

**EXPLORING ENGLISH TEACHER'S STRATEGIES IN TEACHING
VOCABULARY: A STUDY IN SELECTED JUNIOR HIGH SCHOOLS
IN CENTRAL LOMBOK**

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ABSTRACT

To assist the students' learning process and provide the best possible learning results, teaching strategies must be used while teaching vocabulary. This research aims to analyzing and describing, then to find out the types of strategies used by English teachers in teaching vocabulary to seventh and eighth grade students and to reveal why teachers used these types of strategies in teaching vocabulary in two selected Junior high school in Central Lombok. The research method used is qualitative method with a multiple case study. 4 English teachers are selected as the sample of this research from the entire 4 population. The instruments of this research were observation, interview and documentation. The collected data were analyzed by using data reduction, data display and drawn conclusion. The result of this research indicated that there were 8 strategies used by English teachers in teaching vocabulary. Those strategies include flash cards, games, word walls, memorization, translation, discussion realia and pictures. Out of these strategies, the most dominant strategies used by the teachers are discussion and using pictures. The results of observations, interviews and documentation, show that these strategies commonly used by the teacher because they are easy to be remember by the students. Besides, it is fun and makes it more interested in learning English vocabulary.

Keywords: teaching strategy, vocabulary, teacher.

ABSTRAK

Untuk membantu proses belajar siswa dan memberikan hasil belajar yang sebaik mungkin, strategi pengajaran harus digunakan saat mengajarkan kosakata. Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan, kemudian untuk mengetahui jenis-jenis strategi yang digunakan oleh guru bahasa Inggris dalam mengajarkan kosakata kepada siswa kelas tujuh dan delapan dan untuk mengungkapkan mengapa guru menggunakan jenis-jenis strategi tersebut dalam mengajarkan kosakata di dua sekolah menengah pertama yang dipilih di Lombok Tengah. Metode penelitian yang digunakan adalah metode kualitatif dengan studi kasus ganda. Empat guru bahasa Inggris dipilih sebagai sampel penelitian ini dari seluruh populasi. Instrumen penelitian ini adalah observasi, wawancara dan dokumentasi. Data yang terkumpul dianalisis dengan menggunakan reduksi data, display data dan penarikan kesimpulan. Hasil dari penelitian ini menunjukkan bahwa ada 8 strategi yang digunakan oleh guru bahasa Inggris dalam mengajarkan kosakata. Strategi tersebut antara lain flash card, games, word walls, memorization, translation, discussion realia dan pictures. Dari strategi-strategi tersebut, strategi yang paling dominan digunakan oleh para guru adalah diskusi dan penggunaan gambar. Hasil observasi, wawancara dan dokumentasi, menunjukkan bahwa strategi-strategi tersebut biasa digunakan oleh guru karena mudah diingat oleh

siswa. Selain itu, strategi ini menyenangkan dan membuat siswa lebih tertarik untuk belajar kosakata bahasa Inggris.

Kata kunci: strategi pengajaran, kosakata, guru.

A. INTRODUCTION

In general, vocabulary teaching is uninteresting and boring. This is because vocabulary teaching is often done in ways that are uninteresting and invites boredom. In addition, the lack of variety in teaching methods and opportunities for active participation in learning can make vocabulary teaching boring. Liu (2022) states that there is no significant change in the vocabulary teaching model. The current way of teaching vocabulary in the classroom is too rigid to attract students' interest in learning vocabulary because the methods are very monotonous and teachers are not proficient in applying a variety of flexible teaching approaches (Gao, 2015). Moreover, Yu (2022) state the fact that teaching good vocabulary learning methods and strategies is very important to improve the effectiveness and quality of vocabulary acquisition, teachers rarely do it. the meaning of the statement is, teachers more often use the same strategy in teaching so that students feel bored. There is no creativity and makes the class inactive

so that students are not interested in learning English vocabulary. In addition, the used of conventional approach of teaching vocabulary, students become bored because they have to listen to the teacher passively.

With the new curriculum changes, teachers are required to use a variety of strategies that can make students more active, fun and motivated in learning but so far not much is known about the pattern of teachers in using strategies. Curriculum changes in the field of English language learning present new challenges for developing effective lesson plans, creative and meaningful teaching, and evaluation of learning outcomes (Sofiana et al., 2019).

Moreover, in the process of learning English, especially vocabulary, there are definitely obstacles in learning. These obstacles can lead to less than maximum students' learning outcomes. An example of obstacle in learning vocabulary is the difficulty of memorizing new words. This can be especially challenging for

students who are not used to memorizing large amounts of information or have difficulty with rote memorization. In addition, some students may struggle with recalling the correct pronunciation or spelling of new words, which can impede their ability to use them effectively in communication (Nation 2013). Therefore, to assist the students' learning process and provide the best possible learning results, teaching strategies must be used while teaching vocabulary. Without a defined strategy, the teaching and learning process lacks direction and the lesson plan's intended learning objectives are not achieved. So that learning goals may be achieved, the instructor creates an engaging learning method for the students. Furthermore, learning strategy can increase students' participation in the learning process and help teachers to convey learning objectives more effectively.

