

**THE TEACHERS' STRATEGIES IN TEACHING ENGLISH VOCABULARY AT  
SMPN 6 KOTA JAMBI ACADEMIC YEAR 2017/2018**

**THESIS**

**Submitted as Partial Fulfillment of the Requirement for the Degree of  
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**A Thesis on**

**THE TEACHERS' STRATEGIES IN TEACHING ENGLISH  
VOCABULARY AT SMPN 6 KOTA JAMBI ACADEMIC YEAR 2017/2018**

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## **DECLARATION OF ORIGINALITY**

I'm Nurhayati, clarify that this thesis is my own work and has not been submitted in any form from another degree of diploma at my University or to other institute or tertiary education. Information derived from published and unpublished work of others has been acknowledge in the text and written in the references on bibliography.

Jambi, September, 2018

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## MOTTO AND DEDICATION

### MOTTO

God has a purpose for your pain

a reason for your struggle

A reward for your faithfulness

Trust him and don't give up

(Researcher)

Life is like riding a bicycle

To keep your balance, you must **KEEP MOVING.**

*Learn from yesterday, love for tomorrow, and hope for tomorrow*

(Albert Einstein)

**This thesis is dedicated to :**

**My beloved Parents**

**My big Families**

**“ I cannot without your loves” thanks for everything. Love you so much”**

## **ABSTRACT**

Nurhayati. 2018. The Teachers' Strategies In Teaching English Vocabulary At SMPN 6 Kota Jambi Academic Year 2018/2019. Thesis English Education Program. Faculty of Teacher Training and Education Of Batanghari University In Academic Year 2017/2018. The first advisor, Dra. Hj. Wennyta, M.Pd the second advisor, Efa silfia M, Pd.

### **Key words : Teachers' Strategies, English Vocabulary**

This research aims to know about what strategies are used by English teachers in teaching English vocabulary at SMPN 6 Kota Jambi. The purpose of this research is to find out the strategies of English teachers at SMPN 6 Kota Jambi in teaching English vocabulary. The method used in this research is qualitative methods. The setting of this research at SMPN 6 Kota Jambi, because the researcher recognize the teachers there especially English teachers. The subject of the research are all English teachers as a research subject. The data are collected through observation and interview sheet. Based on the data analysis, the researcher find some strategies in teaching English vocabulary, namely self-defining context, identifying picture, and antonyms. The finding of this research, from observation and interview result is different teachers' strategies when teaching in the class. The conclusion is some strategies of teaching English vocabulary is very useful for teachers when teaching, because with this strategy teachers can know the limits and characteristics of the students. The suggestion is the English teachers also suggested being more creative, developing and varying their strategies in teaching English vocabulary.

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Finally, the research hopes this thesis will be useful for everyone who read it and give beneficial input for English students of University of Batanghari.

Jambi, September 2018

The researcher

Nurhayati



# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

English is the first foreign language that taught at school in Indonesia. Nowadays, English is taught in almost every educational level since kid garden until university. Seeing English as an international language, special attention to the English language has been given by Indonesia government. English language and Indonesian language are not related language. Because of that there are many terms of English which different from the Indonesian one. This fact sometimes causes difficulty to some Indonesians learner to mastery the terms of English language and the English language itself. Vocabulary is included the four aspects of mastering the English language (reading, writing, listening, and speaking). Particularly in education teaching English vocabulary to the learners.

English teaching and learning is started from elementary, Especially vocabulary, the teacher should be creative in choosing the materials and able to stimulate the students interest. The teacher needs to manipulate some strategies to support the teaching and learning process. Teaching and learning process are not all the same vocabulary but have differences. For example, in Junior High School they are difficult to spell of the word, how to spell something word, the student can be especially about vocabulary study. Students are children who still like playing, so the teacher is expected to be imaginative and creative in developing their teaching strategy to make the English lesson more exiting.

Vocabulary is needed to communicate with others. Vocabulary is words have a meaning, people can use the word and the other people can understand the meaning of word. Oxford learner's pocket dictionary (2008) states that, vocabulary is all the words that a person knows or uses, all the words in a language, list of words with their meanings. It means that vocabulary takes an important part in language to make a language meaningful.

Vocabulary is one of the most important aspect of learning foreign language. In English teaching learning process, language skills such as listening, speaking, reading, and writing need a series of the words that are called vocabulary. According to Richards and Renandya (2002), vocabulary is a core of language proficiency and provides much of the basic for how well learners speak, read, and write. Vocabulary cannot be separated from the language because vocabulary is a part of language.

In Learning English, especially vocabulary the teacher should be creative in choosing materials and able to stimulate the students' interest. The teacher needs to manipulate some strategies to support the teaching and learning process. Brown (2001) states that vocabulary is incorporated into communicative task, attention to lexical forms is now more central to the development of language.

In this research, researcher will conduct a researcher in SMPN 6 Kota Jambi, because the researcher found some differences of teachers' strategies in teaching, including one teacher with some of the other teacher. Based on the observations before, the researcher saw one of the teacher in SMPN6 Kota Jambi who teach in third class and strategies used by the teacher to make the students become bored

and do not understand the lessons described by the teacher. Strategies used by teachers are not attractive to students become less understand of English vocabulary. When explaining the lessons that should be easy can be very difficult to understand, and cause students to get bored in class, maybe the point of boredom comes because a teacher does not have a good and suitable strategy to communicate with his students, and does not care about students understanding the material or not. While based on information obtained from the students, there are several strategies that the teachers use to make students interested in learning English vocabulary. So, in this researcher are becoming more interest in finding the right teachers strategies in the process of teaching English vocabulary at SMPN 6 Kota Jambi. The researcher chooses SMPN 6 Kota Jambi because from the observations before and the experiences of the researcher since PPL at SMPN 6 Kota Jambi. The researcher is entitled “The Teachers’ Strategies in Teaching English Vocabulary at SMPN 6 Kota Jambi in Academic Year 2017/2018”.

### **1.2 Focus of the Research**

This research focuses on “teacher’s strategies in teaching English vocabulary at SMP N 6 Kota Jambi”.

### **1.3 Formulation of the Research**

In this research there is a formulation of the problem that is” What are the teachers’ strategies in teaching English vocabulary at SMPN 6 Kota Jambi in Academic Year 2017/2018”?

