

**STRATEGIES OF TEACHING ENGLISH
VOCABULARY FOR THE SEVENTH GRADERS OF SMPN 1
BATU**

UNDERGRADUATE THESIS

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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
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2016**

**STRATEGIES OF TEACHING ENGLISH VOCABULARY FOR THE
SEVENTH GRADERS OF SMPN 1 BATU**

UNDERGRADUATE THESIS

**Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan***

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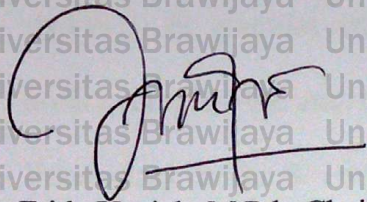
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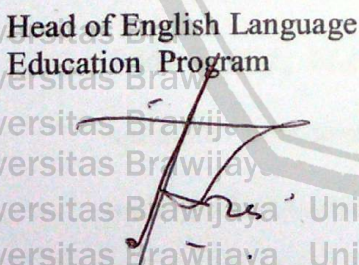
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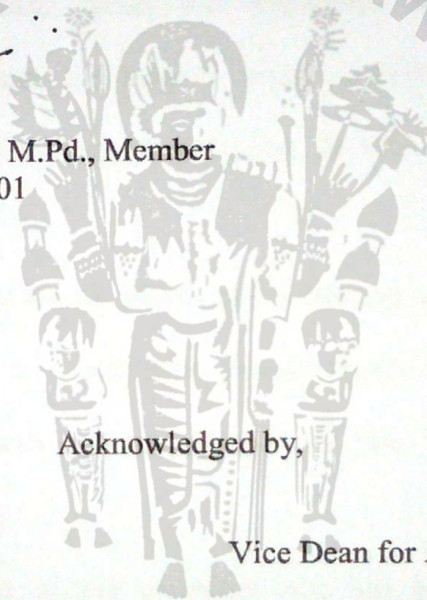


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The writer

ABSTRACT

Puspitasari, Evi Dwi. 2016. **Strategies of Teaching English Vocabulary for the Seventh Graders of SMPN 1 Batu**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya.

Supervisor: Dra. Ismarita Ida Rahmiati, M.Pd.

Keywords: strategy, teaching vocabulary, the seventh graders.

This study focused on strategies of teaching vocabulary, which used the theory from Thornburry (2003). The objectives of this study were to find out kinds of strategies used by the teachers in teaching vocabulary and the strategy mostly used by the teacher in teaching vocabulary for the seventh graders at SMPN 1 Batu.

This study applied descriptive qualitative research. The participants were three English teachers of the seventh graders of SMPN 1 Batu. In this study, the researcher collected the data by using interview guide and observation checklist.

The results of this study showed that the English teachers at SMPN 1 Batu applied seven strategies, they were using *mnemonics*, *guessing from context*, *coping strategies for production*, *using dictionary*, *spelling rules*, *keeping records and motivation*. The most dominant strategy used by the teachers were using *mnemonics* strategy by Flash card as the media in introducing vocabularies. The researcher gives some suggestion that relates to this study. For the teachers, the researcher suggests them to be more innovative in using the strategies so the students of the seventh graders are not easy to get bored. For the students, the researcher suggests to be more creative in using learning strategies. For next researchers, the researcher suggests to observe more deeply in the strategies teachers used in classroom especially to conduct research on students perception about the strategies that the teacher use in teaching vocabulary.

ABSTRAK

Puspitasari, Evi Dwi. 2016. **Strategi Pengajaran Kosakata Bahasa Inggris untuk Kelas Tujuh di SMPN 1 Batu**. Pendidikan Bahasa Inggris. Fakultas Ilmu Budaya. Universitas Brawijaya.

Pembimbing: Dra. Ismarita Ida Rahmiati, M.Pd.

Keywords: strategi, pengajaran kosakata, siswa kelas tujuh.

Penelitian ini fokus pada strategi mengajar kosakata, yang menggunakan teori dari Thornburry (2003). Tujuan dari penelitian ini untuk mencari tahu macam-macam strategi yang di gunakan oleh guru dalam mengajarkan kosakata untuk siswa kelas tujuh dan mencari tahu strategi yang paling sering di pakai oleh guru dalam mengajarkan bahasa inggris untuk siswa kelas tujuh di SMPN 1 Batu.

Penelitian ini menggunakan deskriptif kualitatif. Jumlah peserta yang diteliti adalah tiga guru bahasa inggris yang mengajar di kelas tujuh dari SMPN 1 Batu. Peneliti mengambil data melalui *interview guide* dan *observation checklist*.

Hasil dari penelitian ini tiga guru bahasa inggris menggunakan tujuh strategi yaitu; *using mnemonics*, *guessing from context*, *coping strategy for production*, *using dictionary*, *spelling rules*, *keeping records* dan *motivation*. Strategi yang sering digunakan oleh tiga guru adalah *mnemonics* strategi yang menggunakan media *Flash card* untuk mengenalkan beberapa kosakata. Di dalam penelitian ini peneliti memberikan beberapa saran yaitu untuk guru, peneliti memberi saran untuk lebih berinovasi dalam menggunakan strategi supaya siswa kelas tujuh tidak mudah merasa bosan dalam belajar. Untuk siswa, peneliti memberi saran, supaya lebih kreatif dalam menggunakan strategi yang digunakan oleh guru. Untuk peneliti selanjutnya, peneliti berharap untuk lebih mendalami pengamatan keapada strategi yang guru yang gunakan di dalam kelas. Peneliti juga menyarankan untuk membuat kuesioner tentang pendapat siswa terhadap strategi yang telah di gunakan oleh guru.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the discussion about the background of study, the problem of study, the objectives of the study, and the definition of key terms.

1.1 Background of the Study

Communication is important for people to deliver their opinions to others. In communication, people need language as a tool. In this world, every country has different language to communicate, and English becomes an international language used by many countries, including in Indonesia in which English becomes a foreign language. In this globalization era, English becomes an important language to be mastered. Based on Telebinezhad (2001, p.1), English is used in library language, formal communication, medium of science, technology and international trade, and as a contact language between one country with other countries. Considering the importance of English as the international language, this is the reason why English is chosen as a foreign language to be taught in every school from elementary school to the college in Indonesia.

Learning a foreign language require the learners to learn four skills of the target language, namely listening, speaking, reading and writing. Listening and reading are called as receptive skills while speaking and writing are called as productive skills. Receptive skills mean language skills that involve the learners to

be able to receive the language in spoken and written form. Productive skills are the opposite of receptive skills, which involve the learners to produce the language in the spoken and written form. From all of those skills, the most important thing before the learners learn those skills is learning vocabulary.

Richard and Renandya (2002, p. 255) state "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write". Without an extensive vocabulary and strategies in acquiring new vocabulary, the learners will have difficulties in learning language by four skills, such as learn language using audio for listening or book for reading. It is also added by Yopp et al (2005, p.13) who state, "Vocabulary knowledge plays a significant role in reading comprehension." That means, in learning language, the learners need to learn vocabulary at the beginning, so they can learn language through reading and listening then with vocabulary, the learners will be able to produce language through speaking and writing. In addition, Ahn (2010, p. 10) states that, vocabulary is an important element in second language acquisition, because by having a lot of vocabulary, the learners can improve their listening, speaking, reading, and writing ability; not only in the way the students comprehend but also in the way they produce language. Ahn (2010, p. 15) also states that among three aspects of language, vocabulary is primacy forming of the ground in developing other skills. Three aspects here are vocabulary, grammar, and phonology (pronunciation), for more specific definition of vocabulary, Richard and

Renandya (2002, p. 259) and Nunan (2003, p.130) state that, learning vocabulary is more than the study of individual words. That means in learning vocabulary the

learners do not always learn the meaning of one word but it can be in two or more words with one meaning.

With some points mentioned above, it is undeniable that vocabulary is one of the essential components in teaching language beside grammar and phonology (pronunciation). Based on Nation (2003, cited in Linse and Nunan 2005, p. 122) in teaching vocabulary “the teachers should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out meanings by their own.” Useful word in this statement means the words that are interesting and intriguing to the learners. Useful words are also words used by the learners in a high frequency. It means that the interesting and intriguing words will often used by the learners. Linse and Nunan (2005, p. 122) added that in teaching vocabulary, the learners need to acquire vocabulary learning strategies in order to discover the meaning of new words. The strategies used by the teachers must be useful within the classroom as well as when the learners are in a situation where they found new and unfamiliar words on their own. From those statements, the researcher concluded that the strategy used by the teachers must help the learners in acquiring new vocabulary that can be heard or read by the learners. The strategy of the teacher implemented in the teaching vocabulary make the learners be autonomous in learning a language by their own.

Pamungkas (2012, p. 2) states that, teaching vocabulary in the first year of junior high school is not easy. The researcher had also experienced it when she did the teaching practice at SMPN 1 Batu. The seventh graders were easy to change their mood. For instance, during lessons, the researcher found some students who

often moved around, talked with others, and they usually played with things around them, such as drawing on empty papers using pencil or bolpoint. Turning Points Transforming of Middle School (2013, p.9) also state that, the emotional and psychological of young adolescent learners are vulnerable and self-conscious, and often experience unpredictable mood swings as well as the seventh graders are having unpredictable mood swings.

This is why in teaching language teachers needs some strategies to make their students interested and want to follow the lesson as well. Based on Thornbury (2002, p. 144), there are eight strategies in teaching vocabulary that can be used by teachers, They are using mnemonics, word cards, guessing from context, coping strategies for production, using dictionaries, spelling rules, keeping records, and motivation. This study also used the theory from Thornburry as the main theory to know about strategies used by the teachers in teaching English vocabulary.

Dealing with the strategies in teaching vocabulary, the researcher was interested to conduct the research, the researcher considered to do deep investigation at SMPN 1 Batu as the location of the study. Because when the researcher did the teaching practice in this school, the researcher found some students who had enthusiasm in learning English although they still lack of vocabulary. The reseacher also had seen the teachers who taught English subject in the seventh graders frequently used dictionary during the English lesson. That is why the researcher wanted to know deeper about what strategies are implemented by the teachers and what strategy is mostly used by the teachers in teaching vocabulary.

The researcher hoped that this study would give some significances to the readers such as the teachers, the students, or the further researchers. The first was for the teachers; this study aimed to give more information about the strategy appropriate with the students' need in junior high school. Second, for the students; this study aimed to give additional knowledge about the kind of strategies which could be used in learning vocabulary. The last is for further researcher; this study would give more information about strategy in teaching vocabulary.

1.2 Problems of the Study

Based on the background of study above, the research problems that the researcher wants to investigate are:

1. What kinds of strategies are used by the teachers in teaching vocabulary for the seventh graders of SMPN 1 Batu?
2. What strategy is mostly used by the teachers in teaching vocabulary for the seventh graders of SMPN 1 Batu?

1.3 Objectives of the Study

Related to the problems of the study above, the objectives of the study are presented below.

1. The kinds of strategies used by the teachers in teaching vocabulary for the seventh graders of SMPN 1 Batu.
2. The strategies mostly used by the teachers in the seventh graders of SMPN 1 Batu.

