

An Analysis Of The Teachers' Strategies In Teaching English Vocabulary At The Seventh Grade Of Mts N 7 Kebumen In The Academic Year 2019/2020

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Abstract

Teaching vocabulary is one way to increase students' knowledge so they can make grammatical sentences. Teaching vocabulary must also be equipped with strategies that are suitable for students. Many strategies can be used by teachers. In vocabulary, there are many things that must be equated and good handling must be taken so that students can understand what vocabulary is. This research was conducted at MTs N 7 Kebumen. The subjects of this study were the English teachers in seventh grade. The purpose of this research is to find the strategies used by English teachers in teaching vocabulary. This research find out students' responses toward the application of teachers' strategies in teaching vocabulary to seventh grade students of MTs N 7 Kebumen. In the interview with an English teacher at MTs N 7 Kebumen, the researcher found out some obstacles experienced by the teacher. One of the obstacle was students have little vocabulary. Therefore the teacher used strategies which easily accepted by students. The teacher also felt not easy to teaching English. This research discusses about analysis the teachers' strategies in teaching English vocabulary. This research method used descriptive qualitative to describe the strategy of English teachers in teaching vocabulary. The research focused on the strategies of the English teacher in teaching vocabulary in the classroom. The researcher used interview, docummentation, and questionnaire for data collection techniques. First, the researcher interviewed with English teacher. Second, the researcher conducted data analysis using pictures, lesson plans and syllabus as data docummentation. Third, the researcher also gave questionnaires to students in seventh grade MTs N 7 Kebumen using Google Forms. Based on the analysis, the results of the research are three findings that can be taken. First, there are some strategies used by teachers to teach vocabulary, namely presentation, translation, memorization, playing games, reading, pantomime, action, and body movements. Second, this research found out the media used to convey the material, the media used are real things, videos, pictures, English books of students. Third, the researcher found out students' responses with strategies used by the teacher. The researcher concluded that students can enjoy teaching and learning that the teacher gives. By using presentations, translations, memorization, playing games, words, mime, actions, and movements. Students also can remember new words more easily.

Keyword: Strategies, Students, Teachers, Teaching, Vocabulary

INTRODUCTION

A language is a communication tool. The language also has an important role for everyone to communicate with others. Humans are essentially social beings by each other communicating, therefore we must understand and study a language. English is important for us because English is international language. Without understanding a

person's language, there will be many difficulties in communication. For example, a person cannot understand what he hears or reads if he has no idea about the language.

Vocabulary is one of the important aspects in learning a foreign language because without vocabulary student will get many problems. When students have many vocabularies, they will be easy to understand the speech or writing of others in that language and it is easier for us to express our thoughts in the language both oral and written. The teacher has some ways to improve vocabulary of students. Vocabulary should be memorized and also should be applied in daily activities. We often meet words or sentences in English, such as : television, radio, advertisement, writing in the brochure or meeting English speaker tourist. When we get information from those media sometimes we do not know the meaning of them. When we want to know that, we can guess through the context of the sentences or open the dictionary.

Teaching vocabulary is one way to increase students' knowledge so they can make grammatical sentences. Teaching vocabulary must also be equipped with strategies that are suitable for students. Many strategies can be used by teachers. In vocabulary, there are many things that must be equated and good handling must be taken so that students can understand what vocabulary is.

Therefore, the researcher chose title of in this research with entitled "*An Analysis of the Teachers' Strategies in Teaching English Vocabulary Students at the Seventh Grade of Mts N 7 Kebumen in the academic Year 2019/2020*". This research find out the strategies teacher in teaching learning process and find out student's responses toward the implementation of teacher strategies in teaching vocabulary at seventh grade students in MTs N 7 Kebumen in the academic year 2019/2020.

RESEARCH METHODOLOGY

This research used qualitative research to research design. According to Christensen and Johnson as cited in Meria Santy Sibarani (2017:13) Qualitative research is focus on understanding the 'insider's perspective' of people and their culture, and this requires direct personal and often participatory contact. So, the researcher used qualitative method to get rich information and deeper understanding from participants' paerspectives This research is descriptive qualitative research that focused on teachers' strategies in teaching vocabulary.

