

**STRATEGIES USED BY ENGLISH TEACHERS AT EIGHTH GRADE OF
MTsS SIULAK GEDANG IN TEACHING VOCABULARY**

A THESIS



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**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE INSTITUTE ISLAMIC OF KERINCI
YEAR 2022 M/ 1444 H**

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THESIS

*Submitted as a partial fulfillment of the requirement to obtain the Strata One (S1)
degree of English Department of Teacher Faculty and Education*

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FACULTY OF EDUCATION AND TEACHER TRAINING
STATE INSTITUTE ISLAMIC OF KERINCI
YEAR 2022 M/ 1444 H**

CERTIFICATE OF ORIGINALITY

Researcher hereby declare that the proposal entitled, “STRATEGIES USED BY ENGLISH TEACHERS AT EIGHTH GRADE OF MTsS SIULAK GEDANG IN TEACHING VOCABULARY” is my own work and that to the best of my knowledge and belief, it contains no material previously published or written by another person, no material which to a substantial extent has been accepted for the award any other educational institution, except where due acknowledgment is made in this proposal. Any contribution made to the researcher by others, with whom researcher have worked at IAIN Kerinci or elsewhere is fully acknowledged.

This is to certify, that the researcher paper submitted by researcher is an outcome of my independent and original work. Researcher has duty acknowledged all the sources from which the ideas and extracts have been taken. The project is free from any plagiarism and has not been submitted elsewhere for publication.

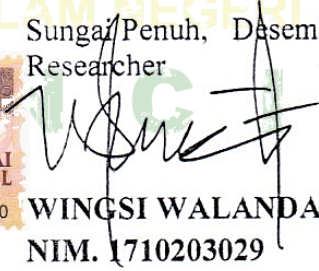
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Assalamu'alaikum Warahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting, the writing of, **WINGSI WULANDANI** thesis, (the students number is 1710203029) entitled: **STRATEGIES USED BY ENGLISH TEACHERS AT EIGHTH GRADE OF MTsS SIULAK GEDANG IN TEACHING VOCABULARY**, we are of the opinion that thesis has met the qualification as one of partial fulfillment of the requirements for an undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for final examination.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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DEDICATION AND MOTTO

DEDICATION

I lovingly dedicate this thesis to:

My beloved Father Walmiadi and my lovely Mother Nila Wati

Thank you for love, care support, suggestion and who always encourage me and praying for my success in the future and last but not least especially for my beloved brother Aditya walandia for the prospective priests.

MOTTO

فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَأَنْفَضُوا مِنْ حَوْلِكَ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ ﴿١٥٩﴾

Meaning: Thus it is due to mercy from Allah that you deal with them gently, and had you been rough, hard hearted, they would certainly have dispersed from around you; pardon them therefore and ask pardon for them, and take counsel with them in the affair; so when you have decided, then place your trust in Allah; surely Allah loves those who trust. (Q.S Al-Imron:159).

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At last, the researcher prays to Allah SWT, may this thesis would be useful and my God bless us. Aamiin.

Sungai Penuh, December 2022

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ABSTRACT

WINGSI WALANDANI, 2021: STRATEGIES USED BY ENGLISH TEACHERS AT EIGHTH GRADE OF MTsS SIULAK GEDANG IN TEACHING VOCABULARY

Advisor : 1. Aridem Vintoni, S. Pd., M.Pd

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The purpose of this study was to investigate the teacher's strategies on teaching English vocabulary at Eight Grade of MTsS Siulak Gedang. There are two problems that going to be discussed in this thesis those are: (1) what are the teacher's strategies in teaching vocabulary at the Eight Grade students of MTsS Siulak Gedang, (2) why does the teacher apply the strategy teaching vocabulary at the Eight Grade students of MTsS Siulak Gedang. In this study, the researcher used a qualitative approach with descriptive research design to address these problems. In collecting the data, the researcher used some techniques, namely (1) observation, (2) interview, and (3) documentation. In analyzing the data, the researcher used some techniques namely: (1) data collecting, (2) data reduction, (3) data display, and (4) conclusion/verification. The subject in this study was an English teacher Based on the analysis of an interview. From the research finding, (1) It is shown that both of the English teachers of MTsS Siulak Gedang used translation strategy and dictionaries strategy to their class in teaching vocabulary to the students. (2) the reasons why teachers use the translation strategy and stated that the strategy was suitable in teaching vocabulary to the students. The first teacher said that the reasons she applies the strategy is because many students are difficult to understand the text in English, so translation strategy and using dictionary strategy can help them in understanding the vocabulary better. The second teacher also agreed applying the translation strategy is good because the students can understand the text and they can do the exercises after the students together with the teacher translate the text together. Whether the teacher explains to them, or the teacher asks them to check the difficult words on their dictionary. Based on the result of the research can conclude that strategies used by English teachers at eighth grade of MTSS Siulak Gedang in teaching vocabulary are translation strategy and using dictionary strategy. These strategy are used by the teacher because they are appropriate to use in MTSS Siulak Gedang. Finally researcher suggested the use of a translation strategy and using a dictionary strategy in teaching vocabulary and of course by utilizing other supporting media.

Key terms: teacher, teaching strategy and vocabulary

LIST OF CONTENT

	Pages
COVER	
CERTIFICATE OF ORIGINALITY	i
ACKNOWLEDGMENT	iii
LIST OF CONTENT	v
LIST OF TABLE	vi
LIST OF FIGURES	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of the Problems.....	5
C. Limitation of the Research.....	5
D. Question of the Research.....	5
E. Purpose of the Research.....	6
F. Significance of the Research	6
G. Definition of Key Terms.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Vocabulary.....	8
1. The Concept of Vocabulary.....	8
2. The Important of Vocabulary	9
3. Type of Vocabulary	10
B. Concept of Strategy	11
C. Teaching Strategy In Classroom.....	13
D. Teaching Vocabulary.....	18
E. Strategy for Teaching Vocabulary.....	20
F. Teaching Activities for Teaching Vocabulary.....	26

G. Review of Related Finding	28
H. Conceptual Framework.....	31

CHAPTER III RESEARCH METHOD

A. Research Design	33
B. Population and Sample	34
C. Technique of Data Collection.....	35
D. Technique of Data Analysis	51

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings.....	53
1. English Teacher Strategies	53
2. The Reason of The Teacher in Aplying the Strategies to Teach English Vocabulary	59
B. Discussion.....	62
1. English Teacher Strategies	62
2. The Reason of The Teacher in Aplying the Strategies to Teach English Vocabulary	66

CHAPTERV CONCLUSIONS AND SUGGESTIONS

A. Conclusion	68
B. Sugestion	68

BIBLIOGRAPHY

APPENDICES

LIST OF TABLE

	Page
Tabel 1.2 Word You Know and Do Not Kknow.....	20



LIST OF FIGURES

		Page
Figure 1	Conceptual Framework.....	32
Figure2	Miles and Huberman’s Interactive Analysis Models.....	32



LIST OF APPENDICES

	Pages
Appendix 1	Documentation..... 72
Appendix 2	List of Interview 78
Appendix 3	Classroom observation sheet 79
Appendix 4	Teachers' Responses On Interviews 81
Appendix 5	Letters 83



CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching English as a foreign language is not same as teaching English mother tongue, teaching English as a foreign language refers to teaching English to students whose first language is not English like Indonesia, in Indonesia, and English is a compulsory subject included in the 2013 curriculum. In curriculum 2013 teaching English as a second language, there are several skills that must be mastered such as reading, writing, listening and speaking. Those skills cannot be mastered without a person mastering and understanding the basic aspects of language learning, namely vocabulary. Vocabulary is essential for effective communication; people have to master numerous vocabularies.

Vocabulary is one of the important elements that must be mastered by students in learning languages. In learning a foreign language, vocabulary plays an important role because it is one of the most important aspects of the learning foreign language. (Dean, Joan 2006) . Vocabulary is one element that links the four language skills of speaking, listening, reading and writing all together, in order to communicate well in a foreign language; students should acquire an adequate number of words and should know how to use them accurately.

Students' skill in using accurately English vocabulary absolutely does not come directly but requires an intensive learning process through the

guidance of a teacher through teaching process, teaching is an activity that is not as easy as imagined; especially in teaching English as a second language but it must be done because vocabulary is very important. Wilkins and Thornbury state without grammar, very little can be conveyed, without vocabulary nothing can be conveyed (Thornbury, Scott, 2002: 89).

It means that vocabulary can help people to convey what they want to say, if people improve the words or enrich their vocabulary, it is such an advantage to make them easier to communicate. In the case of reading, they can easily comprehend about what they read. According to Rivers and Nunan, the acquisition of an adequate vocabulary is essential for successful foreign language use, because without an extensive vocabulary people will be unable to use the structures and functions words that we have learned for comprehensible communication (Ramadhani, Astuti Pratiwi 2015: 1-8).