1.4 Definition of the Key Terms

There are several key terms in this study, the definition of key is explained as follows:

1. **Strategy** is specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned designs for controlling and manipulating certain information. Brown (2000, p. 210)
2. **Teaching vocabulary** is how teachers help learners with vocabulary directly or 'explicitly' by means of word lists, paired translation equivalents and in variously related semantic sets. They also help learners by more indirect or 'implicit' means, such as exposure to words in the context of reading real texts. Nunan and Carter (2001, p.42)
3. **The Seventh graders** are 13 years old students, also known as young adolescent learners who have some distinctive characteristics. Turning points transforming middle school (2013, p.8)

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents about the theory that is used to support the research. They are definition of vocabulary, the role of vocabulary, kinds of vocabulary, principle of teaching vocabulary, strategy of teaching vocabulary, student in the seventh grade, and the previous studies.

2.1 Definition of Vocabulary

According to Penny (1996, cited in Anh 2010, p.16), a new item of vocabulary may be more than a single word. It made by two or three words that express a single idea. Supported by Richard and Renandya (2002, p. 259) and Nunan (2003, p. 130), it is stated that learning vocabulary is more than the study of individual word. That means, learning vocabulary is not always in a single word but also two or more words which can express one idea.

In learning second or foreign languages, vocabulary is very important for students, because vocabulary is the essential component that will develop other skills. Ahn (2010, p.15) also states that vocabulary stands out as the primacy forming the ground for develop other skills. Supporting the statement with Richards and Renandya (2002, p. 299), it is said that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Those statements are also supported in Richards (2001, p.4); he states that vocabulary is one of the most obvious components of language and

one of the first things applied linguists turned their attention to what words should be taught in a second language. In addition, Kamil and Helbert (2005, cited in Noonis 2010, p.1) state that, vocabulary is generally defined as the knowledge of words and word meaning. More specifically, learners use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehension. These statements can be concluded that vocabulary is needed by the students in comprehending the text.

2.2 Roles of Vocabulary

Vocabulary plays an important role in learning language as second or foreign languages. According to wilkins (1972, cited in Thornbury 2002, p. 13), without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. That means, even the learners does not understand about grammar they can communicate well if they understand more about vocabulary. By those statements the researcher conclude that vocabulary is one of important aspects in communication, because without mastering the vocabulary, people cannot communicate as well as when people know more about vocabulary. Concerning vocabulary in communication, Mc Carthy (1992, cited in Anh 2010, p.17) states that without words to express a wide range of meanings, communication in second language cannot happen in any meaningful way. By these statements, the researcher concludes that teacher should teach vocabulary before they teach their students about grammar and pronunciation. According to Pamungkas (2012, p.2) vocabulary is one of important aspects in language that support four skill before grammar and pronunciation. He also adds that vocabulary is one of essential aspects for

successful second language use because without an extensive vocabulary, one will not be able to use the structures and function. Therefore, the teacher needs to teach their students in learning vocabulary to make a good communication between one to others. If students master the vocabulary, it also makes the students confident in expressing and communicating to others.

2.3 Kinds of Vocabulary

According to Nation (2001, p. 24) there are two kinds of vocabulary. They are receptive vocabulary and productive vocabulary. Receptive vocabulary use involves a word while listening or reading and looking for its meaning. In other words, the learners understand the vocabulary when he/ she reads or hears. Productive vocabulary use involves wanting to express a meaning through speaking or writing. In other words, the learners understand the vocabulary and express the idea through spoken and written. From those statements the researcher concluded that receptive vocabulary is a word that the learners input through listening or reading, while productive vocabulary is a word that the learners produce in form of speaking or writing to convey an idea. Therefore Bothmonamona (2014, p. 8) states that there are four categories in vocabulary. They are reading vocabulary, and listening vocabulary, speaking and writing vocabulary. Reading vocabulary consists of all the words that students recognize in written form when they are reading. Listening vocabulary refers to all the words that students recognize when they hear or listen to an audio. Speaking vocabulary are the words that students produce to do the conversation in daily life. The last is writing vocabulary the words produced by the students in written form.

2.4 Principles of Teaching Vocabulary

Based on Nunan (2003, p. 135) there are four principles in teaching vocabulary. The aim of principle in teaching vocabulary is to avoid overwhelm other essential parts of the course. These principles can be applied in a variety learning and teaching situations. They are:

1. Focus on the most useful vocabulary first

For elementary and intermediate learners, teachers should use material that is appropriate with the level. Before using a text with learners, it is useful to see how much of the vocabulary in the text likely to be new for them.

2. Focus on the vocabulary in the most appropriate way

Teacher should give attention to high frequency words and should focus on the strategies for dealing with low frequency words.

3. Give attention to the high frequency words across the four strands of a course.

High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicate the messages in listening, speaking, reading, and writing.

High frequency vocabulary should also be fluently accessible for receptive and productive use.

4. Encourage learners to reflect on and take responsibility for learning.

In teaching vocabulary, the teacher should choose what vocabulary that appropriate with the learners. The learners also must be responsible for their own learning. Taking this responsibility requires (1) knowledge of what to learn and the

range of options for learning vocabulary, (2) Skill in choosing the best options and (3) the ability to monitor and evaluate progress with those options.

2.5 Strategies of Teaching Vocabulary

In teaching vocabulary, the teachers need to use strategies to make their students interest and motivated in learning vocabulary. Based on the theory of Thornburry (2003, p.145) there are eight strategies that can be used for the teacher.

They are explained as follows;

1. Using mnemonics

This strategy is the techniques for remembering things. This involves devising an image that typically connects the pronunciation of the second language word with the meaning of a first language word.

2. Word Card

This strategy asks the learners to learn and remember new words that they want to be learned. There are some steps to make the word card technique. First, the learners choose which word that they need and want to learn and check their meaning. Second, write the new words in English on one side of the small card (in a set of word card they should consist of between 20-50 cards). Third, try to recall and write the meaning. Fourth shuffle the cards, and then try to remember the meaning of the words. Fifth, review the words again the next day.

3. Guessing from context

Guessing from context is one of the most useful skills learners can acquire and apply both inside and outside of the classroom. The learners in this strategy

usually will use guessing from context when they read or listen. Then the unfamiliar words can be guessed by the learners after they understand the context.

4. Coping strategies for production

There are some ways can be used for the learners in this strategy:

- Paraphrasing
- Describing
- Using a rough synonym
- Foreignsing
- Using gesture of mime
- Using the L1 word, in hope that the listener will know about what the learners want to talk or that it will not be very different in the L2.

5. Using Dictionaries

Training the learners in effective dictionary use is particularly important since many learners may not be familiar with dictionary conventions, even in their own language. Based on the thornburry (2003, p.152) There are some key skills involved in the use of dictionary effectively:

- Recognizing features of dictionary layout.
- Understanding the way dictionary entries are coded
- Discriminating between the different meaning of a word
- Cross checking (when using a bilingual dictionary)
- Using synonym, antonyms and other information to narrow the choice of the best word for the meaning intended.
- Inferring the spelling of unfamiliar word from only having heard it.

6. Spelling rules

The teacher in this strategy teaches the learners to spell the words in the correct way. One such way of guiding learners to discover for themselves based on Thornburry (2003, p.156) is the following:

- Dictate a number of words that have a common sound, such as /ai/ as in fly.
- Allow the learners to use dictionaries to check the spellings.
- Ask the learners to group the words into three different patterns, according to spelling.
- Point out that these are three commonest spellings of the /ai/ sound, and that by far the most frequent is i_e. (In fact, this spelling is used in nearly 75 percent of words that contain this sound.) Less common are -y and igh.
- Dictate some word that unfamiliar for the learners. Ask them to write the words, to compare their attempts and then ask them to check in their dictionaries.
- Ask the learners to write sentences using as many /ai/ words as possible.

7. Keeping records

According to Thornburry (2003, p. 157), there are some ways to make this strategy. They are:

- Advise learners to have a special notebook solely for vocabulary.
- Advise the learners on making 'mind maps'
- Ask learners regularly to compare and comment on their vocabulary notebooks.

- Set an example by the teacher to give planning board work in such a way that it is easy for learners to copy and organize their own vocabulary record
- Allow time in the lesson for learners to record vocabulary and devise mnemonics.
- Check students' vocabulary notebooks from time to time.

8. Motivation

In this strategy, the teacher tries to give the learners motivation in learning language. Thornburry (2003, p. 160) argue that as a teacher, you should share your sense of excitement and fascination of words with your students. He also added how teachers should share your learning experiences, to those of other learners, both successful and unsuccessful with your learners.

2.6 Students in the Seventh Grade

The UNFPA (Adolescent Development and Participatio unit Programme Division 2006, p. 1) defines adolescents as being between the age of 10 and 19. While National Middle School Association states that in the age of 10-15 years old are young adolescents. In addition,Turning Points transforming middle school state that young adolescent are students in the age of 10- 14 years old, meaning that seventh grade student in the age of 13 years are young adolescents.

In teaching learning, it is important for the teacher to understand the characteristics of students based on the level of students such as the age or the grade of students. Based on The National Middle School Association (1995, cited in turning point transforming middle school) there are 5 key areas for the

characteristic of young adolescents, but in this study the researcher only put 3 characteristics which support the theme of the research. They are as follow:

- Intellectual: Young adolescent learners are curious, motivated to achieve when challenged, and capable of critical and complex thinking.
- Social: Young adolescent learners have an intense need to belong and be accepted by their peers while finding their own place in the world.
- Emotional and Psychological: Young adolescent learners are vulnerable and self-conscious, and often experience unpredictable mood swings.

Based on all of the characteristics that has been mentioned above, those characteristics may be needed for the teacher to decide what strategy appropriate with the seventh graders.

2.7 Previous Studies

Previous studies help the researcher in conducting the research about the strategies of teaching vocabulary in the seventh graders. In this study the researcher preferred two previous studies that supported the topic of study.

The first study was conducted by Pamungkas (2012) entitled "Strategies in teaching vocabulary at the first year in SMPN 2 Bringin, Kabupaten Semarang".

The researcher used descriptive qualitative as the research design. In this research, the researcher intends to focus on the process of teaching vocabulary at the first grade student in junior high school. Therefore, the subject of study is the teacher at the first grade in SMPN 2 Bringin and the object of this study is teaching process in the class of seventh graders. To conduct the data collection, the researcher used observation, interview, and document. The problems mentioned in this research are:

the strategies of teaching vocabulary implemented by the teacher on the first grade of SMPN 2. Bringin, the problems faced by the teacher in the teaching learning vocabulary, solving problems of teaching vocabulary used by the teacher at the first grade. The result of the study showed that the strategies used by the teacher such as memorization, synonym/ antonym, translating, and fill in the blank could make the students more active. Besides that, the strategies used by the teacher could make the students more interested in following the class.

The second previous study was conducted by Haryono (2014) "The Teaching of Vocabulary at The seventh Grade of SMPN 3 Malang". This study aimed at describing the teaching of Vocabulary at the seventh grade of SMPN 3 Malang. It focused on describing the materials, strategies or techniques and media, the allocation of time, and the assessment used to teach vocabulary. This research used descriptive method. The data were collected through interview to the teacher and questionnaires to the students. The result of the study showed that in teaching vocabulary the teachers chose the materials that were closely related to the students' daily life. The teachers taught content words and grammatical words related to the themes. In teaching vocabulary, the teachers used various techniques such as, playing games, crossword puzzles, using songs, videos, movies, pictures, classification techniques, real objects, and dialogues technique. The media used by the teacher are LCD, laptop, speaker, printed material, and worksheet. To assess the students' vocabulary learning, the teachers used written test and performance test.