#### **1.4. Purpose of the Research**

The purpose of this research is to find out the strategies of English teachers at SMPN 6 Kota Jambi in teaching English vocabulary in Academic Year 2018/2019.

#### **1.5. The Benefits of the Research**

##### 1. 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.

##### 2. Practical

###### a. For the students

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.

###### b. For the teachers

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.

c. Researcher

In this study, the researcher hope that strategies in teaching English vocabulary can be used well tables student(pro prospective teachers) after a degree.

d. Reader

The researcher hope, it can be used to add knowledge about the teacher strategies in teaching vocabulary, the researcher also need critic and suggestion to improve and complete our necessary.

## **1.6. Definition of Key Term**

In this part, the researcher would like to describe about the basic theory in this research:

### **1. Strategies**

The strategy is a plan or policy designed to achieve a goal. Thus, the strategy refers to approaches that can be used by teachers to achieve a goal. (Daryanto ,2011:136)

### **2. Teachers Strategies**

Sanjaya (2006:60) is a component of the strategy or method that also has a crucial function. However complete and detail of other components, without being implemented through appropriate strategies, the components, will have no meaning in the process of achieving goals. Therefore, every

teacher needs to understand both the role and function of methods and strategies in the implementation of the learning process.

### 3. Vocabulary

Richards (2002:255) stated vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. In other words, Richards try to say that vocabulary is the basic one to construct sentence whether it for speaking, listening, reading and writing skill

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Teacher Strategies in Teaching English Vocabulary**

##### **2.1.1 Definition of Teachers Strategies.**

When going to war, the entire force will be designed with a variety of careful planning to win a war. During its development, the strategy also penetrated the world of education, especially in the teaching learning process. Strategy in education is defined as a plan, method, or series of activities designed to Achieves a particular educational goals.

According to aswar (2010:5) in general, have a sense of a strategies, outlines of the bow to act in order to achieve predetermined goals. Meanwhile, Daryanto (2011:136) according to the lexical meaning, the strategy is a plan or policy designed to achieve a goal. Thus, the strategy refers to approaches that can be used by teachers to achieve a goal. Furthermore, Sanjaya (2006:60) is a component of the strategy or method that also has a crucial function. However complete and detail of other components, without being implemented through appropriate strategies, the components, will have no meaning in the process of achieving goals. Therefore, every teacher needs to understand both the role and function of methods and strategies in the implementation of the learning process.

From the above definition, strategies are a plan of activities designed to achieve a particular educational goal. Teachers are that determine

component in implementing a learning strategy. Without teachers, however good and ideally a strategy, then the strategy may not be applied. In teaching, teachers have own strategy that has been designed and planned. One of these teacher strategies in teaching English vocabulary.

Based on the above explanation, the researcher concluded that teachers' strategy is a series of plans that have been considered by teachers to achieve the learning objectives.

## **2.2 Strategies in Teaching English Vocabulary**

The more creative teacher will produce better result. In fact, student in the class, the teachers has to make decision on how to manage the class or even to teach the material. There are many language methods, but teaching in front of class depends to teacher themselves or their technique in teaching.

Freeman (1986) said method comprising principle and strategies. The strategies are the behavioral manifestation of principle, in other words, one classroom activities and procedures are derived from an application of the principle, they additionally said although certain strategies are associated with particular principles most strategies can be adapted to any teaching style and situation.

Kuhn and Udell (2001) said the explosion of information requires that as teachers must determine ways to provide students with experiences in which they are able to build their understanding of the world around them. The teachers must have plan and manage the learning setting to ensure that their students are both challenged and successful. The more creative teacher



will produce better result. In fact, students in the class, the teacher has to make decision on how to manage the class or even to teach the material. There are any methods to teach language, but teaching in front of class depends on teacher themselves or technique in teaching.

Marzano, Pickering and Polloc (2001) said the teachers have a significant impact on their students. The instructional strategies selected by the teachers influence student learning outcomes. The theory base and research on teaching suggest that teachers serve as guide to enhance students learning.

Teachers will focus on one type of strategy that can be chosen by the teacher in teaching English vocabulary, which has proved successful in the classroom each strategy has value and can be used with a variety of students of all ages, as well as in a variety of instructional settings. The decision to choose a particular strategy depends on a number of factors, including learning outcomes, student age and the convenience of teachers and students to implement these types of strategies.

Based on the explanation above some opinions, the researcher concluded that strategies in teaching English vocabulary is teachers were more active and creative in the use of strategies when teaching, and also the teacher should can be to manage the class and time according to material given to the students, so the students easily understand well. English teacher has to know various strategies of presenting the vocabulary, in order the students can be understand what the teacher expects then to do. The strategies function not

only to assist the students to grasp meaning of new the words easily, but also make the variation of teaching in order to avoid the passive class.

### **2.2.1 Some Strategies of Teaching English vocabulary**

According to Celce (2001:290-294) there are some alternative strategies in teaching English vocabulary. These strategies are:

1. *Guessing meaning from context*, one of strategies most often discussed in the literature is guessing word meaning from context. Making the transition to independent learning can be easier and more efficient if teacher help students learn to recognize clues to guessing word meaning from context. The basic in this system include first deciding the part of speech of the unknown word (example: noun, verb, adjective, adverb), and then examining the context of the clues or sentence containing the word.
2. *Mnemonic devices* one that requires a considerable amount of manipulation an deep processing is the *Keyword Method*, an aid to memory or a “mnemonic device”, which help to link a word from and its meaning and to consolidate this linkage in memory. The second task is teaching comprehension is helping students remember word or more precisely. There are three stages. First, the learner chooses an L1 or L2 word, preferably a concrete entity, based on a phonological or orthographic similarity with the L2 target word. Then a strong association between the target word and the keyword must be constructed so that, when seeing or hearing the target word, the learner is reminded immediately of the keyword. Finally a visual image is constructed to

combine the referents of the keyword and the target word, preferably an odd or bizarre image that will help make it more memorable (Hulstijn 1997).

