ANALYZING TEACHERS' STRATEGIES IN TEACHING VOCABULARY OF JUNIOR HIGH SCHOOLS AT KECAMATAN

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui strategi guru dalam mengajar kosakata kepada siswa kelas dua SMP Negeri 1, SMP Negeri 2, dan SMP Satap Negeri 1 Kasimbar. Desain yang digunakan adalah deskriptif kualitatif. Subjek penelitian adalah tiga guru bahasa Inggris yang mengajar kosa kata di tiga sekolah yang berbeda. Dalam pengumpulan data, peneliti mewawancarai tiga guru dan menganalisis hasil wawancara. Hasil penelitian ini menunjukkan bahwa strategi yang digunakan oleh ketiga guru bahasa Inggris tersebut berbeda Guru satu menggunakan strategi dialog, guru dua menggunakan strategi menampilkan gambar, dan guru tiga menggunakan strategi tanya jawab. masing-masing dari ketiga strategi tersebut memiliki keunggulan dalam meningkatkan kemampuan kosakata siswa. Selain itu, permasalahan yang dihadapi oleh ketiga guru bahasa Inggris dalam mengajarkan kosakata kepada siswa kelas II SMP di Kecamatan Kasimbar juga memiliki banyak faktor seperti jaringan internet yang tidak stabil, kurangnya minat siswa untuk belajar kosakata bahasa Inggris, suka mengganggu. teman-teman di kelas, kebanyakan siswa tidak membawa kamus ke sekolah dan kesalahan pengucapan. untuk memecahkan masalah ketiga guru selalu mengevaluasi pembelajaran yang diberikan, menghindari pemberian tugas yang terlalu panjang, mengajak siswa untuk berpartisipasi aktif, mengajar mencatat, pendekatan personal, dan membentuk kelompok siswa dalam pembelajaran.

Kata kunci: Strategi, Pengajaran, Kosakata.

ABSTRACT

The purpose of this research was to investigate the teachers' strategies in teaching vocabulary to the second grade students of SMP Negeri 1, SMP Negeri 2, and SMP Satap Negeri 1 Kasimbar. The design used was descriptive qualitative. The research subjects were three English teachers teaching vocabulary in three different schools. In collecting the data, the researcher interviewed the three teachers and analyzed the the interviewed results. The results of this research indicate that the strategies used by the three English teachers were different Teacher one used a dialogue strategy, teacher two used showing picture strategy, and teacher three used a question and answer strategy. each of these three strategies has advantages in improving students' vocabulary skills. In addition, the problems faced by the three English teachers in teaching vocabulary to the students in the second grade of junior high schools at Kecamatan Kasimbar also have many factors such as Unstable internet network, lack of student interest in learning English vocabulary, likes to annoy friends in class, most students do not bring a dictionary to school and pronunciation errors. to solve the problems the three teachers Always evaluate the learning given, avoid giving very long assignments, invite students to actively participate, teach note-taking, personal approach, and form groups of students in learning.

Keywords: Strategy, Teaching, Vocabulary.

INTRODUCTION

Vocabulary, when viewed from the definition, is a collection of familiar words that are mastered by someone. Vocabulary in general is also closely related to the development of a person's age, plays an important and very basic role in communication skills and acquisition of abilities. In the realm of foreign/second language learning, vocabulary mastery is a challenge for these learners. That's why this material is crucial. Some experts also say that vocabulary is material that discusses, although not exclusively, about words. Words are different from other linguistic units such as phrases, where words can "stand alone" and still have meaning. But of course, when discussing vocabulary, the scope will be wider than just units of meaning. Some other experts also argue that in general, materials on vocabulary or vocabulary will talk about words.

However, vocabulary materials will also discuss other linguistic units such as morphemes (morphemes), syllables (words family), lexemes (lexeme), lemmas, idioms, and even double words (binomials and trinomials). states that discussions of vocabulary or vocabulary are in the materials surrounding words, such as their root origin, growth and inhibition dynamics, the relationship between them, to their position in different social contexts. vocabulary Knowing the types of vocabulary mastery In vocabulary mastery or also known as vocabulary mastery, some experts categorize this discussion into two classifications:

(1). Receptive At this level, mastery is only limited to understanding the meaning of the vocabulary. In other words, only rote. In this form, vocabulary mastery is closely related to the knowledge gained from listening and reading skills. To be able to use the existing 'memorization', this activity is closely related to how to involve oral and written content that is in memory so that it can be suitable for future involvement. That's why this level of mastery is more dominated by the scope of the material in the form of written and oral vocabulary.

