

AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING ENGLISH VOCABULARY FOR THE EIGHTH GRADE STUDENTS

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Abstract : *The purpose of this study is 1) to find out the strategies used by the teachers in teaching English vocabulary at eighth grade in MTs SA Miftahul Hikmah Parengan Tuban in the Academic Year of 2019/2020, 2) to describe the factors that influence the teachers' strategy in teaching English vocabulary in the eighth grade of MTs SA Miftahul Hikmah Parengan Tuban. This research is qualitative research using a qualitative descriptive approach. The subjects in this study were two English teachers. Data collection techniques using the interview method and supported by documentation. Data is processed using data analysis techniques. Data analysis techniques using 1) data reduction, 2) data presentation, 3) drawing conclusions / verification. The data is validated by using technique triangulation. The results showed that 1) there were four strategies used by teachers in teaching English vocabulary at eighth grade in MTs SA Miftahul Hikmah Parengan Tuban in the Academic Year of 2019/2020, which included: a) Memorization strategies, b) Reading together strategies, c) Translation strategies, d) Vocabulary game strategies (word chain, Pictionary, bingo). 2) Factors that influence the teachers' strategy in teaching English vocabulary in the eighth grade of MTs SA Miftahul Hikmah which include: a) teacher factors, b) student factors, c) learning activity factors, d) infrastructure facilities factors, e) teacher creativity factors, f) learning objectives factors.*

Keywords : Strategy, Teaching, Vocabulary.

Abstract : *Tujuan dari penelitian ini adalah 1) untuk menemukan strategi yang digunakan guru dalam mengajar kosa kata Bahasa Inggris kelas delapan di MTs SA Miftahul Hikmah Parengan Tuban tahun ajaran 2019/2020, 2) untuk mendeskripsikan factor yang mempengaruhi strategi guru dalam mengajar kosa kata Bahasa Inggris kelas delapan di MTs SA Miftahul Hikmah Parengan Tuban. Penelitian ini merupakan penelitian deskriptif yang menggunakan pendekatan deskriptif kualitatif. Subjek dalam penelitian ini adalah dua guru Bahasa Inggris. Teknik pengumpulan data menggunakan metode wawancara dan didukung oleh dokumentasi. Data diproses menggunakan teknik analisis data. Data analisis menggunakan 1) reduksi data, 2) data presentasi, 3) penarikan kesimpulan. Validitasi data diperoleh menggunakan teknik triangulasi. Hasil penelitian menunjukkan bahwa 1) terdapat empat strategi yang digunakan guru dalam mengajar kosa kata Bahasa Inggris kelas delapan di MTs SA Miftahul Hikmah Parengan Tuban tahun ajaran 2019/2020, yang meliputi; 1) strategi menghafal, 2) strategi membaca bersama, 3) strategi penerjemahan, 4) strategi game kosa kata (word chain, Pictionary, bingo). 2) factor – factor yang dapat mempengaruhi strategi guru dalam mengajar kosa kata Bahasa Inggris MTs SA Miftahul Hikmah yang meliputi ; a) factor guru, b) factor siswa, c) factor kegiatan pembelajaran, d) factor sarana prasarana, e) factor kreatifitas guru, f) factor tujuan pembelajaran.*

Kata Kunci : Startegi, Mengajar, Kosa Kata

INTRODUCTION

Language as a medium of information is very important to master. One of the languages that must be mastered is English. English is as an international language, which is often used in the world as a means of communication. Besides, English is also the language of science and technology. Without English language skills, a person will experience difficulties in an increasingly open, fast, and out of control world (Yamin, 2017: 82). The use of international languages, English, is very important to be adapted and kept abreast of developments. Because of by learning vocabulary, we can understand English very well.

The use of teaching strategies in teaching vocabulary is very necessary to facilitate the students' learning process so that they can achieve optimal learning outcomes. Without a clear strategy, the teaching and learning process is not directed and the learning objectives set do not take place according to lesson plan. Thus, the teacher makes an interesting learning strategy for students so that learning objectives can be achieved.

The formulation of the problem in this study as follows :

1. What is the strategy used by the teacher in teaching English vocabulary at eighth grade in MTs SA Miftahul Hikmah Parengan Tuban in the Academic Year of 2019/2020?
2. What are the factors that influence English vocabulary teaching strategies?