In summary, the teaching vocabulary of the teacher in SMPN 3 Malang was very

good because the teacher used various strategies and media when teaching vocabulary.

The differences between the two previous studies with this study are, the first previous study took place at the first year in SMPN 2 Bringin, Kabupaten Semarang and the subject of the study is the English teacher of SMPN 2 Bringin Kabupaten Semarang. The theory used by the researcher in the study is from Fauziati (2010), while this study used the theory from Thornburry (2003). The second previous study took place at the seventh grade at SMPN 3 Malang. In this previous study, the researcher focuses not only in the strategy but also in the materials, strategies or techniques and media, the allocation of time, and the assessment used to teach vocabulary. While in this study the researcher only focused on the strategy of teaching vocabulary.

The similarities between the two previous studies with this study are (1) the subjects of the study are the teachers of the seventh graders at junior high school, (2) the research design of the two previous studies and this study used descriptive qualitative method. (3) the two previous studies also explained about the strategies of teaching vocabulary.

CHAPTER III

RESEARCH METHODS

In this chapter, the researcher presents the discussion about the research method that includes Research Design, Data Sources, Data Collection, and Data Analysis.

3.1 Research Design

In this study, the researcher used descriptive qualitative research as a method. This method is used to describe the strategies that are used by the teachers in teaching vocabulary for the seventh graders.

Angrosino (2007, cited in Latief 2015, p.77) “Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs. It does so by analyzing words rather than numbers, and by reporting the detailed views of the people who have been studied. Such inquiry is conducted in settings where people naturally interact, as opposed to specially designed laboratories or clinical/ experimental settings. Qualitative research seeks to understand the what, how, when, and where of an event or an action in order to establish its meaning, concepts, and definitions, characteristics, metaphors, symbols, and descriptions.

The reason why the researcher used descriptive qualitative as method, is that, in this research, the researcher wanted to describe some strategies used by the teachers based on the theory of Thornburry by using some instruments such as observation checklist and interview guide to the English teachers who taught in the seventh grader of junior high school.

Notes:

The strategies based on the theory of Thornburry are:

1. Using mnemonics
2. Using word card
3. Guessing from context
4. Coping strategies for production
5. Using dictionary
6. Spelling rules
7. Keeping records
8. Motivation

2. The researcher observed the teacher used observation checklist by watching the whole activities in teaching and learning process by the teachers. Which one teacher observed once. The teacher 1 was observed on 13th May, teacher 2 and teacher 3 were observed on 14th May. In this observation, the researcher wanted to know what strategies applied by the teachers in teaching vocabulary.
3. After the researcher did the observation, the researcher conducted the interview to the three teachers. Teacher 1 was interviewed on 13th May, teacher 2 and teacher 3 were interviewed on 25th May. In the interview the researcher had 15 questions which consisted of the detailed information about the teacher qualifications, the seventh graders, and teaching vocabulary. The researcher also added 1 question related to the strategies from Thornburry's theory, This interview was adapted from Kurniadhani (2015). In this interview, the questions were carried out in Indonesian to avoid miscommunication between the researcher and the teachers.

3.4 Data Analysis

After collecting all the data from observation and interview, the researcher analyze the data which used the theory from Thornburry about kinds of strategies in teaching vocabulary, to know about what strategies are used by the teachers of seventh graders of SMPN 1 Batu in teaching vocabulary. There were some steps in analyzing the data as follow:

1. The researcher categorised the strategies used by the teachers in observation checklist and put them in a table.
2. The researcher transcribed the data in the form of the text
3. The researcher transcribed the data from interview in the form of the text.
4. The researcher used data triangulation to cross check and validate the result of observation and interview from the three teachers of the seventh grade.
5. The researcher made a conclusion based on the result of observation checklist and interview in the form of descriptive.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the result finding of the research. The finding of this study was collected by interview guide and observation checklist. It focused on the strategies in teaching vocabulary by the teacher of the seventh graders.

4.1 Finding

In this finding, the researcher described the teaching strategies used by the teachers in the seventh graders of SMPN 1 Batu. The researcher had collected the data from the observation checklist and interview guide with the three teachers who taught English subject in the seventh grader. Those instruments were applied in order to clarify the problem of study in the first chapter. In this finding, the researcher described the results of the instruments as follows:

4.1.1 Result of the Observation

The researcher had done the observation at SMPN 1 Batu on 14th may 2016. The researcher did the observation in the classroom, which is in this school; there were 10 classes for the seventh graders. One class consisted of 30 students and there were four English teachers teaching at the seventh grade. However, in this study, the researcher only took the data from the three teachers, because one of the English teachers could not participate due to the busy schedule. In junior high

school, English taught to the seventh graders twice in a week. One meeting consists of two hours (2 x 40 minutes).

In the observation, the researcher conducted the observation in the classroom in three meetings which is one teacher was observed once. During the observation, the researcher did not participate in the teaching and learning process. The researcher only watched the whole activities that the teachers did to find out the strategies applied by the teacher in teaching vocabulary. In this observation, the researcher had prepared an observation checklist for every teacher. The result of the observation checklist to the three teachers during the three meetings was presented as follows:

1. Meeting 1 (teacher 1 on 13th may 2016)

The first meeting was conducted on 13th May 2016. Before the teacher started the lesson, the teacher started the class with prayer and checked the attendance of the students in the classroom, after that the teacher asked the students about the last materials that had been learned in the last meeting. In this observation, the teacher was started the activity with showed some pictures in the form of flash card as the media. The topic that was taught during the observation was about the *profession*.

The next activity applied by the teacher after showed the pictures were the teacher in the classroom asked the students to guess the English name of the pictures shown by the teacher. The teacher showed the flash card in randomly and sometimes the teacher showed them twice or more time until the students could memorize the English name of every picture. Whilst guessing the pictures, the teacher taught the students to spell the words in a correct way. The teacher also asked the students to

open their dictionary during this activity to look for the English name according to the pictures. After that, the teacher asked the students to note the vocabularies from the flash cards in their book. After those activities, the teacher gave the pictures to the students and the teacher asked them to describe the pictures with some students in a group. One group was consists of four students.

From the first meeting, the researcher found out the teacher 1 was applied some strategy they were, *the use of dictionary* strategy, spelling rules, keeping records, motivation, and mnemonics. The *use dictionary* strategy was found from the activity, when the teacher permitted the students to open their dictionary to look for the English name of the pictures on the flash cards, then, for the *spelling rules* as the strategy in teaching vocabulary was found when the teacher taught them how to spelled every word from the flash cards, for *keeping records* strategy was applied when the teacher asked the students to note every vocabulary from the flashcards in the book. The researcher also found *motivation strategy* in this meeting. It was found when the teachers used flash card as the media to make the students interested and motivated in learning. *Mnemonics* strategy also found in this observation, this strategy was applied by the teacher using flash cards as the media in introduce vocabularies to the students.

2. Meeting 2 (Teacher 2 on 14th may 2016)

The second meeting to the teacher 2 was conducted on 14th May 2016. In this second observation, the teacher started the class with greetings, prayers, and checked the attendance of the students in the classroom. The topic that the teacher taught when the researcher did the observation was *animals*. In started the lesson,

the teacher showed the flash cards, which in those flash cards the teacher, included the English name of the picture in the back of the cards. With those cards, the teacher shuffled the cards in many times. Then, after the teacher shuffled the cards, she pointed one of students to guess the English name of the pictures. When the student who was pointed by the teacher could not answer the question, the teacher pointed another student to answer the question. If none of the students could answer the question, the students were permitted to open their dictionary. The teacher also helps the students to interpret the words by giving body gestures as the clue. During this activity, the teacher also taught the students to pronounce the difficult words. After the students could memorize those shown pictures and the words, the teacher asked them to write down all of the vocabularies that they had learned on their book. After all of those activities, the teacher continued the activity with reading a text on the book *When English Rings a Bell*. Which is in the activity, the teacher asked the students to translate the text in Indonesia. In translating the text the teacher not directly gave the meaning of the text to the students, but asked the students to open the dictionary first when they did not know the meaning in Indonesia. After translated the text the teacher asked the students to continue the activity with do the task on the book of *When English Rings a Bells*.

From the observation to the teacher 2, it was found there were some strategies applied by the teacher. They are, *coping strategies for production, using dictionary, spelling rules, keeping records, motivation, and mnemonics*. *Coping strategies for production* was applied in the second observation when the teacher used body gestures to gives a clue about the meaning of the word. The teacher

also applied *using dictionary* as the strategy when the teacher permitted the students to open their dictionary during the activity in the guessing of flash cards and translating a text activity. This strategy also applied by the *Teacher 1*, when the researcher conducted the observation. The teacher used dictionary when the students did not know the meaning of the words. Then, the researcher also found that the teacher 2 applied *spelling rules* as the strategy when the teacher taught the students to pronounce the difficult words. This strategy also applied in the class activity of the *Teacher 1*. Teacher 1 taught the student to pronounce the words from flashcards that was shown. For the *keeping record* strategy. It was applied when the teacher asked the students to note down the vocabularies they were learned after the activity of guessing pictures from the flash cards. The researcher also found that in the second observation, the teacher used *motivation strategy* during the teaching and learning, it was shown when the teacher 2 used flash card as the media to make students interested in learning. The use of flash card also called as *mnemonics* strategy, because this strategy help the students to remember word by using pictures. From all of the strategies used by the teacher in this second meeting of the observation, the researcher found that the teacher 2 had almost the same strategies with the teacher 1 in the first observation. Those are *using dictionary, spelling rules, keeping records, motivation, and mnemonics strategy*.

3. Meeting 3 (Teacher 3 on 14th may 2016)

In the third meeting the researcher was conducted the observation on 14th May 2016 to the teacher 3 after the researcher conducted the observation to the

teacher 2. In this observation, as usual the teacher started the class with prayer and checked the attendance of the students in the classroom. The teacher in the third meeting started the lesson with gives a text to the students. After the text was distributed to the students, the teacher asked the students to read all the text. When they read the text the teacher asked the students to note the unfamiliar word in the text. After, all of the students finished the reading activity, the teacher asked the student to read the text. One student read one sentence (in this activity, the teacher chooses students randomly), then after the student read one sentence they should translate it in to Indonesia directly. When the students was wrong in spelling the words during the reading activity, the teacher correct it directly. Then, when the students did not understand the meaning one of the words in the text, the teacher tried to encourage them by asking the students to guess the meaning by understanding the content of the text first. Such as, look the other meaning of the words before or after the unfamiliar word. In this activity, the students were also permitted to open their dictionary. After the activity of reading was done, the teacher asked students to note down some unfamiliar vocabularies that had been learned in their book. After reading text activity the teacher asked the students to continue the activity with doing a task in the book of *When English Rings a Bell*.