3. *Collocation*, these patterns or collocations consist of pairs or groups of words that co-occur with very high frequency and are important in vocabulary learning it shows that words are likely to be found together if they are used together in the speech. For example: *phone* and *number* are collected together because of the use of *phone number*
4. *Idioms* are multiword units that are completely fixed. They are further distinguished as having a unitary meaning that cannot be derived from the meanings of the component parts. For example: *to have a good heart* (to be a kind person).
5. *Synonyms*. Synonym strategy is one way that students can understand the context of a word. A synonym may be used to help the students to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly. For example: aid –help.

According to Lado (1994:156), there are many kinds of strategies that can be applied in teaching vocabulary. These strategies are:

1. *Self-defining context*. The context makes the situation clear, and this in

Turn illuminates the meaning of the new word. This practice save time and develops an intensive reading habit and batter understand. For example: I have a ticket to the jazz concert on Sunday night.

2. *Definition*. Definitions in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined. In this direction teachers and students can refer to authentic and reliable dictionaries. For example: Library, a place where students can borrow and read books.
3. *Identifying picture*. Pictures of many types and color can be used successfully to show the meaning of word and sentence. Handmade pictures can also be used as there is no need to be very artistic. For example: The pictures fruit, animals, flowers, etc.
4. *Antonyms*. When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the students to understand the different shades of meaning of a word. For example: strong and weak, short and tall, etc.

Based on the explanation above theory, the researcher concluded that in general the two theories have the different view of the strategies in teaching English vocabulary. However, more researcher more agree and like the first theory is the theory described by Celce, there are some alternative strategies in teaching English vocabulary can be grouped into 5 sections. Researcher assumption that, the theory said to be complete and clear. While the second

theory is the theory described by Lado, divided into 4 types strategies. In general, grouping divided by Lado has a corresponding function, but is done they have not been prepared specifically.

### **2.2.2 Vocabulary**

Cameron (2001:73) defines vocabulary is about learning words, children are not only expected to know the word but also they have to know what the meaning of that word. Meanwhile, Hornby (1987:959) stated that vocabulary is a total number of words which (with rules for combining them) make up a language. This means that vocabulary is very important component in learning language. People will not be able to communicate without vocabulary. From the statement above, we know that vocabulary is very important in teaching English. "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother in law, which are made up of two or three words but express a single idea. A useful convention is to cover all two such cases by talking about vocabulary items rather than words". (Ur, 2003:60).

In addition, Buns (1972:297) defines vocabulary as the stock of word which used by a person, class or profession. According to Zimmerman in Coady and Huckin (1998:5) vocabulary is central to language and of critical importance to the typical language learning.

From the definitions above, it can be concluded that vocabulary is central language and very important in learning English. We need to communicate and express the speaker's mean.

That is the reason why vocabulary is important in learning English vocabulary can support the learner to learn the language skill. The large vocabulary helps the learner to express their idea because vocabulary really supports the learners to learn the skill of the target language.

Every day, we need language to conduct communication. Language consists of sentences that are built from many words or vocabularies. Vocabulary is commonly defined as knowledge about words, word's meaning and the usage of word in communication.

Wei (2007) explained" Vocabulary has been increasingly recognized as essential to language use; inadequate vocabulary could lead to learner difficulties in language reception and production". In other word, the difficulties in learning language can be reduced by using vocabulary. While, Kevin. Et al (2000,p.2) stated, vocabulary is central to language and critical importance to the typical learner.

Vocabulary is used as the first step to recognize language deeper. Someone who has good vocabulary mastery can understand more in communication. In contrary, someone who is still weak in vocabulary mastery will get difficulty when communication.

Horby said that vocabulary is total number of words, which (with combining them) make up a language. The vocabulary is considered as a stock of words in language that can support the students' skills of the language. It means that the students should be have enough vocabulary in order to learn four language skills easily, because vocabulary is the most important in learning a language.

Merriem Webster (1978:1320) defines vocabulary is a list or collection of words and phrase usually alphabetically arranged and explained or defined. She said that vocabulary can be said as a sum or stock of words employed by a language group, individual or work or in a field of knowledge.

Based on the definition above, the researcher concluded that English vocabulary is a list of words in a language, written or spoken,withmeaning that considered as cultural meaning used by group or individual community

### **2.3 Steps of teaching English vocabulary**

According to Lado (1994: 120-125) pointed out some ways to teach vocabulary to the students who are learning foreign language. Steps are as follow:

1. *Hearing a word.* Change to hear the word in solution two or three repetition can be given in order that they hear to correct pronunciation.
2. *Pronunciation the word.* The students should be given chance to pronounce The word since it will help them remember the word longer and identify it more readily when they hear and see it.

3. *Grasping the meaning.* The teacher should help the student get the meaning of the word without using translation.

According to Baker and Westrup (2000:37) some effective ways to teach English vocabulary to the students. Step are as follow:

1. When presenting new vocabulary, you must teach its meaning and pronunciation.
2. The precise meaning of new words can, in specific contexts is very important.
3. The meaning of new words be taught through pictures, mime, real objects as well as from a situation in context.
4. Teachers need to ask questions to check that students understand the meaning.
5. Students need lots of varied practice of new vocabulary.
6. Students need to revise new vocabulary regularly.
7. Student record and store new vocabulary in a helpful way. Well-recorded new vocabulary can improve students' learning.

Meanwhile, according to Nation (1974:18-21) there are some ways to teach English vocabulary to the students who are techniques for teaching vocabulary. Steps are follow:

1. *Choose a topic.* This is the first step, you should select which theme that you want to learn vocabulary. For example; you can choose food, transport, etc. This very powerful because whenever you remember one English word, you will also remember all the other word you found with



it. Teaching students new vocabulary centered around a theme makes it easier for their vocabulary learning efforts. So the first step in any vocabulary lesson should be to decide what theme your vocabulary will center around and then compile or review the specific vocabulary you want to teach.

2. *Use images, you remember English words faster.* The idea of images is an old idea, but it still works. It is also used with native children speakers.
3. *Write English phrases.* In a generally, we talk about writing new English words, but here I'm talking writing English phrases which contains new English word. If you find a new word, write the whole phrase it is in. Many English students have huge vocabulary in their mind but they don't know how to use this vocabulary because they just wrote word lists in their notebooks.
4. *Pick up related English words.* This means when you find a new word, try to find groups of words that come with it. It is also called word tress. For example: if your word is hotel, you can add "room, bed, pillow".
5. *English words with the same root.* This is also very powerful, and very easy but you can skip it if you don't know or you don't find words. It consists of finding other English words that have the same root (noun, adjective, verb).For example; to travel –traveling-traveler
6. *Use the new English words,* you should use the new words you found, you should practice with your English friends (here is the best way to practice English; speak English with native speakers)

7. *Review New English vocabulary constantly.* If you don't review the new vocabulary you learned, it's the same as if you've done nothing. Reviewing is so much important, the learning method is composed by understanding, learning, reviewing. If you delete one of them, it will become a big problem.