(2). Productive This level of understanding is something more complicated than the level of understanding above. In order to be able to be considered capable of

mastering this type of understanding with this degree, simply memorizing and being able to understand the meaning of a word is not enough.In other words, this level of understanding requires a competency which has been able to apply a word to a language processing.

The goal is to investigate English teachers at SMP Negeri 1 Kasimbar, SMP Negeri 2 Kasimbar and SMP Negeri 1 Kasimbar to find out the teacher's strategies when teaching English vocabulary in three different schools to compare. how are the positive and negative impacts of students when using English vocabulary strategies and in order to add references for other researchers. Teachers are directed to be able to express their ideas, feelings, and opinions regarding the strategies used when teaching. For students in three schools, especially in second grade, the lack of vocabulary and interest in English makes it difficult for them to learn, their accuracy and understanding are not good. Students have difficulty expressing their ideas freely in speaking activities. Most of the students in the school are reluctant to speak and have low speaking skills for several reasons: the teacher does not give enough time for students to practice speaking in class and he also rarely uses English in class; students are afraid of making mistakes; students also have limited English words (vocabulary) and do not know how to construct meaningful phrases and sentences in conveying their ideas. Furthermore, the researchers can conclude that the students' speaking ability is low.

Regarding the problems above, variations in teaching also affect the results of the teaching process, especially for students' speaking abilities. Interactive teaching techniques will encourage students to be more active in the learning process. This technique is used to design classroom activities that involve guidance and practice in improving their speaking skills. researchers consider it necessary to investigate teachers in three schools related to the condition of students. In this case, the researchers collected data by conducting interviews with informants and documentation. As a qualitative method, researchers look for data by using data reduction, data presentation, and drawing conclusions.

METHOD

In this study, researchers investigated the strategy and effectiveness of vocabulary teaching techniques carried out by English teachers. As explained by the researchers above, data collection was carried out by interview and documentation, because this technique is suitable for collecting data in qualitative research. After the data was collected, the researcher analyzed the data by means of data reduction, data presentation and drawing conclusions / verification.

FINDINGS AND DISCUSSION

FINDINGS

1). Research location

Researchers chose three schools located in SMP Negeri 1 Kasimbar, SMP Negeri 2 Kasimbar, and SMP Satap Negeri 1 Kasimbar as research sites. Researchers was interested in doing research there because the reaserchers want to know what strategies are applied by teachers in teaching vocabulary in class and also for several reasons. One of the reasons is because of the background of students who are still less confident, still confused to speak English well. Finally, the researchers decided to choose three schools as research sites.

2). Observations

Before carrying out research actions, researchers make preparations related to the implementation of research actions so that they can run smoothly and become better. This research was conducted for two days. On Thursday, October 14, 2021 to October 15, 2021, the first day the researchers met with the Principal of SMP Negeri 1 Kasimbar, The goal is to get in touch and ask for permission to conduct research at SMP Negeri 1 Kasimbar in order to carry out the final task of the Tadulako University undergraduate program.

On the second day the researchers met with two principals at the same time at SMP Negeri 2 Kasimbar and SMP Satap Negeri 1 Kasimbar. at the three schools the

researchers was greeted by the principal in a friendly manner and he gave permission and stated that he had no objections to doing this research.

The first day the researchers contacted one English teacher Mrs. Hj.Norma.S.Pd and the second day the researchers also contacted and met with two teachers at once, they are Mrs. Ince Najmah, S.Pd, and Mr. Fadal Alahabsi, S.Pd although some teachers cannot carry out interviewed at schools because they are constrained by illness and also carry out online learning. then the researchers met directly with the three teachers who aimed as informants to convey a research plan that had received permission from the principal. The researchers conveys to three teachers about the research topic Interviewed are part of the technique that researchers use in this study. A situation where information is obtained from observation techniques, namely interviews or by asking three teachers to produced information that answer the problems in the study. At this stage, the researchers collected data by conducting interviewed and discussions with three teachers in, SMP NEGERI 1 Kasimbar, SMP Negeri 2 Kasimbar, and SMP Satap Negeri 1 Kasimbar regarding the teacher's strategies for teaching vocabulary used in class.

3). Interview

Researchers carried out the interview to answer research questions

1. What strategies did the teachers of junior high schools apply in teaching English vocabulary in Kecamatan Kasimbar?

2. What are the most commonly strategies used by the teachers in teaching vocabulary at junior high schools in Kecamatan Kasimbar?

The following is the summary of transcripts from three teachers interviewed

Based on the results of the interview by teacher 1, stated that the strategy used was a dialogue strategy. and the data obtained from the students' assignment scores at SMP Negeri 1 Kasimbar after using the dialogue strategy in learning English, the researchers showed that, the students' average scores changed and increased. This can be proven from the score data of students who are taught using dialogue strategies, As for students who experience an increase in grades, after learning to use dialogue strategies , it is caused by internal factors. the internal factors means, are factors that exist in individuals. and the teacher is also equipped with teaching aids. such as, infocus. so that it can help students in learning english vocabulary.