From the third meeting, the researcher found there were some strategies applied by the teacher: They were *guessing from context, using dictionary, spelling rules, and keeping record*. *Guessing from context* strategy was applied by the teacher when the reading activity, the teacher asked the students to understand the meaning of other words first then the students guess the meaning of the

unfamiliar word. The researcher also found that the teacher 3 also applied *using dictionary* as the strategy, it was shown when the teacher permitted the students to open their dictionary during the lesson, then, the researcher also found the teacher applied *spelling rules* when the teacher directly correct the students when they did wrong in spelled the words, then the researcher also found *keeping records* as the strategy. It applied, when the last activity of reading a text the students was asked to note all the unfamiliar vocabulary on the book. From all of strategies applied in the teaching and learning process in third meeting of observation to the teacher 3, it was found that there were same strategies used by the teacher 1 and teacher 2, they are using dictionary, spelling rules, and keeping records.

From all of the strategies that were found by the researcher in observation, it can be concluded that the teachers used some strategies in teaching English, especially for teaching vocabulary. They were *guessing from context, coping strategies for production, using dictionary, spelling rules, keeping records, motivation, and mnemncics*. The researcher also found the same strategies that are commonly used by the three teachers. They were, *using dictionary, spelling rules, and keeping records*. For the result of the observation checklist can be seen in the table below:

Table 4.1 The result of the observation

No.	Teacher	Strategies							
		1	2	3	4	5	6	7	8
1.	Teacher 1	√			√	√	√	√	√
2.	Teacher 2	√			√	√	√	√	√
3.	Teacher 3			√		√	√	√	
Total		2	0	1	1	3	3	3	0

Notes:

- | | |
|-------------------------------------|---------------------|
| 1. Using mnemonics | 5. Using dictionary |
| 2. Word card | 6. Spelling rules |
| 3. Guessing from context | 7. Keeping records |
| 4. Coping strategies for production | 8. Motivation |

4.1.2 Result of Interview

The interview was conducted on 13th may 2016 to the Teacher 1 and 25th may 2016 to the teacher 2 and teacher 3 by the researcher individually after the researcher did the observation in the classroom. The participants of the interview were the three teachers of English subject in the seventh graders. The interview guide was consists of 16 questions which one of the questions is additional question about the strategy of teaching vocabulary and the others are about the teacher qualifications, the seventh graders, and the teaching vocabulary.

1. The Result of Interview with Teacher 1

The first interview was conducted to the teacher 1, Teacher 1 is one of the English teachers who had been taught English in SMPN 1 Batu for 12 years.

Based on the interview, she said that the difficulty faced by her in teaching

English was the mastery of vocabulary from the students of seventh grade, eighth

grade, and ninth grade. She stated that all of the levels had the same problem in teaching English that was vocabulary mastery.

For the seventh graders, it was difficult to teach English subject to them, since they were still lack of some vocabularies and they require an adjustment of the level of elementary school to junior high school. She stated that in teaching English of the seventh graders she needs some strategies that connected with the games, because the seventh graders are like to play a game.

In teaching vocabulary, the teacher had strategy that frequently used, that is pictures as the media in introducing the vocabulary. The reasons why the teacher frequently used pictures as the media, because pictures are interesting and make students pay attention to the lesson. She also said that used pictures as the media in teaching and learning make students more active and motivated them in following the lesson, moreover, if the pictures was briefly engaged with a game.

Usually the teacher used pictures as a media in the form of flashcard or slide in LCD. The criteria of the pictures that the teacher used were pictures that related to the materials in the book that they would learn.

In the next interview, the researcher asked the teacher about other strategies from Thornburry, the result was the teacher 1 used *mnemonics, guessing from context, coping strategies for production, using dictionary, spelling rules, keeping records and motivation*. The teacher said that she applied *mnemonics strategy* when there is a song in the book of *When English Rings a Bells*; it aims for memorizing some vocabularies. For the *guessing from context strategy*, she commonly used when there is a descriptive text. For the *coping strategies for*

production, she commonly used body gestures as a clue in indicated the meaning of the words. For *using dictionary strategy*, the teacher used when she taught English subject, the teacher said that she always asked the students to bring dictionary during the English lesson. For the *Spelling rules strategy*, the teacher used this strategy when there were new vocabularies that the students just learned.

For *keeping records strategy*, the teacher always asked the students to note every word that they just learned in a word list. She said that, in the last chapter there is a word list that the students should fill with new words that they just found after the lesson. Then the last is the teacher said that she also motivated students from video about life that make the students have spirit in study. This strategy also called as *motivation* in the theory of Thornburry.

2. The Result of Interview with Teacher 2

The interview to the teacher 2 was conducted on 25th may 2016, Teacher 2 is one of English teachers in SMPN 1 Batu who taught English subject for 17 years.

Based on the interview that was conducted, the teacher 2 had difficulty in teaching English of the seventh graders, because the seventh graders were still has a bit of vocabulary. That was why in teaching English the teacher needs effort to motivate students in learning English. As she stated, vocabulary is the key of learning English which, if the students has a lot of vocabulary it will make the teacher easier in teaching English with four skills.

Based on the interview, the teacher stated that motivation was needed for some students in seventh grade. Because some students had internal factors that made them not easy to control during the teaching and learning process.

In teaching vocabulary, the teacher had strategy that commonly used, that is teaching vocabulary used pictures. From the pictures, usually the teacher used media flashcard or LCD to show the pictures, the reason why the teacher used pictures as the media, because used visual media made students easier to remembering something. Moreover, if the pictures have a variety of colors that made students interested. The teacher 2 also stated that used pictures, as the media, the responses of the students are more active and enthusiastic. In addition, the teacher also used the objects around the school as the media in introducing vocabulary. Such as mosque, laboratory, classroom, library, etc.

In the next interview, the questions were about the kinds of strategies from Thornburry. Based on the interview to the teacher 2, she was used some strategies that mention in Thornburry's theory, they are *mnemonics*, *guessing from context*, *coping strategies for production*, *using dictionary*, *spelling rules*, *keeping records*, and *motivation*. The teacher said that she applied *mnemonics strategy* when there is a song in the last chapter from the book of *When English Rings a Bell* to taught students about vocabulary. For the *guessing from context strategy*, the teacher said that she was applied this strategy when she taught English in descriptive text, narrative text, report text, etc. For the *coping strategies for production*, the teacher said that she applied this strategy with giving a clue to the meaning of the words by synonym or antonym and by using body gesture. For *using dictionary strategy*, the teacher always asked the students to bring dictionary if there is English lesson. For the *spelling rules*, the teacher applied this strategy with taught the students how to spell correctly when there is a new vocabulary that they just found. Then for the

next strategy is *keeping records strategy*, the teachers used this strategy with asked students to note down new vocabulary in the word list after they finished one chapter. For the last strategy is *motivation*, in this strategy the teacher applied this strategy by motivated the students with the used of some media in teaching and learning.

3. The Result of Interview with Teacher 3

The third interview was conducted to the teacher 3 on 25th may 2016, Teacher 3 is also one of English teacher who was taught English subject for 19 years at SMPN 1 Batu. Based on the interview was conducted to the teacher 3, she stated that the difficulty of teaching English of the seventh graders was in teaching vocabulary because most of the seventh graders had less of vocabulary proficiency, which made the lesson not effective. That was why in the first of semester the teacher always told the students that the key of learning English is vocabulary. If the students had a lot of vocabulary, they would found it easier in learning English.

In the teaching vocabulary, the teacher stated that she often used pictures in the form of Flashcard and video or movie as the media in teaching vocabulary. The responses of the students with the visual media that the teacher used the students became more enthusiasts in learning English.

In the next interview, the researcher asked the teacher related to the strategy of teaching vocabulary from Thornburry. From the interview to the teacher 3, she stated that she used some strategies from Thornburry, *they were mnemonics, guessing from context, coping strategies for production, using dictionary, spelling rules, keeping records, and motivation*. The teacher 3 stated that she used

mnemonics strategy based on the song from *kemendikbud* book to memorize some vocabularies. For the *guessing from context*, this strategy applied by the teacher when there is a text during the reading activity. For the *Coping strategy for production*, in this strategy the activity from the teacher are describes pictures and used synonym or anonym. Then for *Using dictionary strategy*, the teacher applied the used of dictionary during the English lesson. For *Spelling rules strategy*, in this strategy the activity of teacher was teach the student to spell difficult word. For the *Keeping records strategy*, the activity of the teacher is asked the students to note down the difficult word in the word list. Then for the last strategy is *Motivation*. it was applied by the teacher by using some medias to motivated the student in learning vocabulary.

From the interview with the three teachers, it was discovered that they had the same difficulty in teaching English to the seventh graders, especially in mastering vocabulary. From the difficulty that faced by the three teachers, they stated that they frequently used pictures in the form of Flashcard as the media in teaching vocabulary. those statement also found by the teacher during the observation, the teacher 1 and teacher 2 were used pictures as the media in introducing vocabularies in the form of flashcard. In the interview the three teachers also used the others strategy, they are *mnemonics*, *guessing from context*, *coping strategy for production*, *using dictionary*, *spelling rules*, *keeping records*, and *motivation*. Those strategies that used by the teachers also found out by the researcher during the observation in the classroom. From the observation, the researcher found that the teachers used *guessing from context*, *coping strategies*

for production, using dictionary, spelling rules and keeping record. In the observation, the researcher did not found *mnemonics* as the strategy in the class.

Because the teachers said that *mnemonics strategy* was used if there is a song in the last chapter, while during the observation to the three teachers there were no song in the materials that they were taught.

4.2 Discussion

In the discussion, the researcher presents the result of the study. The discussion deals with the problems of study: they are the strategies used by the teacher in teaching vocabulary of the seventh graders and the strategy mostly used by the teacher in teaching vocabulary for the seventh graders. Some subchapters were presented in this discussion, as follows:

4.2.1 The Strategies Used by the Teacher in Teaching Vocabulary

According on the findings, the researcher found that the teacher used some strategies in teaching vocabulary based on the theory of Thornburry, which are *mnemonics*, guessing from context, coping strategy for production, using dictionary, spelling rules, keeping records, and motivation. Those strategies found by the teachers from observation checklist and interview guide. The result from observation checklist were *mnemonics, guessing from context, coping strategies for production, using dictionary, spelling rules, keeping records and motivation.*

Whereas from the interview, the researcher also found those strategies used by the teachers in teaching vocabulary.

In the finding, the researcher found that the teacher used *mnemonics* as their strategy in teaching vocabulary, the three teachers said that they applied this

strategy with music such as Bingo song; the names of the months song; mother, how are you, today song, etc. This strategy was deals with the material in the handbook that they used. The researcher also found this strategy used by the teachers during the observation, in this strategy the researcher used flash card as the media in introduce vocabulary. the aims of flash card itself to make the students easier in remembering words. Based on Thorburry (2003, p. 145) stated that mnemonics is strategy for remembering things. The best mnemonics are those with visual element. However, using music to remembering vocabularies is still types of mnemonics strategy. It supported by Congos (2005, para.1) stated that music is one of types in mnemonics strategy *beside name mnemonics, expression or word mnemonics, model mnemonics, ode or rhyme mnemonics, note organization mnemonics, Image mnemonics, connection mnemonics, and spelling mnemonics*. He also stated that song lyrics could work just as well in academics.