In teaching Vocabulary teacher should know about strategies, methods, techniques, and materials, thus the teacher can convey the material well in accordance with children's characteristics. In teaching vocabulary, teacher's strategies are an important thing to achieve success in English teaching process (Nasution, I.S.P 1990: 135). Nasution states, there are some strategies that can be used to help their students' practice English vocabulary. For example reading text, translation, looking up at dictionary, making notes, practicing dialogue and storytelling, playing word games, and use vocabularies for communication in daily life. It means that there are many strategies to improve students' vocabulary that can be applied by the teachers.

There are several studies in teaching vocabulary strategies; this methodology has been tested by Gaeda (2009) who found that using guessing word strategies in teaching English vocabulary making the progression to independent learning can be easier and more efficient (Gaeda, Alfitra : 2009: 1). reveals that ruled the ball of vocabulary learning by turning the classroom into a positive and fun learning experience, making language both more significant and more memorable. It also encourages students to be active, enthusiastic, participate in teaching activities. (Pique, Concha, Edelma: 2000).

Teaching vocabulary for junior high school is not easy because students of junior high schools are teenagers, so it is important to introduce English, especially vocabulary to junior high school since vocabulary is very crucial in learning a foreign language. Unfortunately, mastering vocabulary is not easy for students, especially for students in Indonesia where English is learned as a foreign language because English is not used in daily communication. Thus, it is more difficult to master English vocabulary; as a result, vocabulary mastery of students in junior high school is still low.

The next problem is concerned with the strategy of teaching vocabulary and media used. The teaching of vocabulary needs more attention. Teachers should prepare all the components in teaching learning process well. The components are the media, the materials, and the teaching strategy. In fact, teachers do not prepare them well. It means that teachers usually ignore one or two components. For example, they prepare the materials which are

based on the lesson plan well, but they do not use the media or teaching strategy in proper place. In this case, it can make the teaching learning process in effectively and the students will get the consequence such as they did not know what the teacher explains.

Based on the field note that has done by the researcher, there was problem faced by the teacher at MTsS Siulak Gedang. The teacher said that teachers have difficulty to teach English because of students only understand a little English vocabulary so that they get difficult to understand English texts, students are not focus and unmotivated in teaching and learning activity in class so the teaching and learning activity in class are not active. As the result of the problem above make teachers difficult to choose appropriate English teaching strategy and Material.

It means that the teachers have to know what the students want and it was refer to the strategies used by the teacher in teaching English lesson. Moreover, teacher is more dominant in teaching and gives a little to involve students, so that learning monotonous. It made students got difficulties in mastering English. It can be seen from the student's expression; many of students can answer teacher question, student doubt when the teacher asks something about the material that has been taught.

From the problem above, researcher is interested to do this research entitled: "Strategies Used by English Teacher at Eighth of MtsS Siulak Gedang in Teaching Vocabulary".

B. Identification of the Problems

Some problems face by English teacher in teaching English are:

1. Teaching vocabulary to young learner is not easy.
2. Teaching English for young learner is very much different from teaching adults.
3. The teacher needs to prepare good strategies and a suitable material in order to gain the target of language teaching to the children.
4. Students MTsS Siulak Gedang can easily get bored, if the condition of teaching English process is monotonous.
5. Teacher has difficulty to teach English because of students only understand a little English vocabulary

C. Limitation of the Research

This research is only limited on strategies used by English teacher in teaching vocabulary to Eighth Grade Students' of MTsS Siulak Gedang and to analyze the dominant strategies used by English teacher in teaching vocabulary to Eighth Grade Students' of MTsS Siulak Gedang.

D. Question of the Research

There are two research questions addressed in this research:

1. What are the strategies used by English teacher in teaching vocabulary to Eighth Grade Students' of MTsS Siulak Gedang?
2. What are the reasons strategies the teacher used teaching vocabulary to Eighth Grade Students' of MTsS Siulak Gedang?

E. Purpose of the Research

The purposes of this research are:

1. Find out the strategies that used by the teacher in teaching English vocabulary to Eighth Grade Students' of MTsS Siulak Gedang.
2. To analyze what are the reason teachers used strategies by English teacher in teaching English vocabulary to Eighth Grade Students' of MTsS Siulak Gedang.

F. Significance of the Research

The findings of this research are expected to be useful and relevant to the ortically and practically. Theoretically, the findings are expected to give information and preliminary source for the next researcher who wants to conduct the research in the same field. Practically, the research is aimed to enrich English teaching vocabulary strategies in different context of students in Indonesia. The finding of this research also expected to help English teacher who teaches English vocabulary to students to provide a better material and choose the best strategies in teaching English.

G. Definition of Key Terms

In order to clarify what variables are involves in this research, the researcher put some definition;

1. Teaching Strategies are strategies that used by English teacher of MTsS Sulak Gedang in teaching vocabulary.
2. Vocabulary is a material that taught by the teacher to the students of MTsS Siulak Gedang, like verbs, nouns and adjectives.

3. MTsS Siulak Gedang is is the first secondary level educational institution under the guidance of the Religion Ministry of Kerinci District.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Vocabulary

1. The Concept of Vocabulary

Vocabulary is not only talk about the nouns, but beyond dit. As a teacher, it is important to include adjectives, verbs, adverbs, and prepositions part of vocabulary curriculum. It supported by Nunan, the course book for students often emphasize about nouns, it is because they are easy to illustrate and most of students do not have literacy skills, the only words that can easily for them are nouns.

Moreover, Linse and Nunan (2005: 66) stated that teacher should facilitate vocabulary learning by teaching the learners with use ful words. Useful words mean the words which are interest and intrigue the learners. The other statement about vocabulary came from Kamil and Hiebert (2005: 33) stated that vocabulary is generally defined as knowledge of words and also words meanings.

The use vocabulary to help the students to increase their comprehension in reading a text. They can be easier to find out the meaning of the text that they read. Hornby (2000: 1506) said that vocabulary is a total number of words which cover up the language with a translation and definition more overstate vocabulary is total number of words with translation and also the definition of words itself.

Ricards and Renandya (2002: 85) define that vocabulary is an

important component of language proficiency and provides much of the basis for how well learners listen, speak, read, and write. Furthermore, Ivone (2005: 1-14) stated that vocabulary is not only about list of words. It is a system embedded in language. It define that vocabulary has important role in language proficiency, because if the learners have extensive vocabulary, it can help them in order to deliver the words in communication context.

Based on the definition above meanings, it can be concluded that vocabulary is words that have meaning in particular language.

2. The Importance of Vocabulary

Thornbury (2002: 89) state without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. This is summed up about the importance of vocabulary learning. From definition above, means that vocabulary can help people to convey what they want to say, if people improve the words or enrich their vocabulary, it such as the advantage to make them easier to communicate. In the case of reading, they can easy to comprehend about what they read. According to Nunan and Linse (2002:69) the acquisition of an adequate vocabulary is essential for successful foreign language use, because without an extensive vocabulary people will be unable to use the structures and functions words that we have learned for comprehensible communication.

Hiebert & Kamil (2005 :54) state many benefits of having a large vocabulary, none is more value able than the positive contribution that vocabulary size makes to reading comprehension. The other theory came

from Stanovich in Hiebert and Kamil, the rich tend to get richer. Students who have larger vocabularies can understand text better, so they read more. When they read more, they learn additional words, it makes their vocabularies larger. Conversely, people who have poor vocabularies tend to get poorer. Students with smaller vocabularies do not understand text well, consequently they read less. The less they read, the less their vocabulary growth.

Based on the definition from some expert above can conclude that learning vocabulary is so important and we can introduce them about vocabulary because it is basic for all of activities in English such as listening, reading, speaking and writing.

3. Type of Vocabulary

Hiebert and Kamil (2005 :38) stated that words come in at least two forms: Receptive and productive. Vocabulary defines about set of words that an individual can use when writing or speaking. They are well-known words, familiar, and used frequently or words that individual can give the meaning when they listen or reading. It defines that receptive vocabulary is words that individual able to assign some of meaning, even they may not know full of those subtleties.

Furthermore, According to Setiawan (2010: 147) classifies vocabulary into two kinds. They are receptive and expressive vocabulary (productive vocabulary). Shepherd defines the receptive vocabulary as the words known when the learner listens and reads. Receptive vocabulary is called a passive process because the learner only receive thought from others. In term of

language application, the receptive vocabulary is as the basic of vocabulary. Meanwhile, expressive vocabulary (productive vocabulary) is defined about the words when the learner speaks and writes. Based on the above definition above can conclude that there are two types of vocabulary, namely receptive and expressive vocabulary.

B. Concept of Strategy

Subramani (2017: 147) states strategy is one of the ways that teacher uses in teaching the material. Commonly, the teacher uses strategy to help the learners understand the material well. In this case the strategy used by the teacher should be useful and also appropriate with the material. For example, if the teacher interest with cartoon, the teacher should provide cartoon pictures which that related to their lesson.