Teaching English vocabulary is one of a way to improve the students' knowledge in order to be able to build a grammatical sentence and is also teaching vocabulary is one difficult item complemented by teacher because many things should be concerned and it has to be handled well in order for students to understand what is the vocabulary itself.

Based on the explanation above, the researcher concluded that the step of teaching English vocabulary is very important for teachers to use strategies when teaching, especially for students to easily understand the lessons given by the teachers.

#### **2.4. Previous Studies**

There are few 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 is effective to teach students.

Thesis 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 *SMPN 2bringin, 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 SMP N 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) student’s motivation, and (3) student’s 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 study entitle “*A Study on The Techniques of Teaching English Vocabulary To Children at Elementary School Al-Munawarah Plus Pamekasan*” written by Irma Suryani said that there are many techniques used by teacher at Elementary School Al-Munawarah Plus Pamekasan such as: listen and do, listen and repeat, question and answer, in pair or group discussion, modeling and demonstration, concept mapping, brainstorming, outdoor activity and other techniques, singing song, game, and using pictures.

The techniques of listen and do listen and repeat, question and answer, modeling and demonstration were more dominant than the other techniques.

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 teacher's strategies in teaching English vocabulary at SMP N 6 Kota Jambi.

Reti Purnama Sari (2014) *The Teacher's Strategies in Teaching English Vocabulary at SMAN 8 Kota Jambi in Academic Year 2013/2014*. The aims of this research is to know about what strategies are used by the English teachers in teaching English vocabulary at SMAN 8 Kota Jambi. The purpose of this research is to find out the strategies of English teachers at SMAN 8 Kota Jambi in teaching English vocabulary. The method used in this research is qualitative methods. The setting of this research at SMAN 8 Kota Jambi, because the researcher recognize the teachers there especially English teachers. The subject of the research is all English teachers as a research subject. The data are collected through observation and interview sheet. Based on the analysis, the researcher found some strategies in teaching English vocabulary. The result of data analysis shows that teachers use four strategies in teaching English vocabulary, namely: guessing meaning from context, collocation, mnemonic devices, and synonym. The finding of this research, from observation and interview result is different teachers' strategies when teaching in the class. The conclusion is some strategies of teaching English

vocabulary is very useful for teachers when teaching, because with this strategy teachers can know the limits and characteristics of the students. The suggestion is the English teachers also suggested being more creative, developing and varying their strategies in teaching English vocabulary.

Based on the above research, I concluded that the teaching phase of English vocabulary is very important for teachers in using strategies when teaching, especially for students to easily understand the lessons given by teachers. Basically researchers have in common with previous researchers. Among the similarity of strategies used by teachers, that memorization, synonym, antonym, and translating. The teacher strategy the used is good because the strategy can make the students more active and disciplined and the difference is only instrument.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Design**

The type of this research is descriptive qualitative research. This research is a descriptive qualitative research that focuses in teacher's strategies in teaching vocabulary. It describes the strategies used by the teacher in teaching English vocabulary in SMP N 6 Kota Jambi 1 and 2. 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.

According to Moleong (2006:6) states that qualitative research is research that aims to understand the phenomenon of what is experienced by the subject of research (e.g. behavior, perception, motivation, action, etc) in a holistic manner, and by the description in the form of words and language, in a specific context in which nature and by utilizing a variety of natural methods. From the theories above, researcher concluded that a qualitative research method is a systematic research methods used to examine an object in a natural setting without any manipulation in it and no hypothesis testing. Collecting data in qualitative research is not guided by theory, but guided by the facts found during the field survey.

According to Sugiyono (2007) qualitative research method is a method of research used to examine the condition of the natural objects, (is an experiment) where the researcher is a key instrument.

According Sugiyono (2007:61) in qualitative research, the researcher is the main instrument, but then after it became clear research focus, then it is likely to develop a simple research instrument which is expected to complete the data and compared with the data that has been discovered through interviews. The researcher will plunge into the field himself, doing data collection, analysis and make conclusions.

Based on the statement above, researcher conclude that in a qualitative study where the problem was initially unclear and uncertain, then that becomes the instrument is the researcher. But after the problem to be studied is clear, it can be developed in an instrument using the data measurement tools such as interview sheet.

### **3.2. Setting of the research**

In this the research, the setting of this research is at SMPN 6 Kota Jambi Jln. H.Kamil Pasir Putih, Kec.Jambi Selatan, Kota Jambi. The researcher chose the school because the researcher recognize the teachers there especially English teachers. So, that's why it easy to collect data, and make it easy to set data for researchers to research in the school.

### 3.3. Subject of Research

In this research ,the researcher got from three teachers as a research subject, which is the English teacher. Researcher also use the class VII to observe directly how the English teacher performed with using appropriate strategies that will be taught the material.

Subject of the research table 3.1

TEACHERS	SUBJECT OF THE RESEARCH IN CLASS		
	MALE	FEMALE	TOTAL
VII	1	2	3

Source: SMPN 6 Kota Jambi

### 3.4 Technique of Data Collection

In this research, the researcher collected data using observation and interview. According to Sugiyono (2007:147) of this section, stated that in qualitative research, primary data collection techniques is observation and interview. It should be noted that the technique of collecting data by observation, it is worth noting what is observed, if the interview, to whom will conducted the interview.

#### 3.4.1 Interview

Esterberg (2002) stated that interview is a meeting or two persons to exchange information an idea through question and responses, resulting in communication and joint construction of meaning about a particular meaning. To support the data collected, an interview is presented for further information. In this research, the



researcher interviews the English teachers in order to find the reasons dealing with the teachers in teaching English vocabulary

**Table 3.3**

**Specification of Interview**

	Variable	Indicator	Item
	Teachers' strategies	To find out what are the teachers' strategies in teaching English vocabulary.	1until 10

Source : Arikunto (2010:207)

Interview is needed to add information from observation sheet.