This research used to investigate the strategies in teaching English vocabulary and to know the students' perception of the teaching strategies in teaching English vocabulary at the seventh grade of MTs N 7 Kebumen in the academic year 2019/2020. Therefore, the researcher needed a method of this research. So, the researcher used a qualitative method. In this qualitative research, the problems brought by researchers are still temporary, the theory used in the preparation of qualitative research proposals is also temporary, and will develop after researchers enter the fields or social context (Sugiyono, 2011:213). The researcher must have a lot of insight into the theory, whereas quantitative research the researcher will test hypotheses. The researcher who has broad insight into theory will have good instrument for research. This research used collect data with interview of teacher English, questionnaire of students, and document.

FINDINGS AND DISCUSSION

A. Research Findings

This chapter, the research findings present and discussed the answer of the research problem at MTs N 7 Kebumen. This research related with teachers' strategies in teaching vocabulary at seventh grade. The data obtained from the field were reported based on the interview with the teacher, questionnaire with students, and document analysis. This research findings focused on teachers' strategies in teaching vocabulary of seventh grade students at MTs N 7 Kebumen. The researcher took some data about teachers' strategies such as:

1. The Result Analysis Using Interview with Teacher

a. Strategies used by the English teacher in teaching vocabulary

Based on the data of interviews, which done by the researcher. It related to the teachers' strategies in teaching vocabulary at MTs N 7 Kebumen. After the researcher investigated the teachers' strategies in teaching vocabulary of seventh grade, finally the researcher got some data. The following presents the findings of the study that are divide into:

1) The material used by the teacher in teaching vocabulary

The material is very important to a position in Teaching-learning vocabulary. The material also is the overall curriculum, which the teacher also should be prepared for the implementation of learning to achieve the target. The teacher uses the material also appropriate with the lesson plan and syllabus in seventh grade at MTs N 7 Kebumen.

2) The media used by the teacher in teaching vocabulary

Based on the interview with the English teacher which teaching English seventh grade at MTs N 7 Kebumen. The researcher found some media used by the teacher in teaching vocabulary. The use of media is very needed to teach the purposes of teaching and learning and it should be various. The researcher found some media used by the teacher in teaching vocabulary:

- a) Realia / real thing
- b) Video
- c) Picture
- d) Student English book

b. The Strategies Used By The Teacher In Teaching Vocabulary

Based on the interview with the English teacher, the researcher found some strategies the teacher used in teaching vocabulary. The strategies that the teacher uses are such as Presentation, translation, memorization, playing games, Mime, action and gesture. Here are the teacher explanations of the strategies above:

- a) Presentation
- b) Mime, action and gesture
- c) Translation
- d) Memorization
- e) Playing games
- f) Arrage words

2. The Result Analysis Using Questionnaire with Students

This research used analysis data with questionnaire of students. Students chose answer which appropriate with students. Result from analysis questioner following :

- a. The result questionnaire by students
 1. Is English important for the students?

Table 1 Percentage Students' Answer

| No | Variabel | Frequency | Percentage |
|----|----------|-----------|------------|
| 1. | Yes | 142 | 100% |
| 2. | No | | |
| | Total | 142 | 100% |

Based on the results of the analysis data above, students who answered "yes" were 142 students with 100%. Students said that English is important to learn.

2. Do you feel difficult to learn English?

Table 2 Percentage Students' Answer

| No | Variabel | Frequency | Percentage |
|----|----------|-----------|------------|
| 1. | Yes | 96 | 67.6% |
| 2. | No | 46 | 32.4% |
| | Total | 142 | 100% |

Based on table 4.2 above, the results of the questionnaire for students who answered "Yes" were 96 students with 67.6%. They feel that English is not easy to learn. While there were 46 students who answered "NO" with 32.4%. They answered that it was not difficult to learn English.