According to Brown (2004: 205) , strategy is generalized about plan in lesson which has structure, desire learner behavior, with the goals of instructions, and outline of tactics as an implement action of strategy. It defines that teaching strategy which teacher use refer to the way or tactics to help the learner to be easier in learning. Moreover, teaching strategies refer to everything that teacher do or should do in order to help learners in the process of learning. Furthermore, Uno (2008:33) stated that teaching strategy is the ways that teacher choose and use in order to convey the teaching material the strategy that used by the teacher can help the teacher to achieve the learning goals.

Based on the definition above, it is important for the teacher to help

enrich their student's vocabulary because vocabulary is not talked about words only, but it is more than it. In teaching vocabulary, the teacher should help students to expand and deepen the words knowledge. Teachers should teach the word again and again; it aims to carry the words into their students' mind then they can remember it.

Nunan and Linse (2005 :70), stated that in teaching strategies, the teacher should facilitate the learners with useful words in order to make them easy to cover the meaning in their own. As stated by Cameron (2001: 33) students of a second or foreign language are still building their first language vocabulary, which is tied up their contextual development. In planning and teaching foreign language, need to take into their first language background to know what will work and what make them too difficult. The role of words as language units begins with the basic level with early use of nouns for naming an object.

C. Teaching Strategies in Classroom

According to Welhri and Nyquist (2003) teaching strategies in classroom divided into six parts, they are as the following:

1. Brainstorming

Brainstorming is a stimulus to generate ideas creative by exploring students' thoughts so that the cognitive structure or the so-called main relevant knowledge becomes active. Furthermore, brainstorming is a traditional way of obtaining concepts students' knowledge and beliefs about science and for study.

2. Case-based small group

Case-based small group is a learning model that focuses on tracing the root of the problem and solving the problems in small group. Case-based small group is a learning model involving students to solve problem through the stages of the scientific method so that students can learn knowledge that is related to the problem and at the same time have the skills to solve problems. Meanwhile, DIRJENDIKTI defines a Case-based small group as a learning approach that uses world problems real as a context for students to learn through thinking critical and problem-solving skills in order to acquire essential knowledge and concepts of the subject matter.

3. Demonstration

The demonstration method is a teaching strategy by describing items, events, and rules either directly or using teaching media relevant to the subject or material being presented. Furthermore, demonstration strategies in the teaching and learning process can make the admission process of students learning memorable and deep so as to produce a good understanding for students.

4. Game

Game Strategy is one of the teaching strategies that use game media to provide teaching in the form of games the aim to stimulate thinking power and increase concentration through unique and interesting media. This definition, of course, identifies those

educational games aim to support the teaching and learning process with activities that are fun and more creative. Moreover, educational game is a form of game (game) designed or made for learning purposes, will remain in the usual educational game offers to play for fun.

5. Large group discussion

The discussion is the process of talking things over among two or more persons, preferably face to face. He adds that the total discussion process ideally is a cooperative effort on the part of a number of individuals to work together as a group, through the exchange of thought orally, toward some group objectives. Risk states that discussion means thoughtful consideration of the relationship involved in the topic or problem under study.

6. Lecturer/ presentation, and role play.

The presentation refers to the present about the information, this strategy usually for a large group and often uses an audiovisual aid to transfer the information. Final strategy is about the role play: It is related to person "characteristics, it often shows the person who take role with something or someone.

Cameron (2001: 33), listed the basic techniques that teacher can explain the meanings of new words, all of them can be used in student "classroom: By using demonstration or pictures, there are seven techniques that will be discuss here:

1. The teacher can teach learners by using an object. In teaching new

- words, teacher can use the object to deliver about what they want to teach.
2. Technique that teacher can use is using figure. It means that, the teacher as a main authority figure in the learning process and the learners can engage as a figure also. The Technique is using gesture. In this point means that the teacher can provide the gesture or make moving the body when they teaching the learners, it can make the learners enthusiast and curios when they are in learning process.
 3. Point of the technique that teacher can use is performing an action. Here the teacher can show an action when they teach the learners. The teachers can be personal model to show the action. The teacher also can use photographs. They can provide photos which can make the learners interest. Furthermore, in teaching vocabulary to student's teacher can attract them by using drawing or diagram on the board. This way can make the students become enthusiastic, because many of student's interest to draw and drawing something that exist in their mind.
 4. The last technique is picture from book. Many of school books show with picture, it can make students enjoy when learning process, while they observing the picture that provided by that book.

More other, Nunan and Linse (2005: 66), vocabulary should be

integrated into teaching four skills, listening, speaking, reading, and writing. For example, include the vocabulary as part a TPR (Total physical response) listening activity. Additionally, that students can benefit from learning how to use context clues and guessing the meaning from the context. A context clue is one of techniques that can be used in presenting new words in teaching English vocabulary. By using context clues, the teacher can present the language in enjoyable the atmosphere. Furthermore, children really enjoy learning and singing a song. As stated by Nurkhaeni (2010: 35) songs refer to the piece of music that has words. Then, the students often find great pleasure in learning English song. From these definitions, it means that song is a piece of music that consists of words. It is effective if the teacher using song in teaching language, because song can make the students enjoy while learning process.

Other theory came from Larsen- Freem (2000:35) an proposed teaching technique, there are: dialog memorization, repetition drills, question and answer drills and complete the dialogue. The first technique is dialog memorization, it defines that teacher give a dialog and asks the students to memorize the dialog and practice it. Students memorize the dialog through mimicry and take the role of one person in the dialog. The second technique is repetition drill, it means that students repeat what teacher's utterance as quickly as possible. The third technique is question and answer drill, this technique emphasize

that teacher gives some questions and they have to answer quickly. It gives the students practice with the questions patterns. The last technique is complete the dialog, emphasize those students have to complete the dialog by filling in the blank with the missing words or list of words.

D. Teaching Vocabulary

In teaching vocabulary in early stage is very important. Teacher should more attention to the students. In this primary level, students easier to imitate what people a round them do. They have high curiosity, it because they want to know what others people do. Linse and Nunan (2005: 28) stated that learners need to acquire vocabulary learning strategies in order to discover the meaning of new words that they learn. The strategies should be useful for with the classroom as well as when the learners are in situation meet new words and unfamiliar words.

Other statement came from Alqahtani (2015: 1-13) who stated that the teacher should be concerned that teaching vocabulary is something new and it is also different from student's native language. Teacher should be aware that teaching English for students are different from adults, it because they have different characteristic and cognitive skills. Furthermore, Ramadhani (2015: 1-8) stated that teaching vocabulary to children is different from teaching vocabulary to teenagers and also adults. It happens because students have different age, different needs, competencies and cognitive skill. Their different characteristics become main consideration in

order to treat them in the learning process.

Suyanto (2010: 65) in teaching vocabulary stated that teacher should provide visual aids in order to make students easier to understand the words directly by using it. For example, the teacher provide picture as visual aids in teaching them. It can make sense to be understood by the learners. In teaching English vocabulary teacher should give the words in context form, because the teaching process will be easier and make sense if the teacher giving the material in concrete form.

Based on the definition above, it can be concluded that vocabulary need to be taught in context and the children should always give the opportunities to use the language that they have learned in the class. Besides the teacher has an important role to build children's vocabularies. It defines that teacher should know the factors in teaching such as methods, strategies, techniques, and materials. Therefore, the teacher can convey the material well in accordance with children "characteristics.

E. Strategies for Teaching Vocabulary

Anutama (2011: 2) States that there some strategies that can be used in teaching vocabulary, they are:

1. Helping Students to Understand Unknown English Vocabulary in Lesson Strategy.

Lessons in secondary English text books can be difficult for many students. One of the reasons for this is that they contain a lot of words and phrases that students do not know. As a teacher, the role is to help the

students understand these words without making them feel discouraged. Teacher will look at how he can help his students deal with new vocabulary in their lessons. This technique will help students to understand the reading in the textbook and develop strategies for learning new vocabulary. They will also help students to become more independent, so that they will be able to learn by themselves outside the classroom or in their future lives.

The steps in using this strategy are:

- a) Make a following able

Table 2.1 Word You Know and Do Not Know

Word you don't know but you can guess	Word you don't know and you can't guess
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- b) Choose a lesson from your textbook that contains vocabulary that you think your students don't know. It could be the next lesson you will teach, including prose and poems. If the lessons long, choose a few paragraphs sorceress from it;
- c) Ask your students to read the lesson. They can read silently or aloud;
- d) Tell the students to note down words in the relevant columns. They should do this activity individually. Set a time limit for this (such as ten minutes) or ask for a maximum number of words (such as ten).
- e) When the time is up, ask the students to work with a partner and compare their answers in the first column. They should tell each other how they guessed the meaning.
- f) After a few minutes, stop the discussion. Now ask different pairs to share

with the class the words they wrote in the first column and how they guessed the meaning.

- g) Now ask students to read out the words that they couldn't guess from the second column. Write these on the board and help them practice the pronunciation of these words by saying the words out loud and asking the class to repeat after you. Instead of providing the meaning or translation of these words, try to help your students guess the meaning.
- h) You can help them guess by asking questions
- i) Tell your students to choose ten words that they think are the most useful, and to learn them. You may want them to learn some additional specific words from the lesson.
- j) Write these additional words on the board, practice saying them with the class and discuss their meaning before telling students to add them to the list of words to learn.