From the finding, the researcher found how *guessing from context* as the strategy in teaching vocabulary. Based on the theory of Thornburry (2003, p. 148) *guessing from context* is strategy to guess the meaning of unknown words. Sometimes it used when people read or listen to a text. According to the finding, the teachers in this strategy used *guessing from context* during the reading text, such as reading descriptive text, narrative text, report text, etc. The teachers in this strategy help the students to guess the meaning of words before they look up the dictionary.

According to the finding, the researcher also found *copying strategies for production strategy* during the observation to one of the teacher. The teacher

applied this strategy when she gave a clues to the meaning of words using body gestures. The other teachers also stated that they used this strategy with describing and using a rough synonym. Based on the Thornburry (2003, p. 151) stated that there are many ways in practicing this strategy. They are paraphrasing, describing, using a rough synonym, using gesture and mime, and using the L1 word.

From finding, the researcher also found that the teachers *used dictionary*, it showed during the teaching and learning process, the three teachers commonly asked the student to used dictionary for looking the translation and synonym or antonym of the words. Based on the Thornburry (2003,p.152) the effective dictionary uses are for: recognizing features of dictionary layout, Understanding the way dictionary entries are coded, discriminating between the different meanings of a word, cross checking, using synonym, antonyms and other information, inferring the spelling of an unfamiliar word. That means from the teacher activity, it can be said that the teacher used the theory of Thornburry that is used dictionary strategy.

Then, the researcher also found in the finding that the teachers used *spelling rules* during the teaching and learning process, it showed when the teacher taught the students how to pronounce every new vocabulary in a correct way after they found it during the teaching and learning process. Based on the theory of Thornburry (2003,p.156) *spelling rules strategy* can be taught in many ways, such

as: *Dictating a number of words that have common sound, allowing them to used dictionary to check the spellings, asking them to group the words into three different patterns according to spellings, dictating some more words that sometimes words are likely to be unfamiliar to the learners (e.g. Sly, flight, hive, chime, blight,*

etc.), and ask learners to write sentences using as many /ai/ words as possible.

From all of those many activity from Thornburry, the researcher only found that the teachers used dictating some words that are likely to be unfamiliar to the learners.

For the next startegy based on the finding, the three teachers also used *keeping record* as their strategy for the students, this strategy was aimed to make the student have a lot of vocabularies. The researcher found this strategy during the

observation and interview. The activity applied by the teachers are they asked the students to make word lists after they learned new vocabulary and they wrote down

every new vocabulary that had been learned in the last chapter. Based on theory of

Thornburry (2003, p. 157) there are many ways to practice this strategy. they are;

Advising learners to have a special notebook solely for vocabulary, advising

students to make 'mind maps', asking the students to compare and comment on

their vocabulary notebooks, setting an example for students to organize their own

vocabulary record, allowing time in the lesson to record vocabulary and to advise

mnemonics, checking students' vocabulary notebook from time to time. From all of

activities mentioned in the Thornburry's theory it was found in the finding that the

teacher used some activities. They are *advising learners to have a special notebook*

solely for vocabulary, it showed with the word list that the students have, *setting*

and example for students to organize their own vocabulary record, the teacher give

the example for the students to make a word list to organize their vocabulary

record, and *checking students' vocabulary notebook from time to time*, it was found

from one of the teacher who said that she always checked the students word list in

every last semester

Based on the finding, motivation is also one of the strategies that the teachers usually used during the teaching and learning process. they are using movie and some kinds of media. Based on Thornburry (2003, p. 159), as a teacher, we should share our sense of excitement and fascination of words with our students. By giving a motivation to the students, it will make the students have responsibility in studying. This statement is supported by Nunan (2003, p.135) who explains that it is important for teacher to encourage learners to reflect on and take responsibility for learning.

From all of those strategies used by the teachers in teaching vocabulary, those strategies aims to make the students do not feel bored and make the students interested in study. Based on The National Middle School Association (1995, cited in turning point transforming middle school) stated that the emotional and psychological young adolescents learners are vulnarable, self concious and often experience unpredictable mood swings. That is why for the sake of the importance of learning vocabulary the teachers should have some strategies to make students interested in learning vocabulary and avoid the emotional and psychological of the seventh graders.

4.2.2 The Strategy Mostly Used by the Teacher in Teaching Vocabulary

Based on the finding, the researcher found that the strategy mostly used by the teacher was used pictures as the media to introduce vocabularies. It was showed on the interview with the teachers and the observation. all of them said that they dominantly used pictures as the media during the teaching vocabulary. They stated that used pictures as the media make their students focused and interested to

following the teaching and learning process. One of the teachers also stated that visual media is one of the media that make the students easier to remember something rather than audio media. Thornburry (2003, p. 25) stated that other tests have shown how easily visualized words are more memorable than words that do not immediately evoke a picture. That means, using pictures or visual media makes it easier for the learners to memorize words. The use of picture as the media in memorize words is include in *mnemonics* strategy. Thornburry (2003, p.144) stated that *mnemonics* is strategy for remembering things that have a visual contents. From this statement, it could be concluded that the three teachers used *mnemonics* strategy in teaching vocabulary.

Based on the observation of the teacher's activity in the classroom, the researcher found the teachers used flash card as visual aid. From the flash cards, they did many activities during teaching and learning process. For example, the teacher would show a picture then the students would guess the English word from the pictures, the teachers shuffle the cards and randomly show it to the students until the students memorize all of the English word from the picture. Thornburry (2003, p. 79) stated that flash cards is one of the form of visual aids, beside wall charts, transparencies projected on to the board/ wall using the overhead projector, and board drawing. He also provides the examples of activities using flashcard. One of the activities explained in the book is stick a selection of cards on the board and allow learners to use bilingual dictionaries to find the words they represent. They can write the words to the pictures. This activity is almost the same as what the teacher applied the flash card in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion for all problems of the study, which has been discussed in the previous chapter, and suggestion for the English teacher, students and the next researcher that will conduct the similar study.

5.1 Conclusion

After analyzing the data, the researcher concluded that the three teachers of the seventh grade in SMPN 1 Batu had a similar teaching strategy that are dominantly used, that was using *mnemonics* strategy by flash card as the media in teaching vocabulary. The three teachers also used the other strategies, such as *guessing from context, coping strategies for production, using dictionary, spelling rules, keeping records, and motivation*. In the use of pictures, the teachers had many activities applied, such as using flash card as the media and LCD to show the pictures. The use of pictures as the media are to introduce new vocabularies and to make students focused on what they learned. The seventh graders will be more focus when they look at picture, movie, and real object to learn vocabularies. By using visual media, it makes the students easier to remember things than learned by using audio media. The outdoor activity such as describing things around school also could be applied in teaching vocabulary to make the students enthusiastic and not easy to get bored.

5.2 Suggestion

Based on the results and discussion of this study, there are some suggestions that are to be given for the English teachers, the students, and the next researcher.

For the English teacher, the researcher suggests that they can be more innovative in developing the other strategies of teaching vocabulary that are appropriate with the character of the students in seventh grade. It is aimed to make the students motivated in learning English.

For the students, the researcher suggests that they can improve their language learning strategies through the teaching strategies used by the teachers. They can also motivate themselves by watching movies that will motivate them in learning English. If the students have problems in learning vocabulary, do not hesitate to ask the teachers about the learning strategies that are appropriate for them.

The last suggestion is for next researchers, the researcher suggests that they can take more in-depth approaches, such as doing the observation in the classroom for many times, conducting more descriptive interviews about strategies in teaching vocabulary, and also trying to make a questionnaires about students' perception on the strategies used by the teacher in teaching vocabulary.

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APPENDICES



Appendix 1: Observation sheet

Beri tanda (√) pada kolom yes/no sesuai dengan strategi yang anda pakai di dalam kelas.

No.	Strategy	Yes	No	Note
1.	Mnemonics.			
2.	Word Card			
3.	Guessing from context			
4.	Coping strategies for production			
5.	Using Dictionary			
6.	Spelling Rules			
7.	Keeping records			
8.	Motivation			

Adopted from Thornburry (2003)

Appendix 2: The result of the three Observations

First meeting to teacher 1 (13th may 2016)

Observation checklist (Teacher 1)

Beri tanda (✓) pada kolom yes/no sesuai dengan strategi yang anda pakai di dalam kelas.

No.	Strategy	Yes	No	Note
1.	Mnemonics.		✓	
2.	Word Card		✓	
3.	Guessing from context		✓	
4.	Coping strategies for production		✓	
5.	Using Dictionary	✓		Siswa menggunakan kamus untuk mencari kosakata yg sulit.
6.	Spelling Rules	✓		Guru mengajarkan siswa untuk mengeja kosakata yg sulit
7.	Keeping records	✓		Guru meminta siswa mencatat kosakata baru yang dipelajari
8.	Motivation		✓	

Second meeting to teacher 2 (14th may 2016)

Observation checklist (Teacher 2)

Beri tanda (√) pada kolom yes/no sesuai dengan strategi yang anda pakai di dalam kelas.

No.	Strategy	Yes	No	Note
1.	Mnemonics		✓	
2.	Word Card		✓	
3.	Guessing from context		✓	
4.	Coping strategies for production	✓		Guru menggunakan cara-cara tubuh sebagai cara untuk menunjukkan kosakata tertentu.
5.	Using Dictionary	✓		Guru meminta siswa yg men cari kosakata sulit di kamus
6.	Spelling Rules	✓		Guru membantu siswa untuk menges kosakata yg sulit.
7.	Keeping records	✓		Guru meminta siswa mencatat kosakata baru yg dipelajari setelah pembelajaran selesai.
8.	Motivation		✓	

Third meeting to teacher 3 (14th may 2016)

Observation checklist (Teacher 3)

Beri tanda (✓) pada kolom yes/no sesuai dengan strategi yang anda pakai di dalam kelas.

No.	Strategy	Yes	No	Note
1.	Mnemonics.		✓	
2.	Word Card		✓	
3.	Guessing from context	✓		Guru meminta siswa untuk menebak salah satu kosakata yang tidak di pahami setelah siswa membaca list yang dalam buku keilmuan
4.	Coping strategies for production		✓	
5.	Using Dictionary	✓		Guru meminta siswa untuk mencari kosakata yang sulit di dalam kamus
6.	Spelling Rules	✓		Guru mengajarkan siswa untuk mengajari kosakata yg sulit
7.	Keeping records	✓		Setiap siswa mempunyai word list (daftar catatan dalam buku) yg diisi kosakata baru yg mereka pelajari
8.	Motivation		✓	

Appendix 3: Summary of the three observations

Description of the observation checklist for the English teachers of the seventh grade during the teaching and learning process.

No.	Teacher	Strategies							
		1	2	3	4	5	6	7	8
1.	Teacher 1					√	√	√	√
2.	Teacher 2				√	√	√	√	√
3.	Teacher 3			√		√	√	√	
	Total	-	-	1	1	3	3	3	2

Notes:

The strategies based on the theory of Thornburry are:

1. Using mnemonics
2. Word card
3. Guessing from context
4. Coping strategies for production
5. Using dictionary
6. Spelling rules
7. Keeping records
8. Motivation

Appendix 4: Blue print of Interview guide

Description of the variable in the interview guide for the English teachers in 7th grade of SMPN 1 Batu.