3. Do you like to learn English?

Table 3 Percentage Students' Answer

| No | Variable | Frequency | Percentage |
|----|----------|-----------|------------|
| 1. | Yes | 114 | 80.3% |
| 2. | No | 28 | 19.7% |
| | Total | 142 | 100% |

Based on table 4.3 above, the results of the questionnaire for students who answered "Yes" were 114 students with 80.3%. They felt like to learn English. While students who answered "no" were 28 students with 19.7%. They did not like to learn English.

4. Is vocabulary important in learning English?

Table 4 Percentage Students' Answer

| No | Variabel | Frequency | Percentage |
|----|----------|-----------|------------|
| 1. | Yes | 138 | 97.2% |
| 2. | No | 4 | 2.8% |
| | Total | 142 | 100% |

Based on table 4.3 above, the results of the questionnaire for students who answered "Yes" were 138 students with 97.2%. They assume that vocabulary is important to learning English. While students who answered "no" were 4 students with 2.8%. They assume that vocabulary is not important learning English.

5. Do you have a lot of vocabulary?

Table 5 Percentage Students' Answer

| No | Variabel | Frequency | Percentage |
|----|----------|-----------|------------|
| 1. | Yes | 73 | 51.4% |
| 2. | No | 69 | 48.6 % |
| | Total | 142 | 100% |

Based on table 5 above, the results of the questionnaire for students who answered "Yes" were 73 students with 51.4%. They assume that have a lot of vocabulary. While students who answered "no" were 69 students with 48.6%. They said that they have a little vocabulary.

6. Is it difficult for you to learn English?

Table 6 Percentage Students' Answer

| No | Variabel | Frequency | Percentage |
|----|----------|-----------|------------|
| 1. | Yes | 94 | 66.2% |
| 2. | No | 48 | 33.8% |
| | Total | 142 | 100% |

Based on table 6 above, the results of the questionnaire for students who answered "Yes" were 94 students with 66.2%. They felt difficult to learn English. While there were 48 students who answered "no" with 33.8%. They felt difficult to learn English.

7. Is it difficult to understand the teacher when he teaches English?

Table 7 Percentage Students' Answer

| No | Variabel | Frequency | Percentage |
|----|----------|-----------|------------|
| 1. | Yes | 52 | 36.6% |
| 2. | No | 90 | 63.4% |
| | Total | 142 | 100% |

Based on table 7 above, the results of the questionnaire for students who answered "Yes" were 52 students with 36.6%. They assume that the teacher difficult to understand when teaches English. While students who answered "no" were 90 students with 63.4%. They said that the teacher is not difficult to understand when teaches English .

8. Does your teacher use media as like LCD, video, picture, and etc in teaching learning procces?

Table 8 Percentage Students' Answer

| No | Variabel | Frequency | Percentage |
|----|----------|-----------|------------|
| 1. | Yes | 101 | 71.1% |
| 2. | No | 41 | 28.9% |
| | Total | 142 | 100% |

Based on table 8 above, the results of the questionnaire for students who answered "Yes" were 101 students with 71.1%. They said that the teacher used media when teaching learning procces. While students who answered "no" were 41 students with 28.9%. They also said that the teacher does not use media when teaching learning procces.

9. Does your teacher use students' worksheet or textbook to teach vocabulary?

Table 9 Percentage Students' Answer

| No | Variabel | Frequency | Percentage |
|----|----------|-----------|------------|
| 1. | Yes | 136 | 95.8% |
| 2. | No | 6 | 4.2% |
| | Total | 142 | 100% |

Based on table 9 above, the results of the questionnaire for students who answered "Yes" were 136 students with 95.8%. They said that the teacher also uses book and textbook to teach vocabulary. While students who answered "no" were 6 students with 4.2%. They said that the teacher did not use book and textbook to learn vocabulary

10. Is it easy to understand when your teacher teaches vocabulary?

Table 10 Percentage Students' Answer

| No | Variabel | Frequency | Percentage |
|----|----------|-----------|------------|
| 1. | Yes | 111 | 78.2% |
| 2. | No | 31 | 21.8% |
| | Total | 142 | 100% |

Based on table 10 above, the results of the questionnaire for students who answered "Yes" were 111 students with 78.2%. They said that the teacher is easy to understand when teaches vocabulary. While students who answered "no" were 31 students with 21.8%. They said that the teacher is not easy to understand in teaching vocabulary.