The interview result from teacher is presented below.

Researcher : What strategies do you use in teaching English vocabulary?

Researcher : Why do you use this strategy in teaching English vocabulary?

Researcher : How do you play this strategy in teaching English vocabulary?

Researcher : What the strategy affecting the students in learning English vocabulary?

Researcher : How is the strategy affecting the students in learning English vocabulary?

Researcher : What do you think about the result of using this strategy?

Researcher : What the strategy a weakness in the implementing?

Researcher : What do you find any problem in using this strategy?

Researcher : How the students are responding the implementation of  
this strategy in learning English learning vocabulary?

Researcher : What is the benefit that you and your students get from  
this strategy?

### **3.5 Technique of Data Analysis**

After gathering the data by using instruments stated above, the researcher analyses the data by using the produce as follows:

Interview

1. Make a list of interview.
2. Conducting interviews to English teachers' about strategies in teaching English vocabulary.
3. The result of interview data that include all teachers' strategies will be categorized and grouped into a strategy.
4. The strategy will be analyzed and explained into descriptions in discussion.
5. Finally, the conclusion and suggestion will be drawn.

To analyze is the data in this research, the researcher will use the data analysis with three stages namely, data reduction, data display, and conclusion or verification ( Sugiyono, 2012:247).

a. Data Reduction

Data reduction is summarizing, selecting, focusing, finding the research, and finding the pattern of the data.

The researcher concludes that data reduction is the first of three stages to eliminate the data, and only taking the useful one.

b. Data Display

Data display is displaying data in narrative text, chart, relationship between categories, flowchart and so on. Through displaying the data will be organized and are easier to be understood.

The researcher concludes that data display is the stage of data analysis where the data is display in table and text. The researchers will display the data in form of table and text as it is to be easily understood by the reader.

c. Conclusion

Data conclusion and verification are the stage of data analysis to conclude the data has been collected.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### 4.1 Findings

This chapter presents findings and discussion of what are the teachers' strategies in teaching English vocabulary at SMPN 6 Kota Jambi. The findings were obtained from the analysis of interview followed by discussion.

##### 4.1.1 Interview Result

Interview is needed to add information from observation sheet.

The interview result from teacher is presented below.

##### Teacher A

Researcher : What strategies do you use in teaching English vocabulary?

Teacher A : Self-defining context, because students can learn independently, searching for the meaning of a new word in the vocabulary, especially in terms of future tense. Teachers wants students could learn by themselves without helping with the other friend, tried to find a new word/difficult word that they found in their book, then write it in the white board so the other friend have some new wordstoo.

Researcher : Why do you use this strategy in teaching English vocabulary?

Teacher A :Because using this strategy students can learn independently, searching for their own meaning of new words for students.

Researcher : How do you play this strategy in teaching English vocabulary?

Teacher A :Usually I use reading a text, after the students read the text, then I give the opportunity for students to find a difficult word, continue to be interpreted, written on the board and students copy it in their exercise book.

Researcher : What the strategy affecting the students in learning English vocabulary?

Teacher A :Yes, as far as I am trying the students are interested to find out the vocabulary

Researcher : How is the strategy affecting the students in learning English vocabulary?

Teacher A :Because after we search the vocabulary, for the next meeting I will asked the vocabulary and it will be the value of the students' own activity and from there students will be more interested in learning English vocabulary

Researcher : What do you think about the result of using this strategy?

Teacher A : Great, if they forgot they can look back in their practice book

Researcher : What the strategy a weakness in the implementing?

Teacher A : There are some students slow to find out the word, and I as teacher pay attention to students who are left behind to give them a chance.

Researcher : What do you find any problem in using this strategy?

Teacher A : Students are lazy in searching for vocabulary

Researcher : How the students are responding the implementation of this strategy in learning English learning vocabulary?

Teacher A : Student response was very good and eager in searching for vocabulary

Researcher : What is the benefit that you and your students get from this strategy?

Teacher A : Student: facilitated students in searching for vocabulary, and their vocabulary increases.

: Teacher : Not too busy with students question

### **Teacher B**

Researcher : What strategies do you use in teaching English vocabulary?

Teacher B : Identifying picture, because 12 year olds of students are more interested in sound and images, and gesturing by

making it easier to understand and remember English vocabulary. Teacher asked students to browsing picture one thing at home then print out then students bring to the school when the English lesson meeting.

Researcher : Why do you use this strategy in teaching English vocabulary?

Teacher B : Because 12 years old of students are more interested in sound and images and gesturing.

Researcher : How do you play this strategy in teaching English vocabulary?

Teacher B : Making one pairs, browsing image

Researcher : How the strategy affecting the students in learning English vocabulary?

Teacher B : of course

Researcher : How is the strategy affecting the students in learning English vocabulary?

Teacher B : Students more interested in playing in describing images, and children feel more enjoy learning.

Researcher : What do you think about the result of using this strategy?

Teacher B : they become more interested in learning while playing and adding more vocabulary.

Researcher : What the strategy a weakness in the implementing?

Teacher B : of course there.

Researcher : What do you find any problem in using this strategy?

Teacher B : some of students do not have spirit to find the image from the internet.

Researcher : How the students are responding the implementation of this strategy in learning English learning vocabulary?

Teacher B : they are aggressive and look very excited to open the dictionary find the meaning of word.

Researcher : What is the benefit that you and your students get from this strategy?

Teacher B : Teacher: Easier to convey material because basic in English is vocabulary mastery.

Students: Students get many vocabulary and difficult word in English, so the material easier to understand.



### **Teacher C**

Researcher : What strategies do you use in teaching English vocabulary?

Teacher C : Antonyms, because this strategy helps the development of English vocabulary the students, in order to know and understand many words in the mastery of to different words at once. When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended.

Researcher : Why do you use this strategy in teaching English vocabulary?

Teacher C :Because I thought students would master two different words at once

Researcher : How do you play this strategy in teaching English vocabulary?

Teacher C :If I encounter a word that I thought need to be mastered by a student, I would asked the opposite to the student

Researcher : What the strategy affecting the students in learning English vocabulary?

Teacher C :Yes, of course

Researcher : How is the strategy affecting the students in learning English vocabulary?