Based on the explanation above, it can be concluded that, to help students understand new vocabulary, by making a list of unknown vocabulary, and those that are known but cannot guess the meaning or how to pronounce them, then together with the teacher find the word.

2. Using a picture or area object Strategy

The teacher could draw a picture of a wheelchair on the board, use a picture from the text book or cut out the picture from a magazine , newspaper or other.

3. Using mime or gesture strategy

Teacher or student could mime a person propelling themselves in a wheel chair and ask students to say what the word is in their home language to check that they understand.

4. Giving Example of the word in different context strategy

Giving example soft words in a different context and asking students to guess: For example, you could say: „The boat was propelled across the water by the wind.“

5. Explaining the meaning of word strategy.

Explaining what the word means in English: Ask questions to make sure that your students understand the meaning.

6. Notes and Meaning Strategy/ Glossaries Strategy

Many students use word lists to record and remember words, word lists are also known as glossaries and you can find these at the end of many textbooks. Students can also create their own personalized glossaries, which they can keep up to date at the end of their notebooks as they learn new vocabulary words.

7. Using Dictionaries Strategy

Dictionaries are a useful resource for both teacher and students. As reading and listening to English, students will come across words that you don't know, or that you can't guess the meanings of – after all, it's not possible to know every word in English! A dictionary helps teacher and your students to understand what a word means, and some dictionaries give you a lot more information about a word.

8. Summary Strategy

The lessons in English textbooks typically have many words that students don't know. Translating the words is one technique that you can use, but there are some disadvantages to this. It is more useful to teach students techniques that will help them to understand the words themselves. In this unit you explored some ways to help your students work out the meaning of words and remember them. These are techniques that you can use with all the textbook lessons to help your students become more independent, confident learners.

9. Game Strategy

A game is or activity with rules, a goal, and element of fun, which is divided into two kinds; competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal.

Harmer (2007:81) suggest some strategies that teachers can use to help their students practice vocabulary, they are:

1. Translation

Translation is a quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, it may make it a bit too easy for student by discouraging them from in treating with the words.

2. Explanation

Explanation the meaning vocabulary item can be very difficult the teacher grammatical explanation can be, especially at beginner middle level, so the teacher could ask the students to memorize the word and teacher give such explanation includes information when the items can be used. An explanation is a statement which points to context and consequences of some object, process, state of affairs, etc. Together with rules or laws that link these to the object. Some of these of the explanation may be implicit. When the teacher verbal explanation, he can employ many of the technique used to introduce interest when teaching the form of the word. For example, he can write the meaning 40 (synonym opposite, synonym mother tongue, description) in code or with scrambled letter.

3. Enumeration

Other sense relation is that of general and specific words. The teacher can use the general words to make the students find the specific words and after that teacher can use this to present meaning of words itself. We can say “clothes” and explain this by enumerating or listing various items. The same is true of “vegetable” or “furniture”.

4. Realia

One way of presenting words is to bring the things into the classroom. Words like postcard, ruler, pen all, etc. can obviously present in his way. The teacher hold up the object or point to it, says the word and then gets student to repeat it.

5. Mime, Action, and Gesture

It is often possible to explain the meaning of word and grammar either through the use realia or in picture. Actions in particular are probably better explained by mime, Concept like “Running, Writing, Sleeping, drinking, eating, swimming, etc. Gesture is useful for explaining words like form, to actor indicate that the past is being talked about (the teacher gesture back ward over his shoulder).

6. Contrast

Teachers saw how relations exist because of their sense and thus can be used to teach meaning. Teachers can present the meaning “empty” by contrasting it with “full”, “cold” by contrasting with “hot”, “big” by contrasting it with “small”. We may present these concept with pictures or meaning we ensure our students understanding. This technique gives solution to make easy to get the meaning of the word. Contrast is the same with antonym word.

7. Presentation

Not all vocabulary can be learning through interaction and discovery techniques are possible, however, they are not always the most cost effective. There are many occasion when some form of presentation and explanation is the best way to bring new word in to the classroom. In this technique, the teacher can use media such as: realia and picture.

Based on the explanations above it can be concluded that there are twelve strategies in teaching vocabulary they are: 1) Using a picture or a real object Strategy; 2) Using mime or gesture strategy, 3) Giving Example

of the word in different context strategy,4) Explaining the meaning of word strategy;5) Notes and Meaning Strategy/ Glossaries Strategy;6) Using Dictionaries Strategy;7) Summary Strategy; 8) Game Strategy; 9) Realia; 10) Contrast; 11) Translation; 12) Presentation. The researcher used those theories to find out the strategies used by the teacher in teaching English vocabulary at Eighth Grade of MTsS Siulak Gedang and the result show that English teacher of MTsS Siulak Gedang use translation strategy and dictionary strategy in teaching vocabulary at eight grade students.

F. Teaching Activity for Teaching Vocabulary

Minister of Education and Culture No. 22 of 2016 concerning Process Standards for Elementary and Secondary Education describes the stages in the teaching and learning process in schools as the following:

1. Pre-teaching

There are many activities can be done in teaching vocabulary. The teaching methods and media will affect the activities in the classroom. First. The pre-teaching is the teaching of knowledge, vocabulary, and skills required for an upcoming lesson. It is most commonly used for English Language Teaching, but can be used by any teacher for any lesson. In order to pre-teach vocabulary effectively, the teacher needs to identify what the learners already know and what might cause problems. Commonly, the activities in Pre-teaching are:

- a. Do the prayer or reading the Qur'an.
- b. The teacher takes the attendance list of the students.

- c. Preview the previous lessons or the teacher asks the students about the homework.
- d. The teacher brainstorms the materials by many ways, such as giving the students a list of words that need to be used in the upcoming unit of work. The students study the words so that they will be able to use them in the lesson.
- e. The teacher demonstrates the materials by many ways, such as showing pictures, videos, map, or any visual aids that can engage the students to the upcoming topic of lesson.
- f. The teacher gives the students some questions related to what they have seen (visual aids/media).

2. While teaching

- a. The teacher explains the materials by lecturing, giving examples, experimenting, showing videos or audio, or others.
- b. The teacher works with the students together about the topic of the lesson.
- c. The teacher gives some exercises to the students, it can be in group or individually. The teacher monitors the students while they are working with the task.
- d. The teacher asks the students to use strategy in understanding vocabulary, such as guessing meaning from context, getting clue, or using dictionary.
- e. The teacher and the students discuss the exercises together.
- f. The teacher asks the students to use the vocabulary they learn today in a sentence that they create themselves.

- g. The teacher responds on students' answers and explains deeply about the exercises to the students.

3. Post teaching

- a. The teacher gives final exercise to the students about vocabulary and the task will be graded by the teacher.
- b. The teacher and the students draw the conclusions of today's topic of lesson.
- c. The teacher assigns homework to the students, it can be in form of group project or individual homework. The topic can be about today's topic or the topic for the next meeting.
- d. The teacher dismisses the classroom.

G. Review of Related Findings

There are some previous researches related to the present research that will be conducted by researcher, the previous research is as following:

First, research that conducted by Sanusi entitled "*The Techniques of Teaching Vocabulary*". He investigated the technique of teaching vocabulary. In his paper, he investigated a variety of techniques and activities applied by most English teacher in teaching vocabulary development. He also related the techniques of teaching vocabulary to the student's achievement in order to enrich their English vocabulary mastery. From his field note, it shows that most of English teachers in teaching-learning activity tend to use the techniques and activities as follow: Reading text, asking the student to repeat it, pointing. The similarities of previous

research to present research is same research about teacher's strategies in teaching English vocabulary and the different are in the location of the research, where Sanusi conducted his research in Kalimantan but the present research will be conducted in MTsS Siulak Gedang. Furthermore, the difference is also in the research method where Sanusi's research method is field research, while researchers use qualitative research methods. moreover, sanusi used observation sheets in data collection while researchers used structured interviews.

Second, research that conducted by Julianti (2017: 3) titled “*Teacher’s Strategies in Teaching English Vocabulary a case study at second grade of MTs 2 Mataram Academic Year 2017/2018*”. This study is a imedto find out (a) teachers strategies in teaching English vocabulary, (b) media used by the teacher, and (c) students responses toward the strategy used by the teacher. The study was conducted in class VIII.A of MTsN 2 Mataram. The subject of the research was an English teacher and the student sof MTsN 2 Mataram. The data were gathered by using field note, interview and questionnaire, then analyzed by using descriptive qualitative method. The study found that the teacher “strategy in teaching English vocabulary was Game. It was implemented by using card sand cutting version of words. The strategy motivated students to learn English, because they enjoyed the teaching and learning process and they understand the materials clearly. The similarities of previous research to present research is same research about teachers strategies in teaching English vocabulary and the different are in

the location of the research, where Julianti conducted her research in MTsN 2 Mataram but the presenter search will conducted in MTs SSIulak Gedang. Furthermore, the difference is also in the research method where Julianti's research method is mix method, while researchers use qualitative research methods. moreover, Julianti used observation, interview and questionnaire in data collection while researchers used structured interviews.

