

STRATEGIES USED BY ENGLISH TEACHER TO TEACH VOCABULARY JUNIOR HIGH SCHOOLS IN BALUNG DISTRICT JEMBER

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Abstract

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Vocabulary is an important part of learning a language, junior high school teachers in Balung Jember apply vocabulary strategies in teaching English so that students learn effectively. If teachers do not use strategies in their teaching, they will be able to teach effectively. Therefore, it is important to have a research entitled "Strategies Used by English Teacher to Teach Vocabulary".

The problems of the research are (1) What are the strategies used by teacher in teaching English Vocabulary ? (2) What are the obstacles faced by the teacher in implementing the strategies in teaching English vocabulary ? This research problems were formulated to find out the strategies and obstacles of teachers in teaching vocabulary. The place of this research was Junior High Schools in Balung District Jember. Qualitative descriptive was employed in this research. The population of this research was Teachers in Balung Jember which consist of 11 teachers.

Data were taken from observations and interviews with teachers as respondents. Both observations and interviews were employed to explore how teachers apply strategies in teaching vocabulary during the learning process.

The results showed that the strategies applied by the teacher in teaching vocabulary included: 1) understanding vocabulary in detail; 2) memorizing vocabulary in each meeting; 3) dictionary use; and 4) teaching vocabulary by using games. As for the strengths and weaknesses of each strategy, the researcher

found that the most effective strategy in teaching vocabulary applied by the teacher was teaching vocabulary using games. On the other hand, the main weakness of the vocabulary teaching strategy is memorizing the vocabulary at every meeting because remembering the vocabulary of about 15-20 words per meeting makes it easy for them to forget the vocabulary they have memorized.



INTRODUCTION

Vocabulary is one of the important aspects when people learn a language. Without learning vocabulary, people cannot communicate with others. Vocabulary is generically defined as the knowledge of words and word meanings. Stahl (2005) asserted that vocabulary is the knowledge of words which does not only imply in the form of definition, but also implies how that word and sentence connected one each other. It means that, it is impossible for someone who wants to learn a foreign language such as English

In education, Teaching English vocabulary is an essential part especially when people learn foreign language as the meanings of new words. Thornbury (2002) stated that teaching vocabulary is an essential aspect in learning a language. Furthermore, it is almost impossible to learn a language without words, even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004).

Good vocabulary mastery has important roles. Firstly, it facilitates learners to understand four language skills. Secondly, it eases the process of communications. It means that if we are bad in mastering vocabulary we will get worse in English Learning and vice versa. But learning vocabulary is not easy, one of the students problems in studying vocabulary is that they are easy to memorize, but they do not remember it in long time. It means that vocabularies which they have learned are easy to forget. Referring to this case, teachers have different strategies in teaching vocabulary,

without mastering vocabulary. However, the term of vocabulary covered in language skill includes listening, speaking, reading, and writing.

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. According to Clouston (2013:2), vocabulary is a core to English language teaching. Without knowing enough vocabulary, the students cannot understand others or express their own idea.

because the teacher has an important role in teaching students. In teaching English, choosing a teaching strategy that suits the needs of students is very beneficial.

Teacher should apply the interesting strategies in the classroom, so that the students can understand well and faster about what they are learning. 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 and 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.

Vocabulary teaching strategies as actions taken by the teacher to teach or practice target vocabulary. On the other hand, it will be a teaching strategy if the teacher assigns students homework that involves writing the new words introduced in class. Strategy has the advantage of being more meaningful to the learner and

therefore, will induce higher motivation in and greater attention to the task of word learning. Cameron (2001:73) defines vocabulary is about learning words, students are not only expected to know the word but also they have to know what the meaning of that word. Meanwhile, from journal by William P. Bintz stated that this research provides important findings that can be used by teachers to provide effective vocabulary instruction across the curriculum/syllabus and Vocabulary instruction is a good place for schools to begin developing and district-wide approaches to literacy across the syllabus. Teachers at all levels and across all disciplines should use these and other strategies in their classrooms as part of teacher- as-researcher or action research projects that investigate the teaching and learning of vocabulary across the syllabus. More research is needed on how teams of teachers can develop and implement a coherent school- wide or district-wide program for teaching vocabulary across the syllabus (Flanigan & Greenwood, 2007). Teaching English to students Junior High School should cover the four skills, those are speaking, listening, reading, and writing. While the language components

that should be introduced are pronunciation, vocabulary, and grammar point. From this situation it can be inferred that teaching or introducing vocabulary is important. However that the more words you know, the better your chance of understanding or making yourself understood. He also adds that vocabulary is fundamental in printed (Hiebert and Kamil (2005: 3). Vocabulary is one of the most important elements that make up the language. Why? Because, Vocabulary, much more than grammar, is the key to learners understanding. Mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, and word frequency (Thombury,2002). Thus, the more vocabulary is mastered, the biggest possibility that someone can skillfully use the language. For these reason, it is very important for the students to quickly build up a large store of words. From the expert explain and the syllabus from the smp balung jember vocabulary is very important for students to learn at this time.

