Vocabulary is a set of words with their meaning as a fundamental and useful tool for communication and acquiring knowledge in language (Hatch and brown 1995), Vygotsky (1987) states that a word is a microcosm of human consciousness. In line with Wilkins (1990), who states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that if we spend most of our time studying grammar, our English will not improve very much. We will see most improvement if we learn more words and expressions. In learning a second language, there is a fundamental challenge that has to be faced by the learned, namely vocabulary knowledge. Thornburry (2002) divides vocabulary knowledge into two parts; receptive (knowing) and productive (using) knowledge. Knowing a word is when the learner can understand the meaning of written or spoken word; make a correct between the form and the meaning of the word, including discriminating the meaning of closely related words; where using a words is when the learner can use the correct form of a word for the meaning intended with the appropriate context. To meet the challenge, Thornburry continues with his recommendations of what a learner needs to do, that is to acquire a critical mass of words to use in both understanding and producing language,

remember words over time, and develop strategies for coping with gaps in word knowledge.

b. The Importance of Vocabulary

Vocabulary as a component of language which is needed by the students in order to master the four language skills which are reading, listening, speaking and writing in learning English especially students of Senior High School. This is because students listening comprehension, writing and reading abilities are by their vocabulary (Kufsidhi, 1998: 42)

Smith and Jhonson states that the importance of vocabulary is an imperative component of comprehension (1980). It means one must know the words to understand the message because if they do not know it, they will find difficulty to understand it. Moreover Kufaishi states “vocabulary is necessary in social, professional, and also intellectual life” (1988:42). It means that vocabulary is useful social life because vocabulary is needed to bring the language in communication. According to Siswahjudiono “A student who wants to study English, they should master English vocabulary as much as possible” (1988:13).

As the basic component of language, vocabulary is needed for the students who wants to be successful in the language skills, Rahmayanti states “the more a students’ master many vocabulary the more he succeed in developing his language skill (2003:16). Mastering larger number of vocabulary is also making someone easier to studying a certain language and getting more information (ibid)

c. Types of Vocabulary

There are two divisions of words: function words and content words or all words. (De Gregory in Hidayati cited by Rahmayanti, 2003:17). Function words that must be learned in connection with the use in the sentence while the content words or lexical words are words the meaning of which are recorded in the dictionaries and often states by means of definitions, synonyms, antonyms and contextual explanation. Noun determiners, auxiliaries, qualifiers, prepositions, coordinators, interrogators, includes and sentence linkers considered as lexical or content word.

d. Aspect of Vocabulary Items

According to Gaim and Redman (1986) in Moras, Solange (July, 2001), there are several aspect of vocabulary items that must be taken when teaching vocabulary, as follow:

1. Homonym : distinguishing between the various meaning of a single word form which has several meaning which are or closely related.
2. Synonym : distinguishing between the different shades of meaning .that synonymous, in other word distinguishing the different words or phrases which have the same meaning as another in the same meaning as another in the same language.
3. Meaning : this aspect is letting the students to be able to deal with new words and expand theft vocabulary, therefore contextual guesswork and using the dictionary should be the main ways to deal with discovering meaning.
4. Style, register, and dialect : being able to distinguishing between he different levels of formality, the different context and topic.
5. Translation : being aware of certain differences and similarities between the native and the foreign language.
6. Pronunciation : the ability to recognize and reproduce items in speech.

e. Principle of Teaching Vocabulary

Cameron (2001:81) exclaims about several principles of teaching vocabulary to young learners are:

1. Types of words that children find possible learn with shift.
2. Vocabulary development is not just learning more words but it is also importance about expanding and depending word knowledge.
3. Word and words knowledge can be seen as being linked in network of meaning.
4. Basic level words are likely to be more appropriate for children or when learning vocabulary for new concept.
5. Children change in how they can learn words. Where as the very young learner will learn words as collection, older children are much more able to make connection between the words they learn, organization of the word and concept as a help in vocabulary learning.

To master vocabulary, the teacher follows the principles in teaching vocabulary. According to Michael J.Wallace (1982:30) as follows:

- a. Aims

The aims have to be clear for the teacher: How many of the things listed does the teacher expect the learner to be able to achieve the vocabulary? What kinds of words? (Wallace, 1982:27).

- b. Quantity

The teacher may have to decide on the number of vocabulary items to be learned (Wallace, 1982:28). How many new words in a lesson can the learner learn? If there are too many words, the learner may become confused and discouraged.