Based on the above problem formulation, the objectives of this study are as follows:

- 1.To find out the strategies used by the teacher in teaching English vocabulary at eighth grade in MTs SA Miftahul Hikmah Parengan Tuban in the Academic Year of 2019/2020
- 2.To describe the factors that influence the teachers' strategy in teaching English vocabulary in the eighth grade of MTs SA Miftahul Hikmah Parengan Tuban.

RESEARCH METHODOLOGY

In this study, researcher used a qualitative research method, so this research is a qualitative descriptive study. Qualitative research is research conducted naturally because data collected based on facts in the field, where researchers are as key instruments and qualitative research emphasize more meaning (Sugiyono, 2015: 9).

Research subjects are subjects that are intended to be investigated by researchers (Nurdin and Hartati, 2019: 108).Research subject, according to Arikunto (2007: 152), is something that is a very important position in the study. Moreover, the research subject must be arranged before the researcher is ready to collect data. So there must be a subject in a study. Without the subjects, the required data cannot be collected. Therefore, the subjects in this study were two English teachers who teach eighth grade of MTs SA Miftahul Hikmah Parengan.

Data is a very important thing and becomes the basis of the validity and strength of a study. Data is raw material related to the facts in the field. As for the data collection, the researcher includes a variety of ways, namely;

a.Interview

According to Moleong (2015: 186), an interview is a conversation with a specific purpose. The conversation is conducted by two parties, namely the interviewer who asks a question and the interviewees who answer that question.

In this study, researcher used semi structured interviews where the implementation allows the researcher to find problems more openly, where parties to the interview were asked for opinions and ideas. In this case, the researcher needs to listen carefully and record what is stated by the participant.

b. Documentation

Documentation is interpreted as a record of events that have passed. Documents can be taken the form of writings, drawings, or monumental works from someone (Sugiyono, 2011: 240). The document is a complement to the use of the interview method in this study. The results of the interview will be more trusted if supported by Lesson Plan and Syllabus documents taken by researchers with respondents during the interview.

Data analysis techniques in this study refer to the theory of Miles and Huberman in Sugiyono (2015: 91) which includes three data analyzes consisting of data reduction, data presentation, and concluding.

a. Data Reduction

Data reduction is the process of selecting, focusing or concentrating on an important matter, and summarizing data in the form of written notes in the field during the research process.

b. Data Presentation

The presentation of the data is done so that the reduction data can be well organized and arranged in a relationship pattern to make it easier for readers to understand research data. Presentation of data can be done in the form of narrative descriptions, charts, relationships between categories, flow charts, and so forth.

RESEARCH FINDINGS AND DISCUSSIONS

a. The Strategy Used by the Teachers in Teaching English Vocabulary at Eighth Grade in MTs SA Miftahul Hikmah

Based on the result of the study it states that four strategies are usually applied by the teachers namely as follows; Reading together strategies, memorization strategies, and Translation Strategies, vocabulary games strategies (chain word, pictionary, bingo).

- a. The use of reading together strategies in teaching English vocabulary at eighth grade

In using the "reading together" strategy the interview data showed that the strategy made students enthusiastic in learning. The strategy implemented by the teacher has a positive impact on the development of students' vocabulary. Joint reading activities are also student activities that are carried out continuously at the beginning before entering English learning.

- b. The use of memorization strategies in teaching English vocabulary at eighth grade

In teaching vocabulary, the teacher also applies memorization strategies. In this case, the first teacher said that "Untuk peningkatan kosa kata siswa itu lebih ke penggunaan strategi yang ke 2 mbak, karena yang dijadikan pendalaman di setiap pembelajaran." Then, In each learning interview data shows that the teacher always gives motivation to students to be more enthusiastic in learning English, especially in students whose interest in learning English is still minimal.

- c. The use of Translation Strategies in teaching English vocabulary at eighth grade.

In addition to the two strategies above, the teacher usually also uses the "translation" strategy in the middle of learning English material. As the first teacher said "Mengenai strategi sebenarnya banyak mbak, di setiap materi pembelajaran. Tetapi, yang sering saya gunakan ketika mengajarkan kosa kata salah satunya strategi "translation".