Third, research that was conducted by Wahidah (2015: 32) entitled “*Teachers’ Strategies in Teaching English at Muslim Wittaya Phuket School*).The results the research found that strategy use by English teacher are: 1)direct teaching strategy; 2) mastery learning strategy. Based on the field note, the researcher had concluded that the focus of learning on the individual acquiring reading skill;3)cooperative learning strategy after conducting field note, T3 used peer group. The peer groups were able to enable students to learn from each other; fourth strategy is problem based learning strategy teacher asked the students to analyze how to make comparative or superlative sentences based on real life. The similarities of previous research to present research is same research about teachers strategies in teaching English vocabulary and the different are in the location of the research, where Wahidah conducted her research in Wittaya Puket School butthe present research will be conducted in MTsS Siulak Gedang. Furthermore, the difference is also in the research method where Wahidah’s research method is field research, while researchers use qualitative research methods. moreover, Wahidah used observation, and

interview in data collection while researchers used structured interviews.

H. Conceptual Framework

The purposes of this research are; first, to find out the strategies that used by the teacher in teaching English vocabulary to Eighth Grade Students of MTsS Siulak Gedang. Second, the researcher wants to know what are the dominant strategies used by English teacher in teaching English vocabulary to Eighth Grade Students of MTsS Siulak Gedang. In collecting data researcher use interview and observastion and the data will analyze with descriptive technique by using in teractive analysis mode Imiles and huberman.

Conceptual frameworks figure out as follow:

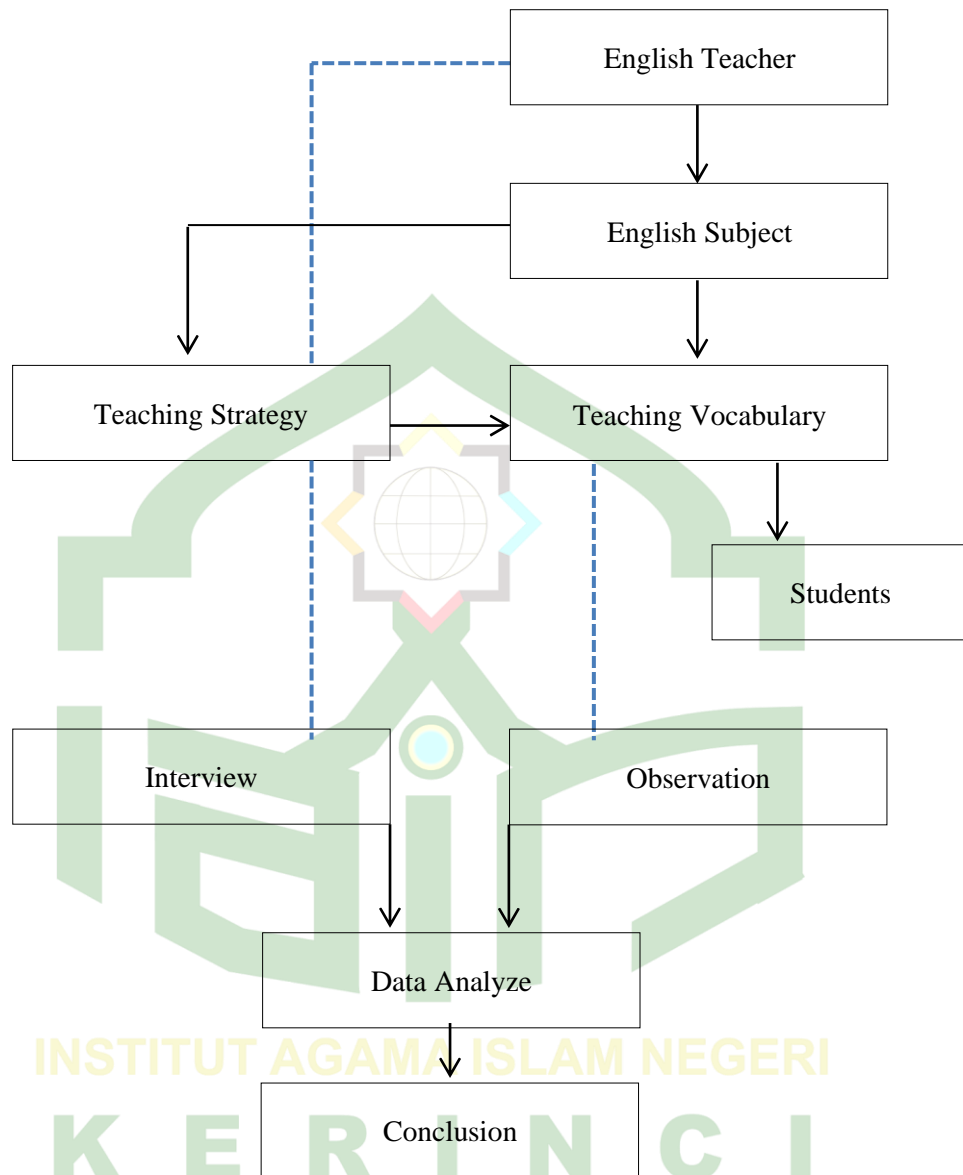


Figure 1 Conceptual Framework

Note:

- =Teaching Flow
 · =Collecting Data

CHAPTER III

RESEARCH METHOD

A. Research Design

This research concerned to investigate the strategies that used by the teacher in teaching vocabulary to students. From this investigation, the researcher will know the strategies that used by the teacher in teaching English vocabulary to students. Furthermore, the researcher will also concern to investigate about the dominant strategies that use by English teacher in teaching vocabulary to students. The data will provide from English teacher who teaches at eighth grade of MTsS Siulak Gedang. In order to collect the data, the researcher will use qualitative method.

Gay (2011 : 23) stated that the case study defined by special features. Qualitative case studies can be characterized as particularistic, descriptive and heuristic. Particularistic means that case study focus on particular situation, event, program or phenomenon. The case studies particularistic can suggest to the reader what they should do and what they should not to in a similar situation. The second characteristic is descriptive, it defines that at the end of the case study is rich and complete. It includes of vivid material, such as quotations, interviews, newspaper, articles, and so on. The last characteristic is heuristic, it define about the reader's understanding of phenomena of the study. They can bring a new meaning based on what they read or they can confirm what is known.

Based on the explanation above, this study was qualitative research methods to analyze the phenomenon of learning strategies used by English teachers in teaching English vocabulary to students of MTsS Siulak Gedang.

B. Informants

Informants are people who can provide information, where the research informants can be people, objects or institutions (organizations), whose nature is being investigated. The informant of this research were the two English teachers of MTsS Siulak Gedangtheyare Dina Revia,S.Pd and Deni Asri,S. Pd.

C. Technique of Data Collection

There were two instruments used in this research, they have interviewed which can be explained as follows:

1. Interview

According to Miller and Strang (2010: 109) “an interview is an information-gathering technique in which the defining feature is the presence of an interaction between the interviewer and the interview”. The type of interview used in this study is unguided interview. In-deep is an interview that allows the participants to contribute as much detail ed information as they desire. Based on the theory researcher asked some question to the respondent related to the topic of research, and the interview ended after the data collected is sufficient to answer research question. The

instrument of interview can be seen on appendix 1 page 72.

2. Observation

The second instrument that was used in this study was observation. Researcher used observation to find out deep information about the strategy that is used by English teacher in teaching English at eight grade of MTsS Siulak Gedang. The observation sheet was validated by validator before the instrument will be used. The validators in this research are advisor I and advisor II. The form can be seen on Appendix 2 page 73.

D. Technique of Data Analysis

Analysis data that will be used by researcher was descriptive qualitative with *Interactive Analysis Model* miles and huberman. According to Miles & Huberman (1992: 16) the analysis consists of three activities that occur simultaneously, namely: data reduction, displaying data, drawing conclusions/verification. Regarding the three flows more fully areas follows:

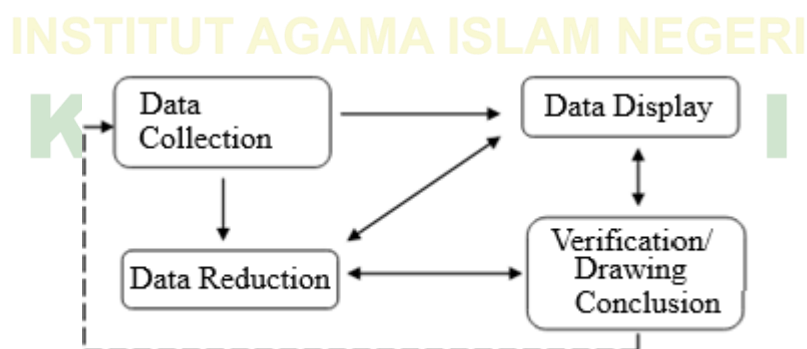


Figure2 Miles and Huberman's Interactive Analysis Model

1. Data Reduction

Data reduction is summarizing interview data and field note data. It is done by separating main things relating to research problems. For example, on interview data, not everything the teacher said was included in the thesis, the researcher reduced the interview data by selecting data that only relates to the strategies used by the teacher in teaching vocabulary. Next the data from classroom observation will displayed detail teaching activities done by the teacher in the classroom, start form pre-activity, while activity and post activity of teaching and learning English. From two hours of learning English, the data was classified into the three teaching activities that have been explained previously based on the criteria and characteristics of the teaching activities. So that the strategies used by English teacher in teaching English was determined clearly.