Aspects	Sub aspects	Question of number
1. Teacher's qualifications	1.2.1 How long the English teacher in SMPN 1 Batu	1
2. 7 th grade students	2.1.1 Problems faced by the teacher	2
	2.1.2 Teacher perceptions towards 7 th grade students	3
	3.1.3 The teaching strategies used by the teacher	4
3. Teaching of vocabulary	3.1.4 The reasons for using these strategies	5
	3.1.6 Participation students towards the strategies	6-7
	3.2.2 Source of material	8-9
	3.2.3 Criteria	10
	3.3.1 Type of selected the media	11-12
	3.3.2 Source of the media	13
	3.3.3 Criteria	14
	3.4 Strategies based on the theory of Thornburry	15-16

Adapted from Kurniadhani (2015)

Appendix 5 : Interview guide

Pertanyaan interview untuk guru bahasa Inggris

1. Sudah berapa lama Ibu/ Bapak mengajar bahasa Inggris di SMPN 1 Batu?
2. Kesulitan apa yang telah Ibu/ Bapak alami dalam mengajar siswa kelas 7?
3. Bagaimana pendapat Ibu/ Bapak tentang siswa di kelas 7?
4. Strategi apa yang Ibu/ Bapak gunakan dalam mengajarkan kosakata/
vocabulary?
5. Apakah Ibu/ Bapak mempunyai strategi khusus yang Ibu/ Bapak terapkan dalam mengajarkan kosakata/ *vocabulary* di kelas 7? Apakah tujuan dari strategi tersebut?
6. Bagaimana partisipasi siswa terhadap strategi yang telah Ibu/ Bapak gunakan?
7. Bagaimana Ibu/Bapak mengetahui bahwa materi yang Ibu/Bapak sampaikan sudah mencapai tujuan pembelajaran?
8. Apakah Ibu/Bapak menggunakan buku paket dari kemedikbud (Kementerian Pendidikan dan Kebudayaan) dalam mengajarkan kosakata/
vocabulary? Apakah setiap siswa memiliki buku paket tersebut?
9. Apakah Ibu/ Bapak menggunakan buku penunjang lain dalam mengajar? Sumbernya dari mana?
10. Apakah kriteria buku atau materi yang Ibu/Bapak gunakan dalam mengajarkan kosakata/ *Vocabulary*?
11. Media apa saja yang Ibu/ Bapak gunakan dalam mengajarkan kosakata/
vocabulary? Mengapa memilih media tersebut?

12. Apakah Ibu/ Bapak juga mengajarkan siswa dalam belajar kosakata/ vocabulary dari media lain seperti film, koran, majalah artikel, jurnal, dovel, dan lai- lain di luar kegiatan kelas? Mengapa?
13. Darimana Ibu/Bapak mendapatkan media tersebut?
14. Kriteria apa saja yang Ibu/Bapak gunakan dalam memilih media untuk mengajarkan kosakata/ *Vocabulary*?
15. Apakah Ibu/ Bapak menggunakan strategy untuk mengajar kosakata dari teori Thorburry ? seperti mnemonics, word card, guessing from context, coping strategies for production, using dictionary, spelling rules, keeping records, motivation.
16. Apakah ada informasi tambahan yang ingin Ibu/Bapak sampaikan yang belum tercover oleh pertanyaan- pertanyaan diatas?

Appendix 6: The result of Interview

Interview transcript (Teacher 1)

Pertanyaan dan jawaban interview untuk guru bahasa Inggris

1. Sudah berapa lama Ibu/ Bapak mengajar bahasa Inggris di SMPN 1 Batu?

Jawaban: 2004- 2016, jadi kurang lebihnya 12 tahun

2. Kesulitan apa yang telah Ibu/ Bapak alami dalam mengajar siswa kelas 7?

Jawaban: kalau kesulitan itu sama ya antara kelas 7, 8, 9 itu ada di ya ini penguasaan kosakata itu mereka kurang kaya. itu rata untuk kelas 7, 8, dan 9.

3. Bagaimana pendapat Ibu/ Bapak tentang siswa di kelas 7?

Jawaban: kalau kelas 7 masih butuh banyak penyesuaian mbak karena mereka adalah perpindahan dari jenjang SD ke SMP. Siswa kelas 7 masih senang bermain- main dan harus sering di ingatkan. Kalau di hubungkan dengan pembelajaran itu ke game- game itu lebih suka lebih aktif.

4. Strategi apa yang Ibu/ Bapak gunakan dalam mengajarkan kosakata/ *vocabulary*?

Jawaban: saya lebih sering menggunakan media, terutama media gambar.

5. Apakah Ibu/ Bapak mempunyai strategi khusus yang Ibu/ Bapak terapkan dalam mengajarkan kosakata/ *vocabulary* di kelas 7? Apakah tujuan dari strategi tersebut?

Jawaban: Memakai media gambar. Untuk mengembangkan kosakata dengan gambar dan menarik siswa untuk memperhatikan apa yang saya ajarkan di dalam kelas. Karena kan waktu SD mungkin kosakata dari

anak- anak masih sedikit sehingga saya memakai strategi ini untuk meningkatkan kosakata dari siswa- siswi kelas 7.

6. Bagaimana partisipasi siswa terhadap strategi yang telah Ibu/ Bapak gunakan?

Jawaban: Mereka berperan aktif karena mereka lebih tertarik ketika saya menggunakan gambar dan juga penggunaan game. Penggunaan gambar dan game sendiri membuat mereka termotivasi untuk belajar.

7. Bagaimana Ibu/Bapak mengetahui bahwa materi yang Ibu/Bapak sampaikan sudah mencapai tujuan pembelajaran?

Jawaban: Dari evaluasi dan penilaian.

8. Apakah Ibu/Bapak menggunakan buku paket dari kemedikbud (Kementrian Pendidikan dan Kebudayaan) dalam mengajarkan kosakata/ *vocabulary*? Apakah setiap siswa memiliki buku paket tersebut?

Jawaban: Iya. Tapi saya juga memakai buku referensi lain untuk di gabungkan materinya. punya, Setiap anak di pinjamkan oleh sekolah.

9. Apakah Ibu/ Bapak menggunakan buku penunjang lain dalam mengajar? Sumbernya dari mana?

Jawaban: Iya. Tapi tidak saya sebutkan ya. Karena kalau saya untuk gambar itu biasanya browsing dari internet. Selama ini saya lebih suka untuk browsing.

10. Apakah kriteria buku atau materi yang Ibu/Bapak gunakan dalam mengajarkan kosakata/ *Vocabulary*?

Jawaban: yang terdapat gambar- gambar karena saya sering memakai media gambar.

11. Media apa saja yang Ibu/ Bapak gunakan dalam mengajarkan kosakata/ *vocabulary*? Mengapa Ibu/Bapak memilih media tersebut?

Jawaban: Gambar. Dengan menggunakan slide atau flash card. Saya anggap itu yang lebih mudah untuk di terapkan di anak- anak khususnya kelas 7 dengan media visual kan anak- anak gampang untuk memahami dan gambarnya tidak monoton dari gambar- gambar yang ada di buku paket.

12. Apakah Ibu/ Bapak juga mengajarkan siswa dalam belajar kosakata/ *vocabulary* dari media lain seperti film, koran, majalah, artikel, jurnal, novel, dan lain- lain di luar kegiatan kelas? Mengapa?

Jawaban: Sementara tidak. Masih menggunakan gambar yang di tampilkan di powerpoint atau flashcard.

13. Darimana Ibu/Bapak mendapatkan media tersebut?

Jawaban: Dari internet, menggambar sendiri, dan dari buku

14. Kriteria apa saja yang Ibu/Bapak gunakan dalam memilih media untuk mengajarkan kosakata/ *Vocabulary*?

Jawaban: yang berhubungan dengan materi dan memilik gambar yang bagus.

15. Apakah Ibu/ Bapak menggunakan strategy untuk mengajar kosakata dari teori Thorburry . Seperti mnemonics, word card, guessing from context,

coping strategies for production, using dictionary, spelling rules, keeping records, motivation.

16. Apakah ada informasi tambahan yang ingin Ibu/Bapak sampaikan yang belum tercover oleh pertanyaan-pertanyaan diatas?

Jawaban: Untuk pembelajaran vocabulary ketika saya mengajarkan dengan gambar saya suka menghubungkan kedalam game. Kan anak akan lebih suka dengan memakai gambar dan game.



The answer of question no.15

Beri tanda (√) pada kolom yes/no sesuai dengan strategi yang anda pakai di dalam kelas.

No.	Strategi	Yes	No	Keterangan
1.	<p>Mnemonics</p> <p>Guru mengajarkan siswa untuk mengingat kosakata dengan cara menghubungkan kosakata satu ke kosakata lain ke dalam context yang mudah di pahami oleh siswa seperti musik, imajinasi, gambaran, dll.</p> <p>Contoh : membuat sebuah lirik lagu untuk menghafalkan kosakata tertentu ataupun untuk mengajarkan bagaimana mengucapkan setiap kata dalam lagu.</p>	√		Biasanya untuk strategi ini saya sesuaikan yang ada dibuku, seperti menghafal kosakata dengan musik.
2.	<p>Word Card</p> <p>Guru mengajarkan siswa untuk mencari kosakata yang sulit kemudian meminta siswa untuk membuat kartu yang berisikan beberapa kosakata dan artinya, satu kartu biasanya terdapat minimal 20 lembar, dalam satu lembar kartu terdapat satu kata dan dibaliknya terdapat arti kata tersebut, kemudian dari kartu tersebut siswa di minta</p>		√	Belum, saya pakai karena mungkin ini akan menghabiskan banyak waktu untuk siswa.

	<p>mengambil secara acak kartu tersebut dan menebak arti kata yang telah dipilih.</p>		
3.	<p>Guessing from context</p> <p>Guru mengajarkan siswa untuk menebak arti kosakata setelah siswa memahami isi context yang di baca</p>	√	<p>Biasanya saya gunakan pada descriptive text yang sederhana</p>
4.	<p>Coping strategies for production</p> <p>Ketika mengajarkan vocabulary guru mengajarkan siswa untuk memparafrase, mendeskripsikan sesuatu, mencari sinonim atau antonim dari beberapa kosakata, dan juga menggunakan gerakan isyarat untuk menunjukkan arti kata tertentu</p>	√	<p>Biasanya saya lebih sering menggunakan gerakan isyarat untuk memberikan clue kepada anak- anak, kalau untuk sinonim dan antonim masih belum</p>
5.	<p>Using Dictionary</p> <p>Guru mengajarkan kepada siswa bagaimana cara menggunakan kamus yang efektif, seperti mengenalkan fitur tata letak kamus atau mengajarkan bagaimana cara mencari kosakata tertentu secara cepat.</p>	√	<p>Setiap mata pelajaran bahasa inggris siswa selalu memakai kamus.</p>
6	<p>Spelling Rules</p> <p>Guru mengajarkan bagaimana cara mengucapkan kosakata yang baik dan benar dalam bahasa inggris</p>	√	<p>Startegi ini pasti saya gunakan setiap ada kosakata baru, siswa saya ajarkan</p>