- c. Need

In any case, one would hope that the choice of vocabulary will relate to the aims of a course and the objectives of individual lesson. It is also possible for the teacher, in a sense, to put the responsibility of choosing the vocabulary to be taught on the students, in other words, the students are put in a situation where they have to communicate and get the words they need, as they need them, using the teacher as an informant.

d. Frequent Exposure and Repetition

It is seldom, however, that we remember a new word simply by hearing at the first time (Wallace, 1982:29). There has to be a certain amount of repetition until there is evidence that students have learned the target word.

e. Meaningful Presentation

The learner must have a clear and specific understanding of what it denotes or refers to, i.e. It means that although meaning involves many other things as well (Wallace, 1982:29). The word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

6. Situation of Presentation

The choice of words can be very varied according to the situation in which we are speaking and according to how well we know the person, to whom we are speaking (from informal to formal), (Wallace, 1982:30). So that a student should learn words in the situation in which they are appropriate.

The researcher concluded that aim of language teaching is the students are able to listen carefully, to speak clearly, to read well and to write skill fully. Thus, the qualities of one's language competence depend on the quality and quantity of vocabulary that she or he has.

f. Testing Vocabulary

One of the ways to knowing the students' development or students' understanding about material is through test. Test in simple term is a number measuring person's ability, knowledge or performance in a given domain (Brown, 2004:3).

There are many published exercise on vocabulary. These include:

- 1) Matching picture to words.
- 2) Matching part of words to other parts.
- 3) Matching words of other words, example: synonym, opposites, sets of related words, etc.
- 4) Using prefixes and suffixes to build new words.
- 5) Using given words to complete a specific task.
- 6) Filling in crossword, grids or diagrams.
- 7) Memory games.

g. Kinds of Vocabulary

There are many classifications made by the experts in language area about the types of vocabulary. Syah and Enong divide vocabulary into two parts, namely: general vocabulary and special vocabulary. The general vocabulary is the words that are used in general: there is no limited of field and user. Whereas special vocabulary is the words that are used the certain field or job profession or special science and technology.

Aeborsold and Field classified vocabulary into : active and passive vocabulary. Those ones are :

- 1) Active vocabulary refers to put items which the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the target language, they are also hoped the familiar with the collocation and understand the connotation meaning of words, this type is often used in speaking and writing skill.
- 2) Passive vocabulary refers to language items that can be recognized and understand in the context of reading or listening, and also called as receptive vocabulary, passive vocabulary or comprehension consist of the words comprehended by people, when they read or listen".(Aeborsold and Field, 2001:53).

In the first level of a course, the active vocabulary is more prominent. But when the students in higher level of study, such as intermediate or advanced level passive vocabulary is more useful.

From the explanation above, we know that every expert in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas. It means that vocabulary is containing of two kinds function and content words.

h. The Mastery of Vocabulary

Webster says that mastery is in act, found when something impersonal is involved (Webster, 1994: 626). According to Hornby (1987:523) that mastery is complete control of knowledge. In addition, Flexner in the random house dictionary of the English language says that mastery deals with command or grasp, as of a subject (Flexner, 1987: 1184). The mastery of language according to Fries as quoted by Jannah (2000:18) is meant as the ability to use or to understand “all the words” of the language. She also says that the mastery of vocabulary of a foreign language is also bound by our actual experience. Finally, she concluded from the previous information and interpretation about the vocabulary mastery can be developed naturally following his growth of experience and progress in education. The teacher can only stimulate the learners, progress by giving the suitable material and guidance.

As the researcher said, her investigation deals with mastery of vocabulary, thus it deals with the ability to know the meanings of certain vocabulary items

and their usage in certain context to express ideas, opinion, and feelings in communication. Vocabulary mastery is people's ability to use or to understand words of language that they have learned in certain situations which they really have experienced in their lives

B. Review of Related Study

There are two previous studies conducted to observe the teaching and learning vocabulary. The researcher can make the comparison among the teaching vocabulary used and the result of each method for the students in the different schools and also the researcher can make the conclusion of which method or strategy being effective to teach students. The first skripsi by Sasa Astra Pamungkas, students of teacher training and education muhammadiyah University of Surakarta. The title is "strategies in teaching vocabulary at the first year in *smp n 2 bringin, kabupaten semarang*."

The research was done in February 2012. This research aimed to describing the strategies used by the teacher, problem faced by the teacher, and problem solved by the teacher in teaching vocabulary. The subject of this study is the English teacher of SMP N 2 Bringin Kabupaten Semarang. The object of this study focuses on the process of teaching vocabulary to the first grade students in SMPN 2 Bringin Kabupaten Semarang. The writer draws some conclusion about the strategy by the teacher, problem faced and problem solved by the teacher. The strategy committed by the teacher are: (1) memorization, (2) synonym/antonym, (3) translating, and (4) fill in the blank.