METHOD

Data analysis techniques used in this research. questionnaire and interview. Then the researchers conducted data analysis. This research use (Miles & Huberman, 1994) theory in analyzing the data, so there are three steps to do, they are:

1. Data Reduction

Data reduction becomes the first steps to do in analyzing the data in this research. According to (Miles &

Huberman, 1994) data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription. So, in this step the researcher carries out the data selection process, and focuses on the questionnaire and interview data that answers the problems in this study.

2. Data display

The second major flow of analysis activity is data display. According to (Miles & Huberman, 1994) generically a display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step the researcher used analysis process to collect data information based on questionnaires and interviews.

3. Conclusion drawing/verification

The last step is drawing conclusions/verification. In this step researchers made conclusions about the problems in this study based on questionnaire data and interviews which were the answers to the research problem. In this study, researchers used triangulation of data sources in searching source of teacher data. Data collected from different persons, or at different times, or from different places.

RESULT AND DISCUSSION

This section presents findings about strategies used by English teachers and obstacles to vocabulary teaching. The teacher were asked to fill in the questionnaire. There were 11 responses collected from 4 SMP/MTs in Balung but in this section the researcher only showed some questionnaire. There were some statements about teacher strategies in teaching vocabulary. Here are the responses from teachers.

Table 4.5 Statement 5: Every time I teach, I use new strategies to get students' attention.

Option	Frequency	Percentage
Strongly Agree	5	45%
Agree	6	55%
Disagree	0	0%
Strongly Disagree	0	0%
TOTAL	11	100

Table 4.5 shows the result of responses on the statement number 5. From 11 teachers, there were 5 (45%) teachers who choose strongly agree, 6 (55%) teachers agree, 0 (0%) teacher who

choose disagree, 0 (0%) teacher who choose strongly disagree. It means that (100%) of teacher or most of them agree that in their teaching they are use new strategies to get students attention.

Table 4.3 Statement 3: To memorize new vocabulary in English, I ask students to associate it with sounds with pictures or illustrations.

Option	Frequency	Percentage
Strongly Agree	4	37%
Agree	4	36%
Disagree	3	27%
Strongly Disagree	0	0%
TOTAL	11	100

Table 4.3 shows the result of responses on the statement number 3. From 11 teachers there were 4 (37%) teachers who choose strongly agree, 4 (36%) teachers agree, 3 (27%) teachers disagree, 0 (0%) teacher who choose strongly disagree. It means that (73%) of teachers or most of them teaching a new

vocabulary by providing pictures on illustrations as the aids to help students memorize new vocabulary.

Table 4.7 Statement 7: I use the semantic field theory strategy to practice students' vocabulary.

Option	Frequency	Percentage
Strongly Agree	1	9%
Agree	9	82%
Disagree	1	9%
Strongly Disagree	0	0 %
TOTAL	11	100

Table 4.7 shows the result of responses on the statement number 7. From 11 teachers, there were 1 (9%) teacher who choose strongly agree, 9 (82%) teachers agree, 1 (9%) teacher disagree, 0 (0%) teacher who choose strongly disagree. It means that (91%) of teacher or most of them use semantic field theory when teaching vocabulary to practice students vocabulary.

All of the teachers chose the strategy which was convenient to be applied in teaching vocabulary. They tend to adjust to the condition of their students ability. For examples of their efforts are they prepared the teaching materials, gave the students a correct and understandable explanation, gave additional assignments (homework), assessed their students

The second is students laziness, the teacher should give the students attention to active during follow the learning and should attract students' attention to take lessons for example by developing learning strategies that are attractive to students.

The last obstacles is the students didn't get the meaning quickly if the teacher explain about their lesson, what the

vocabulary every meeting or at least once in a month.

In addition teachers should be have a new strategies when they were teaching, When students learn English, surely, they need guidance from their teacher to learn English as a foreign language. Moreover, English subject have four skills that must be mastered by students. The most important one before students learn four skills in English subject are they should be mastered vocabulary first. In teaching vocabulary, especially in foreign language, the teacher did not only give students some vocabularies to memorize, but how the way teacher can apply the appropriate strategies in teaching vocabulary in order to make students can remember that vocabularies in long term memory. Besides, according to Hamruni (2009), teaching strategy is teaching activities that must do by the teacher and the student so that the purpose of teaching reached effectively and efficiently.

here the researcher concluded some of the obstacles experienced by teachers in teaching vocabulary.

The first is students spelling, Note that if an underlying language difficulty is not addressed, spelling problems can follow a person into adulthood and affect higher education opportunities and even career choice and advancement.

teacher did was providing more practices to get the students understand better with the guidance from the teacher, Sometimes there are also those who experience problems where students cannot remember vocabulary correctly, like sometimes they can't match words to their meanings From these words so that the teacher gives students more time to remember by assessing vocabulary in rare time (once a

month) so that students can prepare optimally. and some are almost study material prepared by the teacher but students always support even with limitations facilities they can continue to learn from. The information above is

Based on the result obtained from questionnaire and interview researcher concluded that English teachers at SMP / MTs in Balung Jember use strategies in teaching vocabulary for their students, although strategy is not exactly similar to

obtained with notes questionnaires and interviewing English teachers.

CONCLUSION

the strategy made by the experts and even though they don't know what the name of the strategy they apply in the class but at least they use strategic approach made by experts without realizing it

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