2. Data Display

Displaying data in this research means that the researcher was present data about teacher strategy in teaching vocabulary, and for the interview data based on teacher responses about the strategy that they used in teaching vocabulary and then the researcher interprets edit. Meanwhile, a table matrix is utilized to exhibit the field note data in order to identify the most common approach taken by the teacher when instructing students on English vocabulary.

3. Drawing conclusions/verification

drawing a conclusion is a temporary conclusion that the researcher

takes based on the results of interviews and also based on the results of field notes, this is done by comparing the result so field notes and interviews about the strategies used by the teacher in teaching English vocabulary, whether what he states is in accordance with the teaching strategy he does in class. After that, a conclusion can be drawn about each of the research questions the researcher has posed.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. The strategies used by English teacher in teaching vocabulary at Eighth Grade Students' of MTsS Siulak Gedang

a. Interview

The English teacher interview was conducted on 22 January 2022 in the Siulak Gedang MTsS teacher's room. This research is eager to find out the strategies used by the English teachers in MTsS Siulak gedang, especially when they deal with vocabulary. The data of the research were gathered by conducting interviews and observations to the classrooms where the teachers taught the students. Therefore, based on the interviews, the data will be presented as follow:

Data 1

- Q : What is your strategy in teaching vocabulary in the eighth grade of MTs Siulak Gedang?
- A1 : in teaching vocabulary, I use many strategies to teach the students. It depends on the materials and the topic. Sometimes I use translation strategy if the material is about monologue text, sometimes I ask the students to find the translation by using dictionary they have in their mobile phone.
- A2 : there are many strategies to be applied in teaching vocabulary. It can be translation strategy, Explaining the meaning of word if the text has many unfamiliar words for the students, sometime I ask the students using dictionary.

Source: interviews of the English teachers of MTsS Siulak Gedang

The data above shows that both of the English teachers of MTsS Siulak

Gedang used translation strategy to their class in teaching vocabulary to the students. Translation means a quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, it may make it a bit too easy for student by discouraging them from interacting with the words.

Also, both both of the English teachers of MTsS Siulak Gedang declared that they use Using Dictionaries Strategy. Dictionaries are a useful resource for both teacher and students. As reading and listening to English, students was come across words that you do not know, or that someone cannot guess the meanings of the words. After all, it is not possible to know every word in English. A dictionary helps teacher and students to understand what a word means, and some dictionaries give a lot more information about a word.

From the classroom observation on, 23 Januari 2022, it is found that both of the English teachers of MTsS Siulak Gedang used Translation Strategy where the teachers translate almost all the text they have as the learning materials. When the teacher asks a question to a student, many times the students just keep quiet. Whether the students do not understand the questions or the students do not know the answer. To continue the lesson, the teacher directly translates the questions and translate the text.

Next, to see the way the English teachers of MTsS Siulak Gedang apply the strategy can be seen from the following data:

Data 2

Q : What are the steps in implementing this strategy?

- A1 : first I show them the text, after that I ask them to read the text individually. Next, I point one student to read and translate the sentence he/she reads. If he/she does not know the vocabulary, I will ask other students to answer. If there is still no students know the word, I will ask them to see the translation in the dictionary. Or sometimes I help them translating it directly or give the synonym or antonym of the unknown words.
- A2 : we begin the teaching and learning process by discussing the topic. What they already know about the topic. After that, I give them the text. Sometime monologue text, sometimes dialogue text. If monologue text, I read the text and I translate it to Bahasa Indonesia so they can understand the text well. After that, I ask them whether there is difficult word for them. If there is difficult word, I ask them to remember what I have translated to them before. Sometimes I write down the words and the translation on the whiteboard. I ask the students to copy it on their notebook so they can remember. If the text is dialogue text, I ask the students to do the roleplay.

Source: interviews of the English teachers of MTsS Siulak Gedang

From the interview above, it was found that the first teacher will show the students the text of the lesson at first. after that, the teacher will ask the students to read the text individually. This means the teacher wants the students to understand the text by their own first, before the text is explained by the teacher. Next, the teacher will point one student to read and translate the sentence he/she reads. If he/she does not know the vocabulary, therefore the teacher will ask other students to answer. If there is still no students know the word, the teacher will ask the students to see the translation in the dictionary. This shows that the teacher uses translation strategy to teach the students the vocabulary in the teaching and learning process in the classroom. Also, sometimes the teacher said she helps the students translating it directly or give the synonym or antonym of the unknown

words. This means the teacher applies the explanation strategy to the classroom.

For the second teacher, the teacher stated that he begins the teaching and learning process by discussing the topic. What the students already know about the topic, they will talk about first before going to the material of the lesson. After that, the teacher will give the students the text of lesson of that day. Sometime monologue text, sometimes dialogue text. If the material is monologue text, the teacher will read the text and directly translate it to Bahasa Indonesia so the students can understand the text well. After that, the teacher will ask the students whether there is difficult word for them. If there is difficult word, the teacher will ask them to remember what he has translated to them before. Sometimes the teacher will write down the words and the translation on the whiteboard. Also, the teacher will ask the students to copy it on their notebook so they can remember the vocabulary. If the text is dialogue text, the teacher will ask the students to do the roleplay.

From the observation, it is found that the teacher indeed explained the materials by giving the text and translating the text for the students. This shows that the students are difficult to understand the text by themselves, so they need the help from the teachers in order to comprehend the text and to be able to answer any questions regarding to the text, whether it is oral questions given by the teachers or exercises that the questions are made based on the text.

Next, to see the media that the English teachers of MTsS Siulak Gedang use to apply the strategy can be seen from the following data:

Data 3

Q : What media do you use to support your teaching strategy?

A1 : sometimes I use smartphone to use the offline application of translation, coursebook, picture.

A2 : dictionary on smartphone, coursebook.

Source: interviews of the English teachers of MTsS Siulak Gedang

From the interview above, it is found that the first teacher stated that she sometimes uses smartphone to use the offline application of translation, coursebook, picture. And for the second teacher, he stated that he used dictionary on smartphone, coursebook. It makes sense since both of the English teachers stated that they use translation strategy to teach vocabulary to the students, so, of course they need dictionary to find the translation of unfamiliar vocabulary found on the text they give as the learning materials to the students.

However, from the observations, it is found that the teachers only used the coursebook as the media of teaching. The teachers translate the text by themselves after asking the students to read the text individually. They discussed the text together in the classroom. After that, the teachers ask the students to do the exercises available on the book, or they write down the questions on the whiteboard and asked the students to answer those questions based on the text they have discussed before.

Next, to see the difficulties that the English teachers of MTsS Siulak Gedang face in applying the strategy can be seen from the following data:

Data 4

Q : What are difficulties do your face in applying the strategy?

- A1 : In applying the translation strategy, sometimes the students are confused about the learning materials. Sometimes the students do not have the dictionary, even on their smartphone. Sometimes the students feel all the vocabularies are difficult. So I am confused how to teach vocabulary.
- A2 : the students are difficult to be active during the teaching and learning process. There are some students who do not have application for translation, they do not have internet data, or some students do not have smartphone.

Source: interviews of the English teachers of MTsS Siulak Gedang

From the interview above, it is found that the first teacher stated that : In applying the translation strategy, sometimes the students are confused about the learning materials. Also, she stated that sometimes the students do not have the dictionary, even on their smartphone. Moreover, sometimes the students feel all the vocabularies are difficult. This situation leads the teacher to be confused on how to teach vocabulary.

For the second teacher, the teacher stated that the students are difficult to be active during the teaching and learning process. Also, there are some students who do not have application for translation, they do not have internet data, or some students do not have smartphone.

From the observation on 23 Januari 2022, the difficulties faced by the English teachers of MTsS Siulak Gedang are to interact with the students during the teaching and learning process. It is difficult to the teacher to ask the students to be involved, especially when they discuss the text orally and the process of translation strategy when they translate the text together. The teachers seemed to

talk alone rather than ask the students about the translation. It is found that not all the text are difficult words, but the teachers are difficult to engage the students to the process of applying the translation strategy.

Next, to see the responds of the students on the teaching strategy that the English teachers of MTsS Siulak Gedang apply in teaching English can be seen from the following data:

Data 5

Q : How do your students respond to the teaching strategy?

A1 : Some students can follow the lesson well. They can do what I ask them to do.

A2 : the students respond my teaching strategy positively. They can understand the vocabulary by translation strategy I give, or by dictionary strategy.