The English teacher plays an important role in vocabulary development. The teacher must take the initiative to motivate students and ensure that they understand all the basic vocabulary. The teacher must also have a creative strategy in

teaching, so that students are interested and not get bored during learning activities. This is a form of cooperation between students and teachers. Strong knowledge of the subject, awareness of different ways of teaching and through student understanding and interest. According to Evan & Lang (cited in Lelawati et al., 2019), a good method was useless in teacher's hand who did not know how to use it and a good teaching could not be effective if the method used is bad. Issac (2010) stated that teaching strategy is a generalized plan for a lesson that includes structure, instructional objectives, and an outline of planned tactics, necessary to implement the strategies. Teaching strategy can be interpreted as an activity or series of actions using methods to achieve certain goals, especially in learning objectives. According to Brown (2007), strategy is described as a specific way of doing a task or problem, a mode of operation for getting things done and a planned design for managing and manipulating certain types of information. Educational strategies identify different learning methods available to enable the development of the right

strategies to address identified target groups.

In teaching and influencing the teaching and learning process, for students, the position of the teacher is a very important role. Rousiyah (2008:1) said that teachers need to develop their own strategy, a unique strategy for their students in order to create an atmosphere of an effective and efficient teaching and learning process. Teacher's strategy can indirectly affect students' learning interest, in teaching materials, and motivating students to follow the material is a good strategy. The teaching strategy should be structured, systemic, Methods, techniques, procedures and processes used by teachers during instruction, which is a strategy teacher use to help their students learn. Therefore, a teacher's strategy must be suitable for each student. Teachers should have a good strategy in place before they come into the classroom to teach. Bremner (2008) suggested that teachers should be artists to their students, teaching them to be independent and effective learners.

Teaching vocabulary is clearly more than just presenting new words (Harmer 2001). However, not all

vocabulary can be learned through interaction and discovery strategies. So this statement implies that learning vocabulary is not always done through interaction and discovery techniques for students. This means students have to memorize and remember a lot of vocabulary. Therefore, teaching and learning vocabulary is a crucial matter. According to Petty et al., (1968) said, there are three strategies for teaching vocabulary, those are : Use pictures to teach vocabulary, Learn vocabulary with word games and Teach English through demonstrations. According to Harmer, J. (1991) there are eight strategies for teaching vocabulary, those are : realia, gesture, action, and mime, contrast, translation, explanation, presentation, and enumeration.

There are some previous relevant studies in order to establish and support this research. Those were previous studies by Munawwarah (2021), Priyanti (2021), and Ramadhani (2015). Researchers assume that there are several strategies used by teachers in teaching vocabulary, the most dominant used are presentation, translation, memorization, games, using pictures and flashcards because

Those strategies were used to make young learners enjoy learning English and these strategies that students understand learning faster. Related to the explanation above, researchers were motivated to find out the strategies used by teachers in teaching vocabulary and to reveal why teachers used these types of strategies in teaching vocabulary in two selected junior high school in central Lombok.

B. RESEARCH METHOD

This type of research is a multiple case study with a qualitative method. Data will be collected through observation, interviews and documentation to find out teachers strategy in teaching vocabulary. According to Miles & Huberman (1994:1) "Qualitative research is a research procedure that produces descriptive data in the form of written words or spoken about the properties of an individual, the state or symptoms of a particular group can be observed". According to Yin in Lewis-Beck et al., (2003) A multiple-case study, examines the same phenomenon using two or more cases or replications across the cases.

The instruments used in this research are observation, interview and documentation. According to Richard and Schmidt, (2010), Observations are used to obtain data about the strategy used English teacher when teaching vocabulary. Classroom observation is a common activity in teacher education programs. Interviews are conversations between observers and Individual or Group Information Data Collectors. Interviews are used to collect data for linguistic analysis and can be used in needs analysis (Richard and Schmidt, 2010). In this case, the researcher will use interviews to investigate what strategies are used by the teachers and find out the reasons why the teachers used the type of strategies for teaching vocabulary. Documentation is secondary data that is considered necessary in this study, as an effort to support and complement interview and observation data, so that this data becomes complete, Sugiyono (2017). In this case the researcher will use data from teachers, students, schools such as recorded interviews, lesson plans, teaching materials to support

data collection from observation and interviews.