The problems faced by the teacher are: (1) classroom management, (2) students motivation, and (3) students laziness. The problems solved by the teacher are: she called the students who make noisy and asked them some questions about the material or she ordered the student who was noisy to go out. The strategies used by the teacher are good because the strategies can make the students more active.

According to second study, among other literary studies of research, of vocabulary are research by Nuzulimah, "*The Influence of Teaching Vocabulary by Using Picture (Study Comparative the Second Year Students of SLTP Muhammadiyah Simo Boyolali In The Academic Year 2005/2006)*". The result of her research, she had closure that picture help the teacher create situations out side the classroom, helping teacher introduce the students to the unfamiliar culture aspect helping teacher expose reality to what might be misunderstood verbally by the students.

Basically, this research has similarity with the previous research which concern on teaching vocabulary. The different between those researches and this research can be seen from what aspect that the researcher studies. In this research, the researcher want to describe the teachers strategies in teaching English vocabulary to young learner at SMP Negeri 3 Bojonegoro.

C. Theoretical Framework

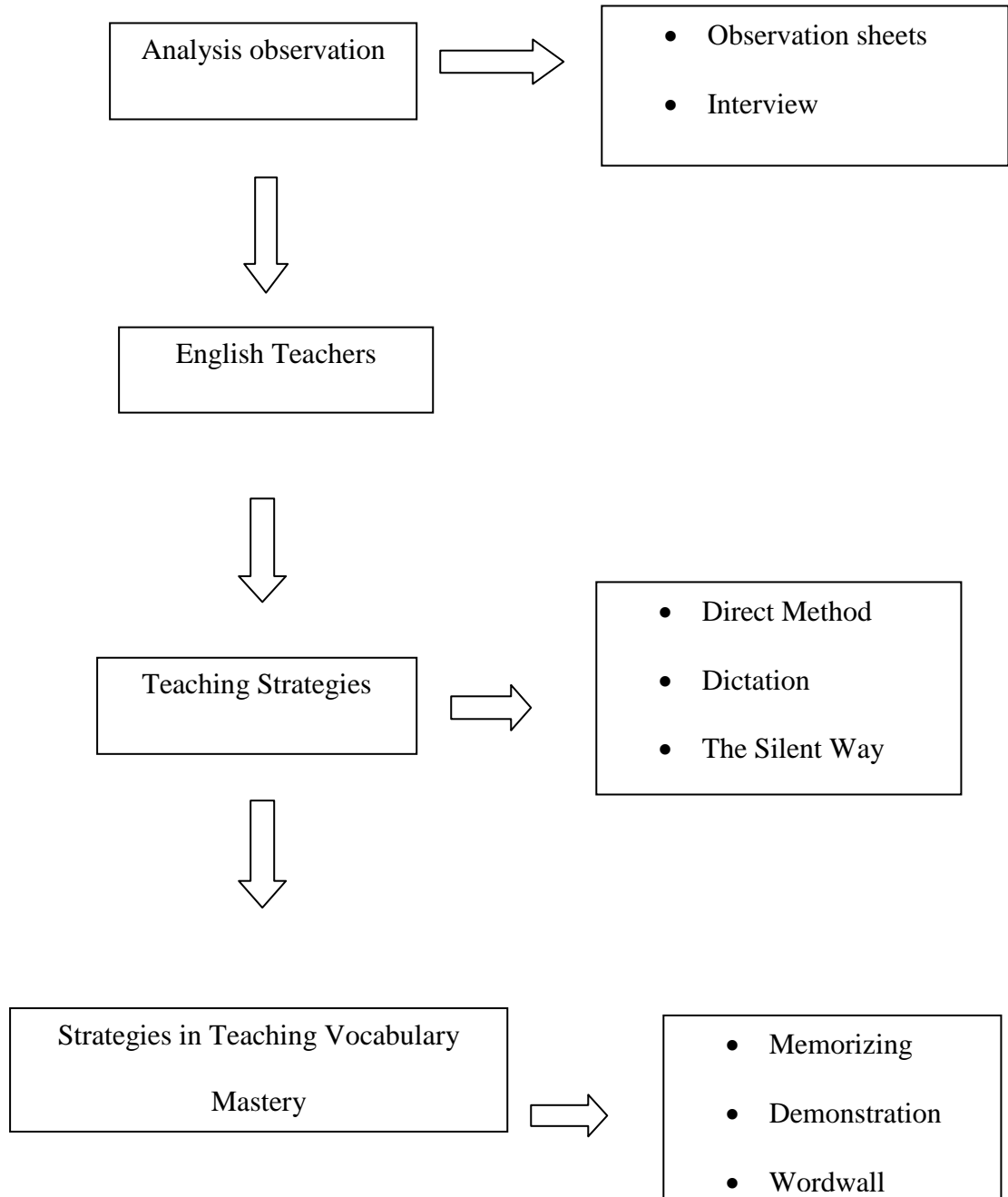


Figure 2.1 show about structural strategies in teaching

This figure show about the conclusion of theoretical framework.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research design, the population and sample of the research, the instrument of the research, the data collection technique, and the data analysis technique.

