

DESCRIBING TEACHERS' STRATEGIES IN TEACHING ENGLISH VOCABULARY

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ABSTRAK

Ini merupakan penelitian kualitatif. Tujuannya adalah untuk mengetahui strategi guru dalam mengajar kosa kata bahasa Inggris dan untuk mengidentifikasi masalah yang dihadapi guru dalam menerapkan strategi tersebut. Metode penelitian yang digunakan peneliti adalah kualitatif. Data diambil dari wawancara dengan guru bahasa Inggris di SMA Negeri 1 Ampana dan dianalisis dengan menggunakan analisis deskriptif. Hasil penelitian mengungkapkan beberapa strategi yang diterapkan oleh guru untuk mengajar kosakata bahasa Inggris meliputi: 1) Memahami Kosakata Melalui Membaca dan Menerjemahkan Teks; 2) Menghafal Kosakata; 3) Penggunaan Kamus. Guru menggunakan strategi tersebut dalam meningkatkan penguasaan kosakata siswa. Berdasarkan wawancara, guru menghadapi beberapa masalah dalam mengajar kosakata. Masalah yang berasal dari siswa, seperti kurangnya motivasi, siswa terkadang merasa malas, bosan dan beberapa siswa menjadi ramai dalam belajar. Mereka juga cepat dan mudah melupakan kosakata yang telah dipelajari sebelumnya karena tidak mempraktekkannya di rumah.

Kata kunci: mendeskripsikan, strategi, mengajar, bahasa inggris, kosakata

ABSTRACT

This is a qualitative research. Its aims are to find out teachers' strategies in teaching English vocabulary and to identify the obstacles faced by teacher in implementing the strategies. The research method applied by researcher is qualitative. The data were taken from interview with English teachers at SMA Negeri 1 Ampana and analyzed by using descriptive analysis. The result of the research revealed some strategies applied by teacher to teach English vocabulary includes: 1) Comprehending Vocabulary through Reading and Translating Text; 2) Memorizing Vocabulary; 3) Dictionary Use. The teacher uses those strategy in increasing students' vocabulary mastery. Based on the interview, the teacher faced some problems in teaching vocabulary. The problem derived from students, such as lack of motivation, the students sometimes feel lazy, bored and some of students become crowded in learning. They also quickly and easily forget the vocabulary that has been learnt before because they do not practice it at home.

Keywords: describing, strategy, teaching, english, vocabulary

INTRODUCTION

Vocabulary is one of linguistic features, which influences the communicative ability. Vocabulary is one of the most obvious component of language and one of the first things applied linguists turned their attention to Sproat, Richard, et al., (2001). The other definition of vocabulary stated by Hatch, Evelyn and Brown (1995), state that

vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use. Ur (1996) defines vocabulary as the words we teach in the foreign language. Mastering English is not as easy as taking something for granted. Learners have to go through many steps and parts in learning. One of those parts is learning and mastering the vocabulary in English. Without knowing enough vocabulary, the students cannot understand others or express their own idea.

The above statements reveals that vocabulary is important but students are very weak in it. The mastery of vocabulary is important because it will consider the students in the teaching learning, (Nunan, 1991). The importance of vocabulary is larger than other aspects because when a person learns about a new language, usually she or he thinks about mastering vocabulary. It means that whenever people use a language, automatically they have to use the words of language.

A study by Saniah and Baehaki (2021), found that teachers' strategies in teaching vocabulary was good because the student ability and score increase long by long. Another study was conducted by Nia, Amroh, and Hendi (2018), the result showed that the researcher was conclude about the vocabulary teaching strategies that showed by two important things below. Firstly, the teacher as the respondent usually applied some of the type's vocabulary strategies. Those strategies included: 1) comprehending vocabulary in details; 2) memorizing vocabulary in every meeting; 3) dictionary use; and 4) teaching vocabulary by using games. In every teaching vocabulary strategy, there are some of the strengths and weaknesses of that strategies. According to Richards (1986), strategy means a plan, step or conscious action taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective and more transferable to new situation.

Teachers need to choose and determine the teaching strategy that is in accordance with the abilities, potentials, interests, talents, and needs of various students so that optimal interaction occurs between teachers and students, as well as between students and students. Based on that case, the researcher conducted a research to find out the teachers' strategies for teaching English vocabulary.

METHOD

This Research used a descriptive qualitative because the researcher described condition or state of phenomenon. This research conducted in a descriptive study by using qualitative research that focuses in teachers' strategies in teaching English vocabulary. It describes the techniques used by the teacher and describes the problems faced by the teacher. In this research the population were English teachers in SMA Negeri 1 Ampana Kota. To take the sample the researcher use purposive technique sampling and The will be all teachers who teach English at SMA Negeri 1 Ampana Kota.

The researcher gathered data by interview, recording and observation. The interview process was recorded for data analysis. The interview was conducted in Bahasa Indonesia and the data transcription was written in Bahasa Indonesia. After conducting the interview, the researcher conducted an observation to cornfim teachers' answer at the time of interview.