Source: interviews of the English teachers of MTsS Siulak Gedang

From the interview above, it is found that the teachers stated that the students of their classes responded positively to the translation strategy they apply in teaching the English materials. The teachers says that students can follow the lesson well, they can do what the teacher asks them to do, and the students can understand the vocabulary.

2. The reasons of using strategies used by English teacher in teaching vocabulary at Eighth Grade Students' of MTsS Siulak Gedang

to see the reasons of using the strategies that the English teachers of MTsS Siulak Gedang apply in teaching English can be seen from the following data:

Data 6

Q : After applying the strategy, do you feel the strategy

suitable in teaching vocabulary to your students?

- A1 : Yes, I do. Because many students are difficult to understand the text in English, so translation strategy and using dictionary strategy can help them in understanding the vocabulary better.
- A2 : I believe yes. The students can understand the text and they can do the exercises after we translate the text together. Whether I explain to them, or I ask them to check the difficult words on their dictionary.

Source: interviews of the English teachers of MTsS Siulak Gedang

From the interview above, it is found that the teachers stated that the strategy is suitable in teaching vocabulary to the students. The first teacher said that the reasons she applies the strategy is because many students are difficult to understand the text in English, so translation strategy and using dictionary strategy can help them in understanding the vocabulary better. The second teacher also agreed applying the translation strategy is good because the students can understand the text and they can do the exercises after the students together with the teacher translate the text together. Whether the teacher explains to them, or the teacher asks them to check the difficult words on their dictionary.

Next, to see what the English teachers of MTsS Siulak Gedang do if the strategy does not suitable in teaching vocabulary in teaching English can be seen from the following data:

Data 7

- Q : What do you do if your strategy does not suitable in teaching vocabulary?
- A1 : I try another strategy. For example: at first, I use explanation strategy. I explain the words or give the synonym or the antonym words of the unfamiliar

vocabulary. If the students still do not know the vocabulary, I ask them to check it on their dictionary. If they still confused, I translate it directly to them. So I give them the understanding by translating the whole sentence where the unfamiliar words are found.

A2 : Translation strategy always works on my class. Beside I ask them to find the difficult words on their dictionary, I also explain them the materials to give more understanding, so the students memorize the words. Also I ask them to write down the words, so if they find the words again in the other topic, they can find the translation that they have written down.

Source: interviews of the English teachers of MTsS Siulak Gedang

From the interview above, it is found that the teachers stated that the teacher will try to use another strategy. try another strategy. For example: at first, the teacher uses explanation strategy. She will explain the words or give the synonym or the antonym words of the unfamiliar vocabulary. If the students still do not know the vocabulary, the teacher will ask the students to check it on their dictionary. If they still confused, the teacher will translate it directly to them. So the teacher will give them the understanding by translating the whole sentence where the unfamiliar words are found.

The second teacher stated that Translation strategy always works on his class. Beside, the teacher will ask the students to find the difficult words on their dictionary, the teacher will also explain them the materials to give more understanding, so the students memorize the words. Also the teacher will ask the students to write down the words, so if they find the words again in the other topic, they can find the translation that they have written down.

However, from the observation it is found that the teachers did not get any

difficulties in teaching English to the students because they use translation strategy. They translated the whole text to the students, ask them to read the text, and do the exercise. This seems so easy and effortless since the teacher used monotonous strategy. When the teacher feels okay in using one strategy, he or she will not find the strategy does not suitable in teaching vocabulary in teaching English.

B. Discussion

1. The strategies used by English teacher in teaching vocabulary to Eighth Grade Students' of MTsS Siulak Gedang

From the research finding, it is shown that both of the English teachers of MTsS Siulak Gedang used translation strategy to their class in teaching vocabulary to the students. Translation means a quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, it may make it a bit too easy for student by discouraging them from interacting with the words.

Also, both both of the English teachers of MTsS Siulak Gedang declared that they use Using Dictionaries Strategy. Dictionaries are a useful resource for both teacher and students. As reading and listening to English, students will come across words that you do not know, or that someone cannot guess the meanings of the words. After all, it is not possible to know every word in English. A dictionary helps teacher and students to understand what a word means, and some dictionaries give a lot more information about a word.

Based on observations in their classrooms, it was determined that both of MTsS Siulak Gedang's English instructors employed the Translation Strategy, in which they translated the vast majority of the texts used in their lessons. Many pupils choose to remain silent in response to a teacher's query. It could be that the kids either do not comprehend the questions or do not know the solutions. The next step in the course involves the instructor translating the questions and the material directly.

However, it seems that the teachers do not use any other strategies in teaching vocabulary to the students while there are numerous strategies can be applied. As Suyanto (2010: 65) in teaching vocabulary stated that teacher should provide visual aids in order to make students easier to understand the words directly by using it. For example, the teacher provide picture as visual aids in teaching them. It can make sense to be understood by the learners. In teaching English vocabulary teacher should give the words in context form, because the teaching process will be easier and make sense if the teacher giving the material in concrete form.

Also, Alqahtani (2015: 1-8) who stated that the teacher should be concerned that teaching vocabulary is something new and it is also different from student's native language. Teacher should be aware that teaching English for students are different from adults, it because they have different characteristics and cognitive skills. Furthermore, Harmer in Ramadhani stated that teaching vocabulary to children is different from teaching vocabulary to teenagers and also adults. It happens because students have different age, different needs,

competencies and cognitive skill. Their different characteristics become main consideration in order to treat them in the learning process. Therefore, teachers must be creative in teaching English in the classroom, especially the vocabulary materials so the students can understand the unfamiliar words, they can memorize, and also they can use the words in sentences well.

Comparing to the research that conducted by Sanusi entitled "*The Techniques of Teaching Vocabulary*", he investigated the techniques of teaching vocabulary. In his paper, he investigated a variety of techniques and activities applied by most English teacher in teaching vocabulary development. He also related the techniques of teaching vocabulary to the student's achievement in order to enrich their English vocabulary mastery. From his field note, it shows that most of English teachers in teaching-learning activity tend to use the techniques and activities as follow: Reading text, asking the student to repeat it, pointing Ramadhan, Astuti Pratiwi (2015: 1-8). The findings are in line with the present research where the present research also found that the students are asked to read the text first, sometimes the teacher asks the students to repeat after the teachers on how to read the text.

However, the second research got different research findings with the present research. The research that conducted by Julianti entitled "*Teacher's Strategies in Teaching English Vocabulary a case study at second grade of MTs 2 Mataram Academic Year 2017/2018*". This study is aimed to find out (a) teacher's strategies in teaching English vocabulary, (b) media used by the teacher, and (c) student's responses toward the strategy used by the teacher. The study was

conducted in class VIII.A of MTsN 2 Mataram. The subject of the research was an English teacher and the students of MTsN 2 Mataram. The data were gathered by using field note, interview and questionnaire, then analyzed by using descriptive qualitative method. The study found that the teacher's strategy in teaching English vocabulary was Game. It was implemented by using cards and cutting version of words. The strategy motivated students to learn English, because they enjoyed the teaching and learning process and they understand the materials clearly state of Julianti (2017: 3). The present research discovers that the teachers' strategy in teaching vocabulary was Translation strategy.

Third, research that was conducted by Wahidah (2015: 32) entitled "*Teachers' Strategies in Teaching English at Muslim Wittaya Phuket School*". The results the research found that strategy use by English teacher are: 1) direct teaching strategy; 2) mastery learning strategy. Based on the field note, the researcher had concluded that the focus of learning on the individual acquiring reading skill; 3) cooperative learning strategy after conducting field note, T3 used peer group. The peer groups were able to enable students to learn from each other; fourth strategy is problem-based learning strategy teacher asked the students to analyze how to make comparative or superlative sentences based on real life. However, this research is also different with the present research which the present research discovers that the teachers' strategy in teaching vocabulary was Translation strategy.

2. The reasons of using the strategies used by English teacher in teaching vocabulary to Eighth Grade Students' of MTsS Siulak Gedang

From the data finding, it is found that the reasons why teachers use the translation strategy and stated that the strategy was suitable in teaching vocabulary to the students. The first teacher said that the reasons she applies the strategy is because many students are difficult to understand the text in English, so translation strategy and using dictionary strategy can help them in understanding the vocabulary better. The second teacher also agreed applying the translation strategy is good because the students can understand the text and they can do the exercises after the students together with the teacher translate the text together. Whether the teacher explains to them, or the teacher asks them to check the difficult words on their dictionary.

In teaching vocabulary in early stage is very important. Teacher should more attention to the students. In this primary level, students easier to imitate what people around them do. They have high curiosity, it because they want to know what others people do. Linse and Nunan stated that learners need to acquire vocabulary learning strategies in order to discover the meaning of new words that they learn. The strategies should be useful for with the classroom as well as when the learners are in situation meet new words and unfamiliar words State of Nunan, Linse (2005: 28) .