11. How often does your teacher give motivation to learn vocabulary?

Table 11 Percentage Students' Answer

| No | Variabel | Frequency | Percentage |
|----|------------|-----------|------------|
| 1. | Very often | 15 | 32.1% |
| 2. | Often | 76 | 54.3% |
| 3. | Sometimes | 45 | 10.7% |
| 4. | Seldom | 4 | 2.9% |
| | Total | 140 | 100% |

Based on table 11 above, the data shows that 15 students chose "Very often" with 32.1%, 76 students chose "Often" with 54.3%, 45 students chose "Sometimes" with 10,7%, and 4 students chose "Seldom" with 2.9%. The result data shows that the teacher often gives motivation to students. The teacher gives motivation about the important of vocabulary in learning English.

12. How often you motivate yourself in learning vocabulary?

Table 12 Percentage Students' Answer

| No | Variabel | Frequency | Percentage |
|----|------------|-----------|------------|
| 1. | Very often | 12 | 8.5% |
| 2. | Often | 36 | 25.5% |
| 3 | Sometimes | 76 | 53.9% |
| 4 | Seldom | 17 | 12.1% |
| | Total | 141 | 100% |

Based on table 12 above, the data shows that 12 students chose “Very often” with 8.5%, 36 students chose “Often” with 25.5%, 76 students chose “Sometimes” with 53.9%, and 17 students chose “Seldom” with 12.1%. The data shows that students feel lazy to motivation her/himself. However, the teacher often give motivation to students.

13. Is it interesting to learn vocabulary in your book or textbook?

Table 13 Percentage Students' Answer

| No | Variabel | Frequency | Percentage |
|----|------------------|-----------|------------|
| 1. | Very interesting | 29 | 20.6% |
| 2. | Interesting | 90 | 63.8 % |
| 3. | Less interesting | 20 | 14.2% |
| 4. | No interesting | 2 | 1.4% |
| | Total | 41 | 100% |

Based on table 13 above, the data shows that 29 students chose “Very interesting” with 20.6%, 90 students chose “Interesting” with 63.8%, 20 students chose “Less interesting” with 14.2%, and 2 students chose “No interesting” with 1.4%. The data shows that students think that book or textbook are interesting.

14. What are students feel interest to learn vocabulary when the teacher has good strategies?

Table 14 Percentage Students' Answer

| No | Variabel | Frequency | Percentage |
|----|------------|-----------|------------|
| 1. | Very agree | 55 | 39.3% |
| 2. | Agree | 82 | 58.6% |
| 3. | Less agree | 2 | 1.4% |
| 4. | No agree | 1 | 0.7% |
| | Total | 140 | 100% |

Based on table 14 above, the data shows that 55 students chose “Very agree” with 39.3%, 82 students chose “Agree” with 58.6%, 2 students chose “Less agree” with 1.4%, and 1 students chose “No agree” with 0.7%. The data shows that students agree when the teacher gives good strategies of students to learn vocabulary.

15. What do you think about teaching vocabulary by your teacher?

Table 15 Percentage Students' Answer

| No | Variabel | Frequency | Percentage |
|----|------------------|-----------|------------|
| 1. | Very interesting | 32 | 22.7% |
| 2. | Interesting | 99 | 70.2% |
| 3. | Less interesting | 10 | 7.1% |
| 4. | No interesting | 0 | 0% |
| | Total | 141 | 100% |

Based on table 15 above, the data shows that 32 students chose “Very interesting” with 22.7%, 99 students chose “Interesting” with 70.2%, 10 students chose “Less interesting” with 7.1%, and 40 students chose “No interesting” with 0%. The data shows that students interest with strategies to teaching vocabulary.