Teacher C :Yes, students were very interest, because I have told all students to bring English dictionary, if they did not know they would quickly use the dictionary

Researcher : What do you think about the result of using this strategy?

Teacher C :Good enough

Researcher : What the strategy a weakness in the implementing?

Teacher C :Yes, Every strategy there are advantages and disadvantages

Researcher : What do you find any problem in using this strategy?

Teacher C :No, all words can be drawn against the opponent he said

Researcher : How the students are responding the implementation of this strategy in learning English learning vocabulary?

Teacher C : Nice

Researcher : What is the benefit that you and your students get from this strategy?

Teacher : Student: students will get used to understanding the word from two sides this will speed up vocabulary mastery.  
Teacher: the teacher will be the facilitator who directs the students easily

Based on the interview result about teachers' strategies in teaching English vocabulary, as follow:

#### 1. Teacher A

In teaching English vocabulary, teachers use self-defining context on the Future tense because students can learn independently, searching for the meaning of a new word in the vocabulary, especially in terms of future tense (page:37). Teacher wants students could learn by themselves without helping with the other friend, tried to find a new word/difficult word that they found in their book, then write it in the whiteboard so the other friend have some new words too. When the students forgot about the meaning of a word they can see in their book note, with this way students interested to learn English because they have to find the meaning of a word then could have a meaning of a sentence, and the next meeting teacher will ask again about their vocabulary.

#### 2. Teacher B

Teacher B uses identifying picture on the irregular verb because 12 year olds of students are more interested in sound and images, and gesturing by making it easier to understand and remember English vocabulary (page: 40 ). Teacher asked students to browsing picture one thing at home then print out then students bring it to the school when the English lesson meeting. Teacher asked them to play

with their partner, one student described the picture and the other one guess. The students more interested and enjoy to learn while play, they described a picture and guess it, it make students easy to memorize the word.

### 3. Teacher C

Teacher C uses antonyms on the song, Antonyms strategy helps the development of English vocabulary the students, in order to know and understand many words in the mastery of two different words at once (page:54). When teacher found a word that teacher felt it important to mastery, teacher will asked students what the opposite word. All students interested to find the antonyms of a word because teacher asked them to bring a dictionary when English lesson. By this strategy students will usual to comprehend a word from two sides, it will make students good to mastery in vocabulary and teacher will be a facilitator to give command for the students.

Based on the interview above with English teachers at SMPN 6 Kota Jambi, the results clearly show that the results of the interview to get data in accordance with the observation for 4 days in five meetings. English teacher are always preparing used strategies when teach in the class. English teachers always make its own and plan the right strategy is used according to ability of students in class to become active in the class.

Teachers create and plan the learning material accordance with aspects contained in the lesson plans that have been made previously, because English teachers utilize these strategies to achieve the learning objectives that have been made in the lesson plans, the teachers also must adapt to aspects or skills contained in the RPP, aspect or skill is speaking, listening, reading and writing. In addition, the result of the interview, the teacher said that the strategy used must also comply with the learning materials, student characteristics and abilities of students, with the goal to facilitate students in understanding the message and the information submitted by teachers.

Then, from the result of interviews with English teachers, teachers always consider strategies that will be used when teaching in accordance with the ability and characteristics of the students, to encourage and make students become more active in the classroom. Teachers are always trying to make the students to love learning English, because there are some of students which do not love or difficult to understand the English language lessons.

The strategy used by English teacher in teaching English vocabulary, namely: self-defining, identifying picture, antonyms. English teacher said that the strategy of teachers in teaching English vocabulary is used as a source for encourage students more active and creative in the English vocabulary mastery, teachers do not want to make the students become passive in the classroom for fear of not

understanding the English language lessons. English teachers feel that the strategies used when teaching help students understand English vocabulary and ability to be better.

## **4.2 Discussion**

Based on observation and interviews, researcher found how the strategy of teachers in teaching English vocabulary in class VII at SMPN 6 Kota Jambi.

Based on observations and interviews result for four meetings with the different English teachers, the strategies used by teachers in teaching English vocabulary, namely: self-defining context, identifying picture and antonyms. However, from the results of observations in the class when teaching with the teacher interview results, partly the result is different. There are some teachers that the appropriate class of observations with interviews and some are not appropriate. From this research, researcher could to find out the teachers strategies in teaching English vocabulary appropriate with student abilities.

### **4.2.1 Discussion about the Strategies used by Teacher A**

In teaching English vocabulary, teacher makes the variety strategy in order to make students enjoy in the class, not boring with only one strategy. Teacher uses self-defining context strategies on the future tense. The teacher explains the lesson by giving examples and doing exercises.

In self-defining context, teacher doesn't make a group of students while using this strategy. Teacher use the strategy to students individually to help and develop students' memory against English vocabulary mastery on the future tense sentences. Teacher wants to find out limits of students' ability in mastering English vocabulary with the strategy it uses, beside that teacher want to know how students solve their difficulties in learning English.

Almost all students can enjoy with strategies used by teacher, but when teacher asks the students to make a sentence by themselves, the students not really can they still need helps from the teacher to create their sentence because they cannot make a good sentence yet. Some like how the difference using tense between present and past tense. Just 12 students can make a good sentences, because some students less mastered the vocabulary and grammar when they want to use it. To anticipate this situation, the teacher should be creative motivating students to learn English in learning class.

#### **4.2.2 Discussion about the Strategies used by Teacher B**

Teacher B uses collocation strategies in teaching English vocabulary on the identifying pictures/gesturing of a word. Teachers use this strategy to facilitate the learning process in the class and make students to easily understand or comprehend.

Teacher B uses Identifying pictures/gesturing in teaching English vocabulary. The teacher explains the lesson that will be discussed together with example of teacher whispered “threw” to a student then he/she take a thing some like eraser/pen then she/he threw it on the floor. So from the action the students another one can guess it with the word “threw”.

Teacher invite students to master in vocabulary by memorizing some vocabulary every meet up. And from the ways of teacher to teach vocabulary is more effective cause students learning while playing so the students comfortable and interesting to learn English.

From interview, teacher makes the lesson being fun strategies used by teachers can write in the whiteboard and ask students to gesture the words in front of the class because students can be more creative and easy to memorize words to mastery of English vocabulary by gesture.