Nation in Nunan (2005: 70) stated that in teaching strategies, the teacher should facilitate the learners with useful words in order to make them easy to

cover the meaning in their own. As stated by Cameron L. (2001: 33) students of a second or foreign language are still building their first language vocabulary, which is tied up their contextual development. In planning and teaching a foreign language, we need to take into their first language background to know what will work and what make them too difficult. The role of words as language units begins with the basic level with early use of nouns for naming an object.

Teachers must be creative in teaching, especially teaching vocabulary to the students. There are many strategies that can be applied, such as: 1) Using a picture or a real object Strategy; 2) Using mime or gesture strategy, 3) Giving Example of the word in different context strategy, 4) Explaining the meaning of word strategy; 5) Notes and Meaning Strategy / Glossaries Strategy; 6) Using Dictionaries Strategy; 7) Summary Strategy; 8) Game Strategy; 9) Realia; 10) Contrast; 11) Translation; 12) Presentation.

The teacher may choose which strategy will suit the materials of the lessons and the students, so the materials will be delivered well, and the students will love studying the vocabukary since the strategies are fun and enjoyable.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After conducting the research, two conclusions could be drawn. They are as the following:

1. From the research finding, it is shown that both of the English teachers of MTsS Siulak Gedang used translation strategy and dictionaries strategy to their class in teaching vocabulary to the students.
2. The reasons why teachers use the translation strategy and stated that the strategy was suitable in teaching vocabulary to the students. The first teacher said that the reason she applies the strategy is that many students are difficult to understand the text in English, so the translation strategy and using a dictionary strategy can help them in understanding the vocabulary better. The second teacher also agreed to apply the translation strategy is good because the students can understand the text and they can do the exercises after the students together with the teacher translate the text together. Whether the teacher explains to them, or the teacher asks them to check the difficult words in their dictionary.

B. Suggestions

1. For the English teachers

It is better for English teachers to consider any other teaching strategies in teaching vocabulary since this will be useful information for the teacher to find other teaching methods and strategies that the teacher will use in delivering the

material of the lesson.

2. For the students

The students should learn in many ways and also learn from outside. So, it will be helpful for the students to understand vocabulary well. Also, the students should have dictionary to help them in teaching vocabulary.

3. For the school

The school should provide appropriate teaching equipment for the teacher to support the teaching and learning process in the classroom, for example projector and speakers. Therefore, the teacher can use interesting media to deliver their teaching materials to the students.

4. For the future researchers

Teaching vocabulary is an interesting and important topic to be conducted as research. Therefore, it is better for the future researchers to seek more about the teaching strategies for vocabulary in a different perspectives and points of views.

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APPENDIX 1

LIST OF INTERVIEW ITEMS

1. What is your strategy in teaching vocabulary in the eighth grade of MTs Siulak Gedang?

(apa strategi ibuk dalam mengajar kasakata pada kelas delapan MTs Siulak Gedang?)
2. What are the steps in implementing this strategy?

(apa langkah-langkah dalam penerapan strategy tersebut?)
3. What media do you use to support your teaching strategy?

(apa media yang anda gunakan untuk mendukung strategy mengajar anda?)
4. What are difficulties do your face in applying the strategy?

(Apa kesulitan yang anda hadapi dalam mengaplikasikan strategy tersebut?)
5. How do your students respond to the teaching strategy?

(Bagaimana respond siswa terhadap strategy mengajar anda?)
6. After applying the strategy do you feel the strategy suitable in teaching vocabulary to your students?

(setelah mengaplikasikan strategy tersebut apakah anda rasa strategy tersebut cocok di aplikasikan dalam mengajar kosakata?)
7. What do you do if your strategy does not suitable in teaching vocabulary?

(apa yang anda lakukan jika strategy yang anda gunakan tidak cocok dalam mengajar kosakata?)

APPENDIX 2

Classroom Observation Sheet

Date: 2021

Teacher's Name :

Strategy :

Media :

Teaching Steps		
	Yes	No
Pre- Activity		
a. Do the prayer or reading the Qur'an.		
b. The teacher takes the attendance list of the students.		
c. Preview the previous lessons or the teacher asks the students about the homework.		
d. The teacher brainstorms the materials by many ways, such as giving the students a list of words that need to be used in the upcoming unit of work. The students study the words so that they will be able to use them in the lesson.		
e. The teacher demonstrates the materials by many ways, such as showing pictures, videos, map, or any visual aids that can engage the students to the upcoming topic of lesson.		
f. The teacher gives the students some questions related to what they have seen (visual aids/media).		
While Activity		
a. The teacher explains the materials by lecturing, giving examples, experimenting, showing videos or audio, or others.		
b. The teacher works with the students together about the topic of the lesson.		
c. The teacher gives some exercises to the students, it		

	can be in group or individually. The teacher monitors the students while they are working with the task.		
	d. The teacher asks the students to use strategy in understanding vocabulary, such as guessing meaning from context, getting clue, or using dictionary.		
	e. The teacher and the students discuss the exercises together.		
	f. The teacher asks the students to use the vocabulary they learn today in a sentence that they create themselves.		
	g. The teacher responds on students' answers and explains deeply about the exercises to the students.		
Post Activity			
	a. The teacher gives final exercise to the students about vocabulary and the task will be graded by the teacher.		
	b. The teacher and the students draw the conclusions of today's topic of lesson.		
	c. The teacher assigns homework to the students, it can be in form of group project or individual homework. The topic can be about today's topic or the topic for the next meeting.		
	d. The teacher dismisses the classroom.		

Sumber: <https://docs.google.com/document/d/1PbfEgW-G63sNgXWuhXeYp8Rnkn9ej6DY/edit?usp=sharing&oid=107756935828925906886&rtpof=true&sd=true> diakses tanggal 12 September 2021

APPENDIX 3

TEACHERS' RESPONSES ON INTERVIEWS

NO	QUESTIONS	RESPONSES	
		TEACHER 1	TEACHER 2
1	What is your strategy in teaching vocabulary in the eighth grade of MTs Siulak Gedang?	In teaching vocabulary, I use many strategies to teach the students. It depends on the materials and the topic. Sometimes I use translation strategy if the material is about monologue text, sometimes I ask the students to find the translation by using dictionary they have in their mobile phone, sometimes I explain the vocabulary.	There are many strategies to be applied in teaching vocabulary. It can be translation strategy, Explaining the meaning of word if the text has many unfamiliar words for the students, sometime I ask the students using dictionary, sometime roleplay.
2	What are the steps in implementing this strategy?	First I show them the text, after that I ask them to read the text individually. Next, I point one student to read and translate the sentence he/she reads. If he/she does not know the vocabulary, I will ask other students to answer. If there is still no students know the word, I will ask them to see the translation in the dictionary. Or sometimes I help them translating it directly or give the synonym or antonym of the unknown words.	We begin the teaching and learning process by discussing the topic. What they already know about the topic. After that, I give them the text. Sometime monologue text, sometimes dialogue text. If monologue text, I read the text and I translate it to Bahasa Indonesia so they can understand the text well. After that, I ask them whether there is difficult word for them. If there is difficult word, I ask them to remember what I have translated to them before. Sometimes I write down the words and the translation on the whiteboard. I ask the students to copy it on their notebook so they can remember. If the text is dialogue text, I ask the students to do the roleplay.
3	What media	Sometimes I use	Dictionary on smartphone,

- do you use to support your teaching strategy? smartphone to use the coursebook. offline application of translation, coursebook, picture.
- 4 What are the difficulties you face in applying the strategy? In applying the translation strategy, sometimes the students are confused about the learning materials. Sometimes the students do not have the dictionary, even on their smartphone. Sometimes the students feel all the vocabularies are difficult. So I am confused how to teach vocabulary. The students are difficult to be active during the teaching and learning process. There are some students who do not have application for translation, they do not have internet data, or some students do not have smartphone.
- 5 How do your students respond to the teaching strategy? Some students can follow the lesson well. They can do what I ask them to do. The students respond my teaching strategy positively. They can understand the vocabulary by translation strategy I give, or by dictionary strategy.
- 6 After applying the strategy, do you feel the strategy suitable in teaching vocabulary to your students? Yes, I do. Because many students are difficult to understand the text in English, so translation strategy and using dictionary strategy can help them in understanding the vocabulary better. I believe yes. The students can understand the text and they can do the exercises after we translate the text together. Whether I explain to them, or I ask them to check the difficult words on their dictionary.
- 7 What do you do if your strategy does not suitable in teaching vocabulary? I try another strategy. For example: at first, I use explanation strategy. I explain the words or give the synonym or the antonym words of the unfamiliar vocabulary. If the students still do not know the Translation strategy always works on my class. Beside I ask them to find the difficult words on their dictionary, I also explain them the materials to give more understanding, so the students memorize the words. Also I ask them to write

vocabulary, I ask them to check it on their dictionary. If they still confused, I translate it directly to them. So I give them the understanding by translating the whole sentence where the unfamiliar words are found.

down the words, so if they find the words again in the other topic, they can find the translation that they have written down.



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APPENDIX 4

Documentation

Learning Activity



Learning Activity



Learning Activity



Learning Activity



Interview to English Teacher



Interview to English Teacher