The qualitative data processing methods or procedure utilized in this research be carried out in three stages, namely data reduction, data display and drawing conclusion, as described by Milles and Huberman (1994). Data reduction is a form of analysis that sharpens, classifies. Directs, disposes of unnecessary, and organizes data in a way such that the final conclusions can be drawn and verified. Data display is a structured collection of information from which conclusions are drawn Verification or Conclusion. The conclusion is the final section that summarizes and interprets the findings and results of the study.

C. FINDINGS AND DISCUSSION

The Types of Strategies Used by Teachers in Teaching Vocabulary

The results of this study showed that there are 8 strategies used by teachers in teaching. In the results of observations and interviews that have been conducted, the researcher found strategies used by teachers in teaching vocabulary. Teachers who taught in the seventh grade of school A used realia, translators, pictures, games, flashcards and word walls.

The teacher who taught the eighth grade of school A only used discussions and pictures. Furthermore, the teacher who taught the seventh grade of school B also adds discussion, memorization, pictures and translation as a teaching strategy and the eighth grade teacher of school B used discussion, memorization and translation in teaching vocabulary.

Moreover, based on the result of documentation, the researcher found out that on the lesson plan, the teachers used some strategies, those are: discussion and using picture. However, based on the result of the observation and interview says the opposite, in the lesson plan, the teacher applies discussion and using picture. But in fact, in observations and interviews, the strategies they used are translating, memorizing, realia, flash cards, games, word walls, discussion and using pictures. This is because there are some teachers who still do not really understand the strategies in the theory, but they apply strategies that are more familiar, and they apply strategies that they are in accordance with the abilities of students and in accordance with the objectives of the learning.

There were several points from the results of observations in class and the results of teachers' interviews and documentation (lesson plan) that are different. The researcher found that there were 8 strategies used by teachers to teach vocabulary in the classroom. Those are flash cards, games, word walls, memorization, translation, realia, using picture and discussion. From the findings of this research as supported by Hamer (1991), gesture, Action, Meme, realia, contrast, translation, explanation and presentation were used. However, in this research, the researcher found out that only four similarities out of the 8 strategies, those are realia, gesture, explanation and translation. Table 4.1. Types of Strategies Used by English Teacher's in Teaching Vocabulary to Seventh and Eight Grades Students of school A and School B.

Table 1. Strategies used by the teacher in teaching vocabulary proposed by Hamer (1991)

No	Strategie s	Frequenc y
1.	Realia	1
2.	Gesture, Action, Meme	1
3.	Translation	3
4.	Explanation	4

The Reasons Teachers Used the Types of Strategies in Teaching Vocabulary

According to the results of observation and interviews that have been conducted by researcher, English teachers from school A taught vocabulary using many types of strategies. Those are games, flashcards, word walls, pictures, realia, translation and discussion to teach vocabulary. The reasons of the teachers used those kinds of strategies because the teachers believe that these strategies make students feel that the used of such games in teaching and learning process is more fun. So that, the students can enjoy the class and it helps them to memorize the vocabularies. In addition, teachers used those strategies because students prefer learning models such as discussions. The students are also more interested in the learning process because the used of pictures or real objects as the strategy. By using more than one strategy in one meeting, students also do not quickly feel bored in learning. For eighth graders, the reason teachers used pictures and discussion as vocabulary

teaching strategy is because students are more interested in learning by the used of pictures. This strategy is easier to understand and remember the vocabulary. The strategy is also a suitable strategy for students so that students are more active in learning.

In addition, the teachers of school B who teaches in seventh grade used the strategy of translating discussions, memorization and using pictures because the teacher taught that it is easier for seventh graders. The students seem happier when looking up translations of new vocabulary they found when learning to used dictionaries and teachers also seem happy used the strategy. Meanwhile, for teachers who teach in eighth grade, the reason for using memorization, translation and discussion to teach vocabulary is because it seems that the strategy has succeeded in getting students interested and eager to learn. That strategy is very important for teachers because this strategy is very helpful for English teachers at school A to make learning faster, easier, fun, and effective.

Here are detail explanations about the reasons of the teachers

used those strategies to teach vocabulary:

1. Fun

The teachers used games, flashcards, word walls, pictures, realia, translation, and discussion to teach vocabulary because these strategies can make students more interested in listening to the teacher's explanation. Thus, this strategy made the class more fun. Apart from that, this allows students to enjoy the learning process in class and makes students active in class. As mentioned by teacher 1 in the interview section that *"First, because students feel that using games like that is more fun, so they are more attached to it, happier than having to read book looking for themselves... they get dizzy."* In the same way, teacher 4 claimed that *"Because, students are more interested in learning, when using pictures. It makes it easier to understand and remember English vocabulary."* The two quotes above shows that English teachers in school B and school A emphasize students' feelings of enjoyment in class, especially in the teaching and learning process. The use of these strategies make the learning process more attractive, so that the students happy

and the teachers believe that this makes students more interested in the teaching and learning process and it helps them memorize the material that they learn in the classroom.