From the result of questionnaires above, the percentage of student who filled the questionnaire is presented in diagram below:

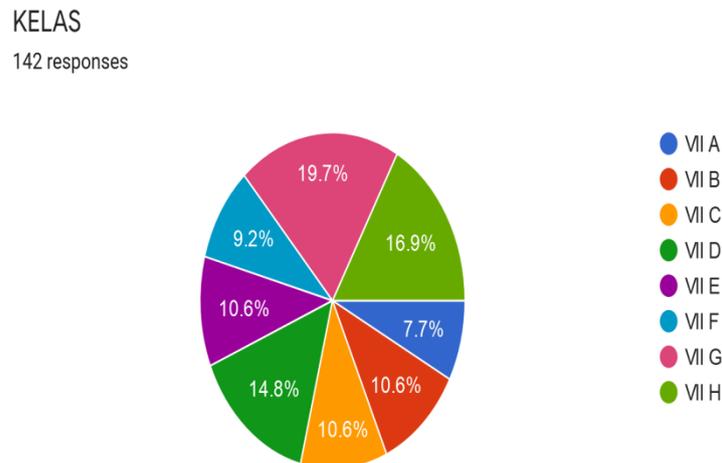


Figure 1 The result students responses

Based on result of figure above, we know every class gave a respond to answer questionnaire from Google Classroom. The result students responses can be data collecting to found result data analyzed.

b. The result responses students of teacher strategies to teaching vocabulary

The researcher analyzed the questionnaires. The questionnaire is about the students' response of teacher strategies in teaching vocabulary. The result from questionnaire that many student fell like to learn English. However, students also fell difficult when learn English at the classroom. Students seldom motivation himselfes to learn vocabulary or

English. The teacher often give motivation of students. Before, the teacher started lesson usually give motivation about important English or vocabulary. Because, vocabulary is a part of learning English, students think vocabulary is very important.

Students like teachers' strategies when teaching vocabulary, based on the responses from analysis of questionnaires. The teacher has many ways to make students not bored in the classroom. Students have more interest, when the teacher used media to lesson proces. Students felt interesting and not boring with those ways.

3. The Result Analysis Using Documentation

The next instrument is documentation. This research, the researcher analyzes the lesson plan developed for seventh grade. The English teacher modifies the instruction and even the explanation which consider some strategies in accommodating the students' learning styles, such as the instruction and explanation given in many ways. It proves that the way teacher accommodates the students' learning style is not only in the practical but also written in lesson plan.

a) The first lesson plan

Introduce :

- The teacher gives greets to students.
- The teacher checks students attendant list.
- The teacher gives questions about the materials

Core- activity :

This part, the teacher shows video about material "greeting". The teacher presents text conversation of students. After that, students answer about content in the video. The teacher also gives instruction about the video and asks students to answer it.

Closing :

This part, the teacher and students together give conclusion about the material. After that, the teacher will explain next lesson.

b) Second lesson plan

Introduce :

- The teacher greeting of students.
- The teacher checks students attend
- The teacher gives questions about the materials

Core- Activities :

This part, the teacher presents examples intruction about identitas used movie, textbook, CD, and so on. The teacher directs students used English with collaborative to identity in context learning, simulation, role-play, and other activity.

Closing :

This part, the teacher and students together give conclusion about the material. The teacher give motivation of students. After that, the teacher will explain lesson about next meeting.

B. Discussing

This part presents the discussion of the research findings. There are three research question proposed in this study. The discussion focuses on the finding of the four proposed research questions. The first discussion is about the strategies that are applied by the teacher in teaching vocabulary. The second discussion focuses on the problems faced in implementation of teaching vocabulary. The third discussion focuses on problem solving of the implementation teaching vocabulary. Meanwile, the third discussion focuses on responses students of teachers' strategies teaching vocabulary.

1. The implementation of teachers' strategies in teaching English vocabulary

a. Material used by the teacher in teaching vocabulary

There are some material that the teacher used in teaching vocabulary at the seventh grade students of MTs N 7 Kebumen. Material in teaching vocabulary is a very important position of the overall curriculum, which the teacher should prepare for the implementation of learning to achieve the target.

b. Media used by the teacher in teaching vocabulary

Based on the result research, the researcher found that there are some media that teacher use in teaching vocabulary. Based on the interview the teacher used media at MTs N 7 Kebumen such as picture, real things and video etc. The use of media depends on the the material of the lesson.