A. The Research Design

This study is categorized as a qualitative research. Qualitative research based on Sugiyono (2010) qualitative research methods are research method that used to examine the condition of natural object and the result of research emphasize the meaning rather than generalization. This study will conduct to find out the answer to the problems as stated in the Chapter I. It tried to answer the question, (1) How is the English teacher strategies to improve vocabulary mastery? (2) What are the problems faced by teacher in teaching vocabulary?. Dealing with this, Wahyuningsih states that if the research is concerned with finding out who, what, where, or how, the study is descriptive. And According to McMillan & Scumacher (2001:395), qualitative research explores the richness, depth, and complexity of phenomena. The purpose of qualitative research is to provide descriptions of social phenomena which happen naturally. (Dornyei, 2007). The research combines library and field research. Library research is to get secondary data and field research is for getting primary data from participants directly. Therefore, researcher will visit to the setting to do observation. The researcher in this study observed the teacher activity in class and report it from the beginning.

C. Place and Time of the Research

1. Place of the research

The researcher conducted research in SMP NEGERI 3 BOJONEGORO. SMP NEGERI 3 BOJONEGORO that located in Jl. Raya Dander No. 166 Km. 7 Dander. SMP NEGERI 3 BOJONEGORO is one of the favorite schools in the Bojonegoro regency.

2. Time of the research

The observations was conducted on March until May 2019. For the first meeting for the researcher made observations in class to find data. The researcher also conducted an interview with one of the English teachers who taught in 8F class on Tuesday 19th March 2019.

D. Subject of the Study

The subjects in this study were 2 English teachers who taught grade 8, and also 2 students of grade 8F. Researcher conducted classroom observations and interviews with 2 English teachers.

E. Data Sources

The data of this study included the form in the observation's result. The data was obtain from direct observation checklist and note taking. It is take to know how is English teacher strategies that used in the class.

F. Technique of Collecting Data

The important step in doing a research is collecting the data. In this study, the researcher used documentation and an interview as the instrument of collecting data. According to Briet

(1952) said that document is any concrete or symbolic indication, preserved or recorded, for reconstructing or for proving a phenomenon, whether physical or mental. Here, the document was the form of the result from students' writing news item test. Then the writer uses an interview. By using interview, the large amounts of information can be collected from it and this interview can be used to find the validity.

1. Instrument of the Research

Research instrument is a means to collect the data. This study will use some instrument such as; observation checklist, interview guide-line and. The instrument answer the question in the statement of the problems. Interview guide-line is a supporting technique used by the writer to collect the data. It is done when there some information is obtained through observation. In interview guide-line, the writer asked everything dealing with the problem faced by the teacher in teaching vocabulary.

a) Observation

The first instrument is observation. An observation checklist is the main instrument used to get data of the teaching vocabulary. The focus is on what is the strategies that teacher used in the classroom.

This study applied through non participant observation technique. Susanto (2002:22) defines the non participant observation in which the researcher does not participate in the group activities and does not pretend to be a member. So, the data will be taken by observing the students' activities in the learning process, taking notes

the situation of English learning process in which strategies that teachers used in the teaching vocabulary.

b) Interview

The data will be obtained by interviewing the English teachers. The information the teacher found in the teaching vocabulary by using many strategies is taken by interviewing the English teacher outside the classroom. Interview is a supporting technique used by the researcher to collect the data. It is done when there some information is obtained though observation. In interview, the researcher asked everything dealing with the problem faced by the teacher in teaching vocabulary.

As stated Morrisons and Andres (1999:17) “Two fundamental styles of interviewing, are directive and non-directive”. They also said that a non-directive style does not ask for yes or no question or present a multiple choice but it relies on an open ended question with allow the respondent to speak at length, to mention a variety of facts (Morrisons and Andres, 1999:18)

To know how the students’ interest towards teaching vocabulary using many strategies. According to Morrisons and Andres (1999:19), a directive style confines and helps the students to focus their attention on aspects of the problems.

c) Documentation

According to Sugiyono (2010:24) documentation is a list of fact that has been done by people. It can form of picture or monumental of art from school. In this research, documentation can be gotten from facts that is based of the documenter. Like the schools’ condition, facilities, the teachers’ situation and students’ situation.