- d. The use of vocabulary game strategies in English vocabulary teaching at eighth grade

According to Boller and Kapp (2017), games are activities that

have goals, challenges, or rules that guide the achievement of goals with other players or the game environment, as well as feedback mechanisms that provide clear instructions about how good or bad the one is doing. In addition, the second teacher said that “ketika siswa jenuh menghafalkan juga saya terapkan dengan strategi “vocabulary games” agar siswa antusias kembali dalam mengikuti pembelajaran.”

Of all these strategies, the researcher found that there was one strategy in common, namely in the use of memorization strategies. In addition to these strategies, the informants used different strategies. Referring to the theory put forward by Harmer (1991) that the kinds of vocabulary teaching strategies found by researchers refer to the theory.

From the discussion of the use of the above strategies, the researcher finds the point that all the strategies used by the two informants are equally effective teaching strategies and can support the improvement of students' vocabulary. The four strategies are mutually supportive and complementary to one another. Even if there are obstacles during the implementation of the strategy, it is a natural thing in learning.

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

b. Factors That Can Influence English Vocabulary Teaching Strategy at Eighth grade in MTs SA Miftahul Hikmah

Referring to the theory proposed by Sanjaya (2009), that the factors that can influence the learning strategy proposed by the two informants above refer to Sanjaya's theory, which is as follows; Teacher factor, Student factor, Learning Activity

factor, infrastructure factor, Teacher Activity Factor, Learning Objective Factor.

a. Teacher Factor

According to Koesoema (2009: 117), Teachers are leaders and agents of educational change because without the involvement of teachers every effort to renew the world of education will fail. This shows that the role of a teacher in the learning process is a very dominant determining factor in education in general because the teacher plays a role in the learning process. So with the existence of an important role holder in learning a teacher's existence here is very much needed, because teachers are required to carry out various roles aimed at achieving an expected goal.

b. Students Factor

Students are the center of all activities in education where education is supposed to accommodate and develop all abilities and growth potential in themselves (Koesoema, 2009: 167). In this case, the learning process in class means students become important components and targets in the delivery of material.

c. Learning Activity Factor

The success of learning is supported by the activities carried out in each learning process. Learning activities is a process of activities aimed at increasing the ability to achieve certain goals. Learning activities are designed to provide learning experiences that involve mental and physical processes through interactions between students, students and teachers, the environment, and other learning resources (Prastowo, 2015: 77).

d. Infrastructure Factor

In the world of education, learning activities certainly require infrastructure that is important to support the quality of student learning.

According to Budyartati et al (2016: 31), Facilities and infrastructure are one of the resources that serve as benchmarks for the quality of schools and need continuous improvement along with the development of science and technology which is quite sophisticated.

e. **Teacher Creativity Factor**
Achievement of goals can sometimes be seen through the creative side of the teacher in managing the class or delivering the material. Teacher creativity is was an important part of achieving a learning goal. this is done so that the presentation of the material delivered by the teacher can make students easy to understand the contents of the material. Thus the creativity of the teacher can increase the potential of students through the strategies created by the teacher.

f. **Learning Objective Factor**

In the process of teaching and learning activities certainly have certain goals that will be achieved. Prastowo (2015: 186) argues that goals are mastery of operational competencies that are targeted. This means that learning objectives are the most important thing in learning because of the learning strategy. In achieving learning objectives there needs to be a learning support component such as infrastructure or readiness of students and teachers to carry out learning as expected.

CONCLUSION

There are several learning strategies applied by the two eighth grade informants. Strategies to support vocabulary improvement there are 4 types of strategies, namely: reading together, memorization, translation, and Vocabulary games. The application of this strategy is combined with several game models, namely bingo, Pictionary, and chain word. Appropriate information obtained from the

two informants about combining learning strategies with media games can facilitate the achievement of a learning goal to improve vocabulary in students. The percentage of the application of the teaching strategy shows that the strategy achieved success. Dominant learners can improve their vocabulary with the help of strategies implemented by the two informants.

Related to the factors that influence the teaching of vocabulary are teacher factors, student factors, learning activity factors, infrastructure facilities, teacher creativity, learning material factors, student personality factors, learning objectives. Of all the factors mentioned above each has a very important role in a learning. Which is very supportive of the teaching and learning process to achieve the learning objectives effectively and efficiently.

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