FINDINGS AND DISCUSSION

FINDINGS

The research findings in this research were obtained in the field by doing and interview observation. Based on the researcher's interview, there are some teacher's strategies in teaching vocabulary revealed, they are: (1) translation; (2) dictionary use; and (3) memorizing. To strengthen the substance data from interview, the researcher conducted observation. Based on the result of observation checklist, the researcher concluded that the learning activities carried out by the teacher in the classroom are in accordance with the statements given during the interview.

No	Teacher' Statements (Observation in Mrs. Hasriani's class)	Response	
		OK	NO
1	Based on teacher's answer in interview, the strategy that used by teacher in teaching English vocabulary is translation.	✓	
2	The teacher choose that strategy because it can facilitate students to comprehend what the teacher explained and make students mor confidence in conveying their	✓	

opinion.

3	Teacher checks students' vocabulary once in every meeting.	✓
4	Teacher decided assessing system for the vocabulary by giving assignments from guide book.	✓
5	There are some problems faced by teacher, they are: 1. The students feel confuse when there is same word but different meaning. 2. The students do not know the spelling of the word.	✓

No	Teacher's Statements (Observation in Mrs. Asri's class)	Response	
		OK	NO
1	Based on the teacher's answer in interview, the strategy that used by teacher in teaching English vocabulary is dictionary use.	✓	
2	The teacher claimed that the strategy is easy to use.	✓	
3	The teacher checks students vocabulary once in a week.	✓	
4	Teacher decided assessing system for the vocabulary by giving assignments from guide book and ask students about vocabulary word they have been learned.	✓	
5	There are some problems faced by teacher, they are: 1. There are some students who does not have a dictionary. 2. Lack of motivation	✓	

No	Teacher's Statements (Observation in Mr. Muchtar's class)	Response	
		OK	NO
1	Based on teacher's answer in interview, the strategy that used by teacher in teaching English vocabulary is memorizing.	✓	
2	The teacher choose that strategy because it is effective in increase students vocabulary mastery.	✓	
3	The teacher checks students vocabulary once in a week.	✓	
4	The teacher decided assessing system for vocabulary word with rote learning.	✓	

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- There are some problems faced by teacher, they are:
- 5 1. The students do not know the pronunciation of the word. ✓
2. Lack of motivation.

DISCUSSION

The result of this research have shown the strategy used by English teacher in teaching English vocabulary. Based on the result above, it was shown that the teachers used three strategies in teaching English vocabulary. The first strategy was translation, where the teacher gave students comprehending more deeply through reading and translate the text. The teacher read the text sentence by sentence and after that she translated the meaning of those sentences which is related to the reading text. The teacher checked student's vocabulary once in every meeting by giving assignments from guide book one by one but not in the vocabulary specific topic, it was include in other lesson, such as reading.

The second strategy was dictionary use. Dictionary use is one of the teaching vocabulary strategies to make students easier to find the meaning of the new words. Teacher asked students to brought dictionary when there is English subject in their classroom. The use of dictionary is a traditional method but it is the effective way both for students and teachers as guidance and it can help students to learn new words do to its flexibililty and easy to use. Teacher assessed students' vocabulary word by giving assignments in the text book and checked the assignments one by one, once in a week. Sometimes she asking the students about vocabulary words they have been learned. The weekly assessment will have an affect on the value of the report book.

The third strategy was memorizing vocabulary. It is commonly used by the teacher in every meeting and it could be one of the teaching vocabulary strategies which are obligatory to applied in the classroom. In every meeting teacher asks students to find out 20 vocabularies in the term of regular verb and irregular verb and also noun. And also he use expalanations strategy, where the teacher explained the function of the word before the students memorize the words. decided assessing system for the vocabulary words with rote learning at each meeting or per week. The students deposited their memorization one by one. The teacher asked the vocabulary word that he want student to say, so the students not deposited it by themselves without controlling by teacher. If

student cannot say the vocabulary word correctly, teacher give stripe mark on that word so student can repeat in on the next meeting.

In teaching and learning process teacher of course will get the problem, including in the vocabulary teaching and learning process. In this research, the researcher found that teachers cooperated with every student to avoid and solve the problem together. Students of SMA Negeri 1 Ampana Kota had a problem that they feel confuse when there is same word but different meaning they do not know the spelling of the word, there are some students who does not have dictionary, but because it is online class so the teacher permitted students to use e-dictionary through their mobile phone. Then, students could not remember the vocabulary correctly, they also forgot how to pronounce and spell the word, so teacher gives a longer time to students to remember it and asked several times about the vocabulary during the teaching-learning process. The information above is gotten by interviewing the English teachers and observation.

CONCLUSION

Based on the research result and discussion in the previous chapter, the researcher concluded that there are three strategies used by teachers in teaching English vocabulary to students are, translation, dictionary use and memorizing vocabulary. Each teacher in this research had their own problems in teaching and learning process. The result of this research showed there are some obstacles faced by teacher in teaching English vocabulary, they are students feel confuse when there is same word but different meaning they do not know the spelling of the word, there are some students who does not have dictionary, and students could not remember the vocabulary correctly, they also easily forget the pronunciation of the word.

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