Documentation is technique to get information (data) from some written resource or document which had relation with the object of research (Arifin,2009:103). This technique is used to get the data related variable by taking the available value which used to pre-research.

G. Technique of Analyzing the Data

In qualitative research, the main instrument is the human, because it is the validity of the data examined. To test the credibility of the research data of researchers using triangulation techniques. Triangulation technique is to capture data by variety of methods and way by crossing the information obtained so that data obtained a more complete and as expected. After getting the full data is information that is obtained from data sources have the same data that is obtained more credible.

According Miles and Huberman activity in the data analysis is data reduction, thee data display and conclusion drawing or verification of data.

a) Data Reduction

Data obtained from the field very much therefore it should be noted carefully and detail. Data reduction means summarize, choose things that subject, focusing on the things that are important, look for themes and patterns. This means reduced data will provide a clearer picture and facilitate researchers to conduct further data collection and look for it when needed. In reducting the data, each researcher will be guided by the objectives to be achieved. The main purpose of qualitative research is the finding. Therefore, if researchers in conducting research, find everything that is deemed foreign, unknown, yet has a pattern, that is precisely what should be the concern of researchers to perform data reduction. The problem that will be analyzed about teaching vocabulary through many strategies to the

students who had a low vocabulary. The main focus of this study is problem of mastery vocabulary.

b) Data Display

In qualitative research data presentation can be done in the form of a brief description, chart, relations between categories, flowchart and the like. And the presentation of data that is often used in qualitative research with narrative text. Data reduction is used by researchers is to review all the data obtained from the field of vocabulary through many strategies for the students.

c) Conclusion Drawing

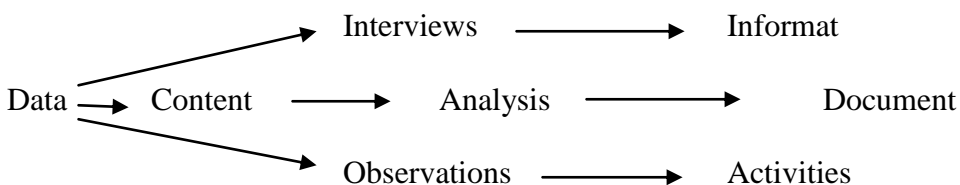
Conclusion drawing or verification next step in the analysis of qualitative data according to Miles and Huberman is the conclusion. Preliminary conclusions presented are still tentative and will be changed if it is not found strong evidence that supports the next stage of data collection. But if the conclusions expressed in the early stages is supported by evidence that reliable and consistent when researchers returned to the field to collect the data, the conclusions put forward a credible conclusion. Conclusions in qualitative research can answer the problem formulation possibilities are formulated from the start or possibly not because as is well known that the problem and formulation of the problem in qualitative research is still tentative and will be developed after the research is in the field. Conclusions in qualitative research is a new finding that had not been there. The findings maybe a discussion or description of an object that previously were vague so that after investigation it become clear. Conclusions can be a casual relationship or interactive, hypothesis or theory. After collecting data, the data on how is the English teacher strategies to improve vocabulary mastery are analyzed.

H. Triangulation

The qualitative research needs the trustworthiness of the data. The trustworthiness of the data is found by validating the finding. The validity of the data is important in qualitative research. The validation of the data determines the quality of the result of research. The researcher uses triangulation as a technique to examine the data validation. Denzin in Lier (1970: 472) extended the idea of triangulation beyond its conventional association with research methods and designs. He distinguished four forms of triangulations:

1. Data triangulation, which entails gathering data through several sampling strategies, so that slices of data at different times and social situations, as well as on a variety of people, are gathered.
2. Investigator triangulation, which refers to the use of more than one researcher in the field to gather and interpret data.
3. Theoretical triangulation, which refers to the use of more than one theoretical position in interpreting data.
4. Methodological triangulation, which refers to the use of more than one method for gathering data.

In this research, the researcher uses one of triangulation, the researcher employs data triangulation to determine the validity data. So, it can be concluded that data triangulation means the best way to insure that a theory is tested in more than one way, increasing the likelihood that negative cases will be uncovered.



In validating the data, the researcher compares the data found during observations and the data found from interviews. After observing the teacher in teaching English vocabulary, the researcher did the crosschecking them to the data of interviews.