2. Easier for the students

The second reason is the students understand the teacher's explanation easier. This is also related to the first reason that is making the class more fun. Having a fun class can make students enjoy the class. Indirectly, this can help them to more easily understand and remember the teacher's explanations, especially in remembering new vocabulary as a result of the learning process in class. As mentioned by teacher 2 that *"I think it's easier"*. This also supported by teacher 4 who says *"By using translation, picture, discussion and memorization strategies, the students will be more understand the material about vocabulary that I teach to them"*. Those quotes mean that the teachers believe that the use of these strategies help the students to understand the material easier, so that it is easier for them to remember about new vocabularies that they learn in the classroom.

Discussion

Based on those findings, the researcher found out the types of strategies teachers used in teaching vocabulary and the reason teachers used these types of strategies. However, from the results of observations in class when teaching with the results of teacher interviews, some results go to different direction. There were teachers who fit into observation classes, interviews, and others were not. Teachers' strategies for teaching English vocabulary and reasons for used these types of strategies that suit students' abilities can be found from this research. Regarding the strategy used, the researcher observed has various ways of teaching. Teachers use varied teaching strategies because, they have their own ways or ideas so they do not used the same strategy. The findings are in line with Bremner's (2008) statement suggesting that teachers should be artists to their students, teaching them to be independent and effective learners. Information gathered reveals that teachers' strategies for teaching English vocabulary are games, flashcards, word walls, pictures, memorization, explanations and translations

The information collected reveals that teachers' strategies for teaching English vocabulary are games, flashcards, word walls, pictures, memorization, explanations and translations. According to observations and interviews, the teachers preferred strategy for teaching English vocabulary in the seventh grade of school A is through games, flashcards word walls, pictures, translation, discussion and realia. The eighth grade is through pictures and discussion. The use of this strategy depends on the material and classroom conditions. Meanwhile, the strategy used by teachers in teaching English vocabulary in the seventh grade of school B is through translation, pictures, memorization and discussion. For the eighth grade were through memorization, translation, discussion and using pictures strategies. This result is supported by previous research conducted by Munawwarah (2021). The results of the study showed that there are game, picture, memorization, translation, realia, action/ mime/ gesture, and song as teachers strategies in teaching vocabulary.

According to the results of interviews and observation that have been conducted by researcher, teachers from school A who teaches in seventh grade used strategy games, flashcards, word walls translation, discussion, used pictures and realia to teach vocabulary. According to the teacher's perspective, these strategies make students feel that used of such games is more fun and memorable. For eighth graders, the reason teachers used pictures and discussion as a vocabulary teaching strategy is because students are more interested in learning by using pictures and making it easier to understand and remember English vocabulary.

Rousiyah (2008:1) said that teachers need to develop their own strategy, a unique strategy for their students in order to create an atmosphere of an effective and efficient teaching and learning process. Teachers pushed themselves to be more inventive and passionate because they realize that teaching students is more characterized. To choose the best strategy, the teacher also observed the state of the classroom and the state of the students. They did the experiment with different concepts to

make their lessons interesting. Based on their experience, students are motivated to learn through a variety of fun activities. Teachers cited discussion and translation as two of the most common strategies they used in their classrooms because they also enjoy teaching, and students like activities created discussion or translation.

Moreover, the teacher of school B who teaches in seventh grade used translation, memorization, discussion and used pictures because the teacher thought it is easier for seventh grade students. Meanwhile, for grade eight teachers, the reason they used memorization, translation, using pictures and discussion to teach vocabulary is because this strategy is very helpful for English teachers at school B to make learning activity faster, easier, fun, and effective.

As the implication of this study is that, out of the above strategies used in junior high school, the research showed that the most relevant strategies used in junior high school vocabulary teaching are discussion and translation. These are relevant for teaching vocabulary to junior high school because there are some teachers who used several

types of strategies in teaching at every meeting. Furthermore, English teachers teach by using a variety of activities and strategies to make students enjoy learning English. The students are interested in learning through various activities in learning vocabulary such as games, word wall flashcards, memorization, translating, discussion and using pictures.

D. CONCLUSION

The research concludes that teachers use various strategies for teaching English because they wanted to vary their teaching by utilizing many different materials according to the classroom conditions. Games, flashcards, word walls, pictures, translation, discussion, and realia are the among most popular strategies. In eighth grade, pictures and discussion are used to suit the students' interests. This makes them feel better to understand and remember English vocabulary. The study also reveals that translation, memorization, discussion, and pictures are among the most common strategies used by students. The same reason was found from the analysis. The study suggests that English teachers use a variety of activities and strategies to engage students in the learning activities. This

research supports Bremner's (2008) postulates that teachers should be artists to their students. They should provide students with various independent learning activities that make learning effective and enjoyable.

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