The factors that, make students still have difficulty in online and offline learning english vocabulary are as follows :

Lack of student interest in learning, or not enthusiastic and most students do not bring dictionaries to school, As we know that the dictionary is very important in learning English vocabulary to help students understand the new words. some students still feel embarrassed and lack confidence , when asking or answering questions from materials given by the teacher, the teacher cannot manage the time , considering the various abilities and learning styles of students. internet network is not supported. the teacher only uses the whatsapp application while teaching Because, problem with the network,. such as the student's voice not being heard clearly, and object on the screen being unstable. so the teacher has difficulty when using the zoom application.

Based on the results of the interview, teacher 2 stated that the strategy used was the strategy of showing pictures. The goal is that students can improve memory skills when learning English vocabulary. then the data obtained from student assignments at SMP Negeri 2 Kasimbar, after using the strategy of showing or displaying pictures. the average score of students also changed and increased. there are students who experience an increase in grades. caused by the students themselves. which can be seen that students are usually more active at certain times during learning hours when the teacher teaches in class

Then the factors that make students still have difficulty in learning English vocabulary in online and offline learning are as follows :

Lack of student attention when studying, when the teacher teaches in class just like most students like to play in class and like to annoy their friends beside them. most students also don't bring dictionaries to school. Some students still feel embarrassed or inferior when playing roles and not confident when asking or answering questions from the teacher, limited by internet network. As we know, teacher 2 is also still experiencing difficulties due to network disturbances when teaching online classes this is same as the problem faced by teacher 1, And teachers also use WhatsApp groups only in teaching such as giving assignments and asking questions to the students.

Based on the results of the interviewed, teacher 3 stated that the strategy used was a question and answer strategy. Some students who experienced an increase in grades after learning using the question and answer strategy.were also caused by

internal factors and external factors. where the external factor is the influence of the surrounding environment. where students look more active and enthusiastic when learning in class. and do not feel embarrassed when asking about the material provided. Then the data obtained from the value of student assignments at SMP satap Negeri 1 Kasimbar. after using the question and answer strategy has also increased. This can be proven from the score data of students who are taught using a question and answer strategy.

Then the factors that make students still have difficulty in learning English vocabulary in online and offline learning are as follows :

Most of the students have errors in English pronunciation where it seems the students have difficulty pronouncing words such as, comfortable, computers, information, vegetable, etc. the teacher gives homework after school due to time constraints. the teacher also has problems with the network when teaching online class . as we know the three teachers have the same problem as internet network disturbances . so that the learning of the three teachers is not effective. the teacher also only use whatsapp group and give assignments and questions. Based on the explanations of the three teachers above, they stated that they had the same obstacles when teaching online, including network problems and having the same tools when teaching. where the three teachers used WhatsApp groups as learning media.

DISCUSSION

Based on The results of this study indicate that there were three suitable strategy and one general strategy in teaching vocabulary to students. where teacher 1 used a dialogue strategy, This strategy aims to improve students' ability to speak and remember words because there are still many students who have difficulty remembering vocabulary. Besides that, the teacher is also equipped with infocus so that it makes it easier for students to learn vocabulary teacher 2 used a strategy of showing pictures This strategy aims to make it easier for students to remember objects with the help of pictures, and teacher 3 used a question and answer strategy. this strategy aims to improve students' speaking skills and train students' vocabulary. because there are still many students who have difficulty remembering vocabulary. from the three strategies have their respective advantages, and affect students' scores in learning english

vocabulary . in addition to the different strategies used, the three teachers also usually used the same strategy when teaching vocabulary. where the strategy they used were (question and answer strategy.) where this strategy is very suitable to be used to improve students' memory of new words when learning vocabulary.

CONCLUSION

Based on the results of the research that has been presented in the previous chapter, the following conclusions can be drawn: From the explanations of the three teachers at SMP Kasimbar in three schools it was found that there were three different strategies used in teaching vocabulary to students.where teacher one used a dialogue strategy, teacher two used a strategy of showing pictures, and the third teacher, used a question and answer strategy. of the three strategies have their respective advantages, and all of them are very good to apply and can also help students in learning English vocabulary. besides the strategies they used were different, but the three teachers also usually used the same strategy when teaching English vocabulary where the strategy they used were (question and answer strategy). This strategy aims to improve speaking skills and the ability to remember vocabulary for students in vocabulary learning .

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