	<p>ketika mengajar</p> <p>Contoh : meminta siswa untuk mengecek pengucapan kata dalam kamus</p>			<p>bagaimana cara mengejanya</p>
7	<p>Keeping records</p> <p>Guru meminta siswa membuat catatan khusus untuk menuliskan kosakata yang dianggap sulit kemudian siswa mencari arti dari kosakata tersebut dan menghafalkannya.</p>	√		<p>Di setiap akhir chapter selalu ada word list yang harus di isi oleh siswa</p>
8	<p>Motivation</p> <p>Guru memberikan motivasi kepada siswa dalam belajar bahasa inggris. Seperti berbagi cerita tentang pengalamannya dalam mempelajari bahasa inggris ataupun menayangkan film inspiratif yang membangun semangat siswa dalam belajar bahasa Inggris</p>	√		<p>Biasanya saya menampilkan sebuah video yang mana akan memotivasi siswa untuk mempunyai semangat belajar.</p>

Interview transcript (Teacher 2)

Pertanyaan dan jawaban interview untuk guru bahasa Inggris

1. Sudah berapa lama Ibu/ Bapak mengajar bahasa Inggris di SMPN 1 Batu?

Jawaban: 1999-2016

2. Kesulitan apa yang telah Ibu/ Bapak alami dalam mengajar siswa kelas 7?

Jawaban: untuk masalah pembelajaran, saya rasa kelas 7 masih minim ya

karenakan waktu di SD kosakatanya masih sedikit maka di kelas 7 ini

mereka harus menggali kosakata yang nantinya akan disusun menjadi

sebuah kata- kata. Kalau untuk masalah motivasi, setiap anak kan berbeda-

beda ada anak yang mempunyai semangat belajar ada yang kurang

semangat dalam belajar sehingga kan kita harus banyak atau sering untuk

memberikan motivasi kepada anak- anak. Kunci dari bahasa Inggris kan

dari kosakata sendiri karena jika anak sudah mempunyai banyak kosakata

kita bisa tinggal mengarahkan saja.

3. Bagaimana pendapat Ibu/ Bapak tentang siswa di kelas 7?

Jawaban: anak- anaknya masih banyak yang lugu, jadi sebenarnya

menyenang ketika mengajar anak kelas 7 itu hanya saja untuk yang tahun

ini ada beberapa faktor internal yang membuat beberapa siswa butuh untuk

di berikan motivasi dengan beberapa strategi tertentu.

4. Strategi apa yang Ibu/ Bapak gunakan dalam mengajarkan kosakata/ *vocabulary*?

Jawaban: saya melakukan pendekatan scientific taol kalau untuk strategi sudah sesuai dengan beberapa strategi yang sudah disebutkan dari mbaknyia tadi.

5. Apakah Ibu/ Bapak mempunyai strategi khusus yang Ibu/ Bapak terapkan dalam mengajarkan kosakata/ *vocabulary* di kelas 7? Apakah tujuan dari strategi tersebut?

Jawaban: Iya saya mempunyai strategi khusus dalam pembelajaran kosakata yaitu dengan gambar- gambar. Kemudian dari gambar- gambar itu saya copy di slide, karena setiap anakkan mempunyai kecerdasan yang berbeda- beda. Ada yang visual ada yang pakai audio. Kalau saya lebih yang ke visual, karena dari visualkan anak akan lebih mudah untuk mengingat. Gambar dan gambar itu yang berwarna anak- anak lebih tertarik dan fokus.

6. Bagaimana partisipasi siswa terhadap strategi yang telah Ibu/ Bapak gunakan?

Jawaban: anak- anak lumayan aktif karena banyak yang antusias ketika saya menunjukkan sebuah gambar. Seperti misalnya saya menunjukkan gambar kemudian saya bertanya “ ini apa?” rame kan. Kemudian kalau saat saya tunjuk ada yang tidak bisa kemudian saya lempar ke temannya.

Sehingga dari situ anak- anak bisa belajar dari temannya.

7. Bagaimana Ibu/Bapak mengetahui bahwa materi yang Ibu/Bapak sampaikan sudah mencapai tujuan pembelajaran?

Jawaban: tentu saja yang pertama untuk pengetahuan itu dari tugas dan tes tulis, untuk yang kedua dari ketrampilan itu dari kinerjanya. Ketrampilan ini dibagi menjadi dua yaitu nilai produk dan proses. Jadi saya mengetahui pencapaiannya dari nilai akhir pengetahuan dan ketrampilan.

8. Apakah Ibu/Bapak menggunakan buku paket dari kemedikbud (Kementerian Pendidikan dan Kebudayaan) dalam mengajarkan kosakata/ *vocabulary*? Apakah setiap siswa memiliki buku paket tersebut?

Jawaban: Iya. Selalu dari kemendikbud semuanya. Kemudian di tambah juga dengan buku referensi saya sendiri. Sehingga kan paling tidak anak-anak berkembang pengetahuannya. punya semuanya.

9. Apakah Ibu/ Bapak menggunakan buku penunjang lain dalam mengajar? Sumbernya dari mana?

Jawaban: untuk penunjang lain biasanya saya memakai buku Airlangga dan BSE

10. Apakah kriteria buku atau materi yang Ibu/Bapak gunakan dalam mengajarkan kosakata/ *Vocabulary*?

Jawaban: tentu saja saya memilihnya yang sesuai dengan KD yang diminta

11. Media apa saja yang Ibu/ Bapak gunakan dalam mengajarkan kosakata/ *vocabulary*? Mengapa Ibu/Bapak memilih media tersebut?

Jawaban: Gambar yang paling sering. Realia juga, biasanya saya ambil dari benda- benda disekitar sekolah seperti diluar kelas di kantin, perpustakaan,

mushola dengan cara melebel benda- benda disekitar. Karena kalau gambar itu mudah di dapat apalagi kalau ada warna- warni anak itu seneng, apalagi kalau anak itu yang di suruh gambar sendiri itu seneng.

Yang terutama itu memotivasi anak dulu seneng apa tidak. Kemudian kalau realia itu juga memotivasi anak terbangun. Motivasi anak untuk menyelesaikan tugasnya seperti dia harus ke kantin, dia harus ke mushola, dia harus ke TU, dengan berkempok begitu kan mereka lebih seneng.

12. Apakah Ibu/ Bapak juga mengajarkan siswa dalam belajar kosakata/ *vocabulary* dari media lain seperti film, koran, majalah, artikel, jurnal, novel, dan lain- lain di luar kegiatan kelas? Mengapa?

Jawaban: Iya. Biasanya saya meminta anak- anak itu untuk memakai media lain itu kan bisa internet. Kalau saya biasanya juga dari koran.

Dengan koran atau majalah itu biasanya saya meminta anak- anak untuk mencari kosakatanya. Namun contentnya harus sesuai dengan materi yang akan diajarkan.

13. Darimana Ibu/Bapak mendapatkan media tersebut?

Jawaban: untuk gambar dari internet untuk realia ya benda yang ada di sekitar sekolah

14. Kriteria apa saja yang Ibu/Bapak gunakan dalam memilih media untuk mengajarkan kosakata/ *Vocabulary*?

Jawaban: Media itu harus sinkron dengan KD, kalau gambar itu harus gambar dengan warna yang menarik dan tidak terlalu kecil. Itu adalah

yang paling utama bagi saya. Kalau gambar itu berwarna itu kan jelas untuk anak- anak.

15. Apakah Ibu/ Bapak menggunakan strategy untuk mengajar kosakata dari teori Thornburry. Seperti mnemonics, word card, guessing from context, coping strategies for production, using dictionary, spelling rules, keeping records, motivation?

16. Apakah ada informasi tambahan yang ingin Ibu/Bapak sampaikan yang belum tercover oleh pertanyaan- pertanyaan diatas?

Jawaban: karena ini berhubungan dengan strategi, jadi strategi yang anda ajukan ini adalah startegi yang sering guru pakai, karena tanpa di sadari ternyata ketika kita memakai strategi ada nama- nama tersendiri yang tidak kita ketahui.

The answer of question no.15

Beri tanda (√) pada kolom yes/no sesuai dengan strategi yang anda pakai di dalam kelas.

No.	Strategi	Yes	No	Keterangan
1.	<p>Mnemonics</p> <p>Guru mengajarkan siswa untuk mengingat kosakata dengan cara menghubungkan kosakata satu ke kosakata lain ke dalam context yang mudah di pahami oleh siswa seperti musik, imajinasi, gambaran, dll.</p> <p>Contoh : membuat sebuah lirik lagu untuk mengahafalkan kosakata tertentu ataupun untuk mengajarkan bagaimana mengucapkan setiap kata dalam lagu.</p>	√		Strategi ini sudah ada di buku pegangan dari kemendikbud, seperti beberapa lagu yang ada di setiap chapter
2.	<p>Word Card</p> <p>Guru mengajarkan siswa untuk mencari kosakata yang sulit kemudian meminta siswa untuk membuat kartu yang berisikan beberapa kosakata dan artinya, satu kartu biasanya terdapat minimal 20 lembar, dalam satu lembar kartu terdapat satu dan dibaliknya terdapat arti kata tersebut, kemudian dari kartu tersebut siswa di minta</p>		√	Saya belum mengaplikasikan strategi ini, tetapi kalau untuk flash card aya sering menggunakannya

	<p>mengambil secara acak kartu tersebut dan menebak arti kata yang telah dipilih.</p>		
3.	<p>Guessing from context</p> <p>Guru mengajarkan siswa untuk menebak arti kosakata setelah siswa memahami isi context yang di baca</p>	√	<p>Saya mengaplikasikan strategi ini untuk pembelajaran descriptive text, narative text, report tetx, dll.</p>
4.	<p>Coping strategies for production</p> <p>Ketika mengajarkan vocabulary guru mengajarkan siswa untuk memparafrase, mendeskripsikan sesuatu, mencari sinonim atau antonim dari beberapa kosakata, dan juga menggunakan gerakan isyarat untuk menunjukan arti kata tertentu</p>	√	<p>Saya mengaplikasikan startegi ini ketika ada siswa yang tidak memahami kosakata tertentu. Biasanya saya memberikan clue dengan sinonim atau antonim dari kosakata tersebut, terkadang juga dengan body gestures yang menunjukkan kosakata tersebut</p>
5.	<p>Using Dictionary</p> <p>Guru mengajarkan kepada siswa bagaimana cara menggunakan kamus yang efektif, seperti mengenalkan fitur tata letak kamus atau mengajarkan bagaimana cara mencari kosakata tertentu secara</p>	√	<p>Setiap ada pelajaran bahasa inggris siswa saya minta untuk membawa kamus</p>

	cepat.		
6	<p>Spelling Rules</p> <p>Guru mengajarkan bagaimana cara mengucapkan kosakata yang baik dan benar dalam bahasa Inggris ketika mengajar</p> <p>Contoh : meminta siswa untuk mengecek pengucapan kata dalam kamus .</p>	√	<p>Ketika terdapat kosakata baru siswa selalu di ajarkan bagaimana cara mengucapkan kosakata tersebut.</p>
7	<p>Keeping records</p> <p>Guru meminta siswa membuat catatan khusus untuk menuliskan kosakata yang dianggap sulit kemudian siswa mencari arti dari kosakata tersebut dan menghafalkannya.</p>	√	<p>Setiap akhir chapter semua siswa saya minta untuk membuat word list yang berisi kosakata yang mereka temukan selama mempelajari satu chapter</p>
8	<p>Motivation</p> <p>Guru memberikan motivasi kepada siswa dalam belajar bahasa Inggris. Seperti berbagi cerita tentang pengalamannya dalam mempelajari bahasa Inggris ataupun menayangkan film inspiratif yang membangun semangat siswa dalam belajar bahasa Inggris</p>	√	<p>Menggunakan beberapa media dalam mengajar bisa memotivasi anak untuk belajar</p>

Interview transcript (Teacher 3)

Pertanyaan interview untuk guru bahasa Inggris

1. Sudah berapa lama Ibu/ Bapak mengajar bahasa Inggris di SMPN 1 Batu?

Jawaban: 1997-2016

2. Kesulitan apa yang telah Ibu/ Bapak alami dalam mengajar siswa kelas 7?

Jawaban: Kesulitan yang saya alami disini terletak pada pembelajaran

vocabulary untuk tingkat pertama. Karena kebanyakan anak tidak tau

artinya sehingga ini yang menghambat ketika pembelajaran bahasa

Inggris. Makanya di awal pembelajaran saya ngomong ke murid- murid

bahwa kunci utama dari bahasa Inggris ada pada vocabulary. Karena kalau

siswa mempunyai banyak vocabulary otomatis paling tidak 50% mereka

akan bisa berbahasa Inggris.