The researcher thinks that the use of media in teaching and learning process is very important. There will be better for the teacher to always combine some media in teaching in order to make the students interest and make the students not feel bored in learning English. The using media will increase the probability that students will learn more and the knowledge will retain better in their mind. There are many media that can be used in teaching and learning process.

c. Techniques are used by the teacher in teaching vocabulary

The result from the research, the teachers' strategies employed by the teacher in teaching vocabulary were so various. There are some strategies that the teacher used in teaching vocabulary such as translation, memorization, and playing games . The use of these strategies depends on the material and the condition of the class. The researcher think that the use some srategies above in teaching is good and easily.

Based on the theory of kinds of vocabulary teaching strategies, the researcher got point that the teaching strategies above are relevant to support the student's vocabulary. Teacher's strategies in teaching English vocabulary is very important for the students. The teacher at MTs N 7 Kebumen uses more than one teaching strategies. These strategies help the students to master faster, easier, more enjoyable to master vocabulary. These strategies really support student's vocabulary improvement. These strategies also make students felt happier, more relax, and does not bored at classroom.

2. The responses of students toward the implementation of teacher strategies in teaching vocabulary

This case, this study explored the students' perception about the teachers' strategies in teaching vocabulary. Based on the questionnaire from the students, the researcher found out that the students were enthusiast and they like to study vocabularies.

The data was taken from each class of MTs N 7 Kebumen at the seven grade which consist of eight classes. The researcher used random sampling from all classes. The researcher used google form to get respondents' response. Total respondents were 142 students. Student filled the questionnaire from google form. The researcher got 142 students which fill the questionnaire. There are ten students who filled the questionnaire in each class. For the question "what do you think vocabulary important to learn English?", 138 students answered that English vocabulary was important. Many students chose "Yes" that vocabulary is important.

The responses of the students were proper to get an attention from their teachers. Many students think about English is important, but they felt difficult learning English. They also like English lesson. As the teacher, he must teach harder to make students understand. The teacher used many strategies to make students no bored with the lesson in classroom.

CONCLUSSION

Based on the research findings, it was found that the teacher in MTs N 7 Kebumen in the the academic year 2019/2020 used many strategies in teaching vocabularies. The implementation of the teaching and learning of English vocabulary was through three stages. They were pre-activity, main activity and closing.

The first strategy that was used by the teacher was using presentation, translation, memorization, playing game, arrange word, mime, action and gesture. Those are the ways that the teacher used to learning vocabulary in classroom. The teacher used suitable strategies with the' condition of the students. The material also influences teacher strategy used. As an example, the teacher gave word or found the word in the book then students asked to look for in the dictionary

The second, the researcher found out that media which used to doing learning strategy. The teachers used media to teaching English such as: real things, video, picture, student English book. The ways of teaching by using pictures were by the teacher showed the pictures of the certain vocabularies that wanted to be learnt. Then after that the teacher showed the picture in LCD, the teacher asked student to comment and describe about picture. The teacher pointed students one by one to comment and describe the picture. All students got a turn to comment and describe the picture. The activity was hoped improving student vocabulary

From data collecting, the researcher used interview, questionnaire, and documentation. Interviews that have been conducted with two teacher English. They said that students like to learn English, but they also they have less vocabulary. The teacher has strategy and media to made students interest to learn English. After interview, the researcher gave questionnaire to students. The result analysed from questionnaire used Google Form that students fell like to learn English. However, students also fell difficult when learn English at the classroom. Students seldom motivate theselves to learn vocabulary or English. The teacher also often gives motivation of students. Documentation took from lesson plan which used by teacher to teach. The lesson plan used media and strategy which to be suitable with material. Based on the result of research, the researcher found that students had a good response to the teaching strategies in learning vocabularies. They felt enjoy and interesting in the teaching and learning process. By using presentation, translation, memorization, playing the game, arranging word, mime,

action and gesture made students more active and not feel bored in the learning process. The teacher also felt those strategies made students like to learning English more.

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