Vocabulary is more important cause without having good mastery in vocabulary students will feel difficult to make a sentence and speak with each other. That’s why teacher always give some vocabulary and asked students to memorize it cause vocabulary have an important rules in English learning.



### **4.2.3 Discussion about the Strategies used by Teacher C**

Teacher C uses antonyms. Teacher use this strategy to determine the limits students' ability in mastering English vocabulary. Teacher wants the student mastery 2 words in different meaning. For example, strong and weak, so from these words students can memorize two words in different meaning.

The teacher taught them about the subject and object from lyric of song. Teacher gives them a few minutes to memorize about all subject and object that there are in the song. The teacher taught them how to use the subject and object in a song, then teacher asked students to find their own sentences. Teacher just gave them 10 minutes to do it.

The strategy in learning English teacher motivate students to learn and memorize some words from a song. Learn from a song is interest to students, so students more enjoy to learn English and mastery vocabulary from a song.

From interview, teacher explains that students interest to learn English because the teacher asked students to bring a dictionary when learning English so when students do not know the meaning of the words, they can directly use their dictionary.

Researcher can conclude that the strategies that used by the teacher make students easy to memorize words from the song, easy to mastery in vocabulary and students more enjoy to learn English.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter provides conclusion and suggestion related to teachers strategies in teaching English vocabulary in class VII at SMPN 6 Kota Jambi with different teachers.

#### **5.1 Conclusions**

After analyzing data, the researcher draws several conclusion as follows :

1. The result of observation data indicates that there are some strategies used by teachers in English class. Strategies used by teachers in teaching English vocabulary are self-defining context, antonyms and identifying picture. The teacher uses the strategy in accordance with lesson that will be learned with students.
2. Some strategies of teaching English vocabulary are very useful for teachers when teaching, because with these strategy teachers can know the limits and characteristics of the students.
3. Teacher can make students become active in following lesson is teachers which successfully use the strategies in teaching English vocabulary, while the teacher can't build an exciting atmosphere in the class, make students become afraid do not understand the lessons give by teachers. Although, for a teacher which used both strategies in teaching English vocabulary to students, but all the time teach does not correspond with the result achieved.

## 5.2 Suggestion

After analyzing the data and making conclusions, researcher gave suggestion related to teacher strategies in teaching English vocabulary at SMPN 6 Kota Jambi.

1. English teacher may use more than one strategy in English class, uses the variety of strategy, so the English class will not be bored for students. Students will be enjoy and interesting to learn English cause the strategy for teachers is interested them to learn.
2. The English teacher also suggested being more creative, developing and varying their strategies in teaching English vocabulary and have others strategy when students need helps for the teacher.
3. Teachers should explain to students the benefits of learning English vocabulary before teach. With the aim to determine benefits students' mastery English vocabulary for students, so that students become interested in participating in English class.
4. Teacher should observe developing the students' ability in learning English vocabulary, so that teacher know the students mastery in learning vocabulary.

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## **Appendix 1**

### **Questions of Interview**

1. What strategies do you use in teaching English vocabulary?
2. Why do you use this strategy in teaching English vocabulary?
3. How do you play this strategy in teaching English vocabulary?
4. What the strategy affecting the students in learning English vocabulary?
5. How is the strategy affecting the students in learning English vocabulary?
6. What do you think about the result of using this strategy?
7. What the strategy a weakness in the implementing?
8. What do you find any problem in using this strategy?
9. How the students are responding the implementation of this strategy in learning English learning vocabulary?
10. What is the benefit that you and your students get from this strategy?

## **Appendix 2**

1. Apa strategi yang anda gunakan dalam mengajar kosakata bahasa Inggris?
2. Mengapa anda menggunakan strategi ini dalam mengajar kosakata bahasa Inggris?
3. Bagaimana anda memainkan strategi ini dalam mengajar kosakata bahasa Inggris?
4. Apakah strategi ini mempengaruhi siswa dalam mempelajari kosakata bahasa Inggris?
5. Bagaimana strategi tersebut bisa mempengaruhi siswa dalam mempelajari kosakata bahasa Inggris?
6. Apa pendapat anda tentang hasil dari menggunakan strategy ini?
7. Apakah strategy ini memiliki kelemahan dalam pelaksanaannya?
8. Apa masalah yang anda temukan dalam menggunakan strategi ini?
9. Bagaimana respon siswa pada saat anda menggunakan strategi ini dalam mengajar kosakata bahasa inggris?
10. Apa manfaat strategi tersebut bagi guru dan siswa?

### **Appendix 3**

#### **Questions of interview result**

##### **Teacher A**

Researcher : What strategies do you use in teaching English vocabulary?

Teacher A : Self-defining context

Researcher : Why do you use this strategy in teaching English vocabulary?

Teacher A :Because using this strategy students can learn independently, searching for their own meaning of new words for students

Researcher : How do you play this strategy in teaching English vocabulary?

Teacher A :Usually I use reading a text, after the students read the text, then I give the opportunity for students to find a difficult word, continue to be interpreted, written on the board and students copy it in their exercise book.

Researcher : What the strategy affecting the students in learning English vocabulary?

Teacher A :Yes, as far as I am trying the students are interested to find out the vocabulary



Researcher : How is the strategy affecting the students in learning English vocabulary?

Teacher A :Because after we search the vocabulary, for the next meeting I will asked the vocabulary and it will be the value of the students' own activity and from there students will be more interested in learning English vocabulary

Researcher : What do you think about the result of using this strategy?

Teacher A : Great, if they forgot they can looked back in their practice book

Researcher : What the strategy a weakness in the implementing?

Teacher A :There are some students slow to find out the word, and I as teacher pay attention to students who are left behind to give them a chance.

Researcher : What do you find any problem in using this strategy?

Teacher A : Students are lazy in searching for vocabulary

Researcher : How the students are responding the implementation of this strategy in learning English learning vocabulary?

Teacher A :Student response was very good and eager in searching for vocabulary

Researcher : What is the benefit that you and your students get from this strategy?

Teacher A : Student: facilitated students in searching for vocabulary, and their vocabulary increases.

: Teacher : Not too busy with students question

## **Teacher B**

Researcher : What strategies do you use in teaching English vocabulary?