3. Bagaimana pendapat Ibu/ Bapak tentang siswa di kelas 7?

Jawaban: Karakteristik anak macam- macam ada yang low, medium, dan

high. Namun jika saya perhatikan kebanyakan anak disini adalah anak-

anak yang high.

4. Strategi apa yang Ibu/ Bapak gunakan dalam mengajarkan kosakata/
vocabulary?

Jawaban: Biasanya saya sering menunjukkan gambar- gambar di

Flashcard. Kemudian anak- anak menebak gambar tersebut dan ada juga

tayangan dari LCD dengan video- video, saya juga biasanya memberikan

short dialog, dengan begitu biasanya siswa mengamati sendiri tentang

vocabulary yang ada di dalam sebuah video atau short dialog.

5. Apakah Ibu/ Bapak mempunyai strategi khusus yang Ibu/ Bapak terapkan dalam mengajarkan kosakata/ *vocabulary* di kelas 7? Apakah tujuan dari strategi tersebut?

Jawaban: Tidak ada. Saya ya itu seperti dengan gambar. Kecuali untuk di akhir semester biasanya anak- anak membuat word list untuk menambah *vocabulary* bahasa inggris, yang mana di setiap akhir chapter terdapat word list yang harus di isi dengan *vocabulary* yang ada di setiap materi.

6. Bagaimana partisipasi siswa terhadap strategi yang telah Ibu/ Bapak gunakan?

Jawaban: Mereka cukup antusias dengan strategi yang saya pakai. Karena melihat siswa yang high pasti tingkat kesadaran belajar mereka juga tinggi maka mereka senang ketika belajar. Apalagi ketika saya menayangkan sebuah video atau film mereka sangat tertarik sekali.

7. Bagaimana Ibu/Bapak mengetahui bahwa materi yang Ibu/Bapak sampaikan sudah mencapai tujuan pembelajaran?

Jawaban: Dari hasil pekerjaan siswa, terutama pada penulisannya apakah *vocabulary* yang dipakai sudah sesuai.

8. Apakah Ibu/Bapak menggunakan buku paket dari kemedikbud (Kementerian Pendidikan dan Kebudayaan) dalam mengajarkan kosakata/ *vocabulary*? Apakah setiap siswa memiliki buku paket tersebut?

Jawaban: iya, saya selalu menggunakan buku itu dan juga ada buku- buku tambahan lain yang sudah disediakan oleh perpustakaan. iya semua punya.

9. Apakah Ibu/ Bapak menggunakan buku penunjang lain dalam mengajar?

Sumbernya dari mana?

Jawaban: Saya biasanya menggunakan let's talk buku yang sebelum kurikulum 2013

10. Apakah kriteria buku atau materi yang Ibu/Bapak gunakan dalam mengajarkan kosakata/ *Vocabulary*?

Jawaban: pokoknya itu bukunya harus mendukung dengan pembelajaran, jadi harus yang mendukung dengan apa yang akan kita bahas saat di kelas itu. Pokoknya harus sesuai dengan materi yang saya ajarkan begitu saja.

11. Media apa saja yang Ibu/ Bapak gunakan dalam mengajarkan kosakata/ *vocabulary*? Mengapa Ibu/Bapak memilih media tersebut?

Jawaban: ada gambar- gambar seperti flash card itu ya, out door activity yang langsung melihat pada objeknya, kemudian penggunaan LCD, kamus juga. untuk mempermudah saya dan siswa dalam belajar, karena jika tidak memakai media seperti itu nanti siswa akan kesulitan.

12. Apakah Ibu/ Bapak juga mengajarkan siswa dalam belajar kosakata/ *vocabulary* dari media lain seperti film, koran, majalah, artikel, jurnal, novel, dan lain- lain di luar kegiatan kelas? Mengapa?

Jawaban: saya biasanya menggunakan film jika diperlukan, kemudian buku-buku atau gambar- gambar yang ada di perpustakaan. Biasanya juga ada out door activity ya, jadi anak- anak melihat dan mendiskripsikan tempat- tempat yang ada di sekitar sekolah seperti library, canteen,

musola, atau tempat lainnya. Biasanya kan disana ada beberapa benda.

Anh dari sana anak-anak itu biasanya belajar.

13. Darimana Ibu/Bapak mendapatkan media tersebut?

Jawaban: internet, gambar- gambar dari buku, dan juga fasilitas dari sekolah.

14. Kriteria apa saja yang Ibu/Bapak gunakan dalam memilih media untuk mengajarkan kosakata/ *Vocabulary*?

Jawaban: sesuai dengan materi yang akan saya ajarkan kepada anak- anak pada saat itu.

15. Apakah Ibu/ Bapak menggunakan strategy untuk mengajar kosakata dari teori Thorburry . Seperti mnemonics, word card, guessing from context, coping strategies for production, using dictionary, spelling rules, keeping records, motivation?

16. Apakah ada informasi tambahan yang ingin Ibu/Bapak sampaikan yang belum tercover oleh pertanyaan- pertanyaan diatas?

Jawaban: saya kira sudah cukup ya semuanya. Mulai dari kegiatan in door sampai out door. Mungkin tugas- tugas yang di kerjakan oleh siswa yang terstruktur dan tidak terstruktur itu ada juga. Kalau yang terstruktur itu kan yang waktunya sudah kita tentukan kalau yang tidak struktur itu waktunya terserah anak- anak contohnya seperti anak- anak menuliskan vocabulary di akhir semester, nah ini kan waktunya tidak saya tentukan. Siswa boleh menulis word list ketika satu chapter sudah terselesaikan atau mungkin setelah 2 chapter terselesaikan juga boleh. Kalau tidak keberatan waktu di

akhir semester ditulis semuanya dari awal juga boleh. Asal nanti waktu selesai di akhir semester harus di kumpulkan.



The answer of question no.15

Beri tanda (√) pada kolom yes/no sesuai dengan strategi yang anda pakai di dalam kelas.

No.	Strategi	Yes	No	Keterangan
1.	<p>Mnemonics</p> <p>Guru mengajarkan siswa untuk mengingat kosakata dengan cara menghubungkan kosakata satu ke kosakata lain ke dalam context yang mudah di pahami oleh siswa seperti musik, imajinasi, gambaran, dll.</p> <p>Contoh : membuat sebuah lirik lagu untuk mengahafalkan kosakata tertentu ataupun untuk mengajarkan bagaimana mengucapkan setiap kata dalam lagu.</p>	√		<p>Kalau untuk menghafal vocabulary dari musik itu biasanya sudah ada setiap chapter.</p>
2.	<p>Word Card</p> <p>Guru mengajarkan siswa untuk mencari kosakata yang sulit kemudian meminta siswa untuk membuat kartu yang berisikan beberapa kosakata dan artinya, satu kartu biasanya terdapat minimal 20 lembar, dalam satu lembar kartu terdapat satu dan dibaliknya terdapat arti kata tersebut, kemudian dari kartu tersebut siswa di minta</p>		√	<p>Saya masih belum berpikiran untuk memakai strategi ini, karena biasanya siswa lebih tertarik pada gambar.</p>

	<p>mengambil secara acak kartu tersebut dan menebak arti kata yang telah dipilih.</p>			
3.	<p>Guessing from context</p> <p>Guru mengajarkan siswa untuk menebak arti kosakata setelah siswa memahami isi context yang di baca</p>	√		<p>Saya sering menggunakan strategi ini ketika siswa saya suruh untuk membaca suatu text</p>
4.	<p>Coping strategies for production</p> <p>Ketika mengajarkan vocabulary guru mengajarkan siswa untuk memparafrase, mendeskripsikan sesuatu, mencari sinonim atau antonim dari beberapa kosakata, dan juga menggunakan gerakan isyarat untuk menunjukkan arti kata tertentu</p>	√		<p>Dalam startegi ini saya menggunakan gambar yang kemudian oleh siswa akan di deskripsikan karakter dari gambar tersebut, saya juga menggunakan strategi mencari sinonim atau antonim sebuah kosakata. Supaya nanti ketika siswa tidak bisa menyebutkan apa nama suatu benda mereka masih bisa menyampainkannya dari sinonim atau mendeskripsikan benda tersebut.</p>

5.	<p>Using Dictionary</p> <p>Guru mengajarkan kepada siswa bagaimana cara menggunakan kamus yang efektif, seperti mengenalkan fitur tata letak kamus atau mengajarkan bagaimana cara mencari kosakata tertentu secara cepat.</p>	√	<p>Setiap pelajaran bahasa inggris siswa selalu saya minta untuk membawa kamus. Entah itu yang kamus elektronik atau kamus dalam bentuk buku.</p>
6	<p>Spelling Rules</p> <p>Guru mengajarkan bagaimana cara mengucapkan kosakata yang baik dan benar dalam bahasa inggris ketika mengajar</p> <p>Contoh : meminta siswa untuk mengecek pengucapan kata dalam kamus</p>	√	<p>Setiap ada kosakata yang sulit untuk di ucapkan saya pasti mengajarkan siswa bagaimana cara pengucapan yang benar.</p>
7	<p>Keeping records</p> <p>Guru meminta siswa membuat catatan khusus untuk menuliskan kosakata yang dianggap sulit kemudian siswa mencari arti dari kosakata tersebut dan menghafalkannya.</p>	√	<p>Di setiap akhir chapter itu saya selalu meminta siswa untuk membuat word list yang mana itu di isi dengan kosakata-kosakata yang mereka dapat selama mempelajari satu chapter</p>
8	<p>Motivation</p>	√	<p>Guru memberika motivasi belajar</p>

<p>Guru memberikan motivasi kepada siswa dalam belajar bahasa inggris. Seperti berbagi cerita tentang pengalamannya dalam mempelajari bahasa inggris ataupun menayangkan film inspiratif yang membangun semangat siswa dalam belajar bahasa Inggris</p>		<p>kepada siswa seperti memakai beberapa media untuk membangkitkan semangat siswa dalam belajar.</p>
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Appendix 7: Documentation



Picture 1. Interview with teacher 1