Teacher B : Identifying picture

Researcher : Why do you use this strategy in teaching English vocabulary?

Teacher B : Because 12 years old of students were more interested in sound and images and gesturing.

Researcher : How do you play this strategy in teaching English vocabulary?

Teacher B : Making one pairs, browsing image

Researcher : How the strategy affecting the students in learning English vocabulary?

Teacher B : of course

Researcher : How is the strategy affecting the students in learning English vocabulary?

Teacher B : Students more interested in playing in describing images, and children feel more enjoy learning.

Researcher : What do you think about the result of using this strategy?

Teacher B : they become more interested in learning while playing and adding more vocabulary.

Researcher : What the strategy a weakness in the implementing?

Teacher B : of course there.

Researcher : What do you find any problem in using this strategy?

Teacher B : some of students did not have spirit to find the image from the internet.

Researcher : How the students are responding the implementation of this strategy in learning English learning vocabulary?

Teacher B : they were aggressive and look very excited to open the dictionary found the meaning of word.

Researcher : What is the benefit that you and your students get from this strategy?

Teacher B : Teacher: Easier to convey material because basic in English was vocabulary mastery.

Students: Students get many vocabulary and difficult word in English, so the material easier to understand.

## Teacher C

- Researcher : What strategies do you use in teaching English vocabulary?
- Teacher C : Antonyms
- Researcher : Why do you use this strategy in teaching English vocabulary?
- Teacher C : Because I thought students would master two different words at once
- Researcher : How do you play this strategy in teaching English vocabulary?
- Teacher C : If I encounter a word that I thought need to be mastered by a student, I would asked the opposite to the student
- Researcher : What the strategy affecting the students in learning English vocabulary?
- Teacher C : Yes, of course
- Researcher : How is the strategy affecting the students in learning English vocabulary?
- Teacher C : Yes, students were very interest, because I have told all students to bring English dictionary, if they did not know they would quickly use the dictionary
- Researcher : What do you think about the result of using this strategy?
- Teacher C : Good enough
- Researcher : What the strategy a weakness in the implementing?

Teacher C : Yes, Every strategy there are advantages and disadvantages

Researcher : What do you find any problem in using this strategy?

Teacher C : No, all words can be drawn against the opponent he said

Researcher : How the students are responding the implementation of this strategy in learning English learning vocabulary?

Teacher C : Nice

Researcher : What is the benefit that you and your students get from this strategy?

Teacher : Student: students will get used to understanding the word from two sides this will speed up vocabulary mastery.  
Teacher: the teacher will be the facilitator who directs the students easily

## First Field Note

Teacher's Code : Teachers A

Location : SMPN 6 Kota Jambi

Day/Date : Tuesday, 20 March 2018

Class : VII A

1. Teachers salute and greet students with enthusiasm, students also respond with enthusiasm.
2. When entering the lesson, the teacher explains the benefits of learning and mastering the vocabulary.
3. Teachers give some ideas about lessons to be learned so that students better understand the purpose of the material to be provided.
4. The strategy used by teachers on tense future materials is a self-defining context strategy to help students learn more independently, discovering their own new vocabulary for students.
5. The benefits of using self-defining context strategies for teachers and students are not too troublesome with student questions.
6. In using this strategy has a weakness in implementation, for example is usually slow in finding the word child, and always missed.

7. By using self-defining context strategy Students are very responsive and enthusiastic in finding new vocabulary.
8. Teachers try to motivate students to be interested in learning and easy to understand.
9. Teachers want to make it easier for students to understand and understand the lessons conveyed by teachers to students.
10. Teachers always ask students if there are less understood lessons and teachers have conclusions from the lessons that have been described.

## Second Field Note

Teacher's Code : Teachers B

Location : SMPN 6 Kota Jambi

Day/Date : Wednesday, 21 March 2018

Class : VII E

1. Teachers always prepare and determine the strategy that will be used before teaching, to facilitate the teacher in explaining the material.
2. The teacher always explained the benefits of learning vocabulary.
3. Strategy use by teachers on irregular verb material is identifying picture because students are more interested in sound, and images.
4. In using this strategy the teacher asks the students to create groups. In one group consisting of 2 students, student 1 in charge of describe while student 2 duty to guess which is described by student 1 earlier.
5. In using the strategy students are more interested in playing in describing the picture, and students feel more enjoy in learning vocabulary
6. Student response is very aggressive and looks very enthusiastic to open dictionaries and search for vocabulary.
7. Benefits in using this strategy is that students get a lot of vocabulary and difficult words in English, so that the material is more understood.
8. In using this strategy of course there is a problem faced some students do not have the passion to search for images from the internet.



9. Teacher wants to make students more easily understand and comprehend the lessons delivered by teachers to students.
10. The teacher always ask students if there are lessons that are less understood and the teacher gives the conclusion of the lesson that have been described.

### Third Field Note

Teacher's Code : Teachers C

Location : SMPN 6 Kota Jambi

Day/Date : Thursday, 22 March 2018

Class : VII G

1. Teachers always prepare and determine the strategy that will be used before teaching, to facilitate the teacher in explaining the material.
2. When entering the lesson, the teacher explains the benefits of studying and master the vocabulary.
3. Teachers are very creative when using this strategy in conveying lessons to students who are accompanied by examples, so that students are easy to understand.
4. Teachers using Antonyms strategies song material in teaching English vocabulary.
5. Use of antonyms strategies in teaching English vocabulary by the teacher well responded by the students.
6. Antonyms strategy is used by the teacher to help students to develop or increase the knowledge of English vocabulary.
7. Increase the vocabulary words of the English language that often appears on these strategies make students become interested and find it very helpful in the learning process of students.

8. Teachers strive to motivate students to become interested in following the lessons and easy to understand.
9. Teacher wants to make students more easily understand and comprehend the lessons delivered by teachers to students.
10. The teacher always ask students if there are lessons that are less understood and the teacher gives the conclusion of the lesson that have been described.

Documentation

Teacher A



Documentation

TeacherB



Documentation

Teacher C



**LETTER OF CERTIFICATION**

**THE TEACHERS' STRATEGIES IN TEACHING ENGLISH  
VOCABULARY AT SMPN 6 KOTA JAMBI ACADEMIC YEAR 2017/2018**

**By**

**Nurhayati**

**1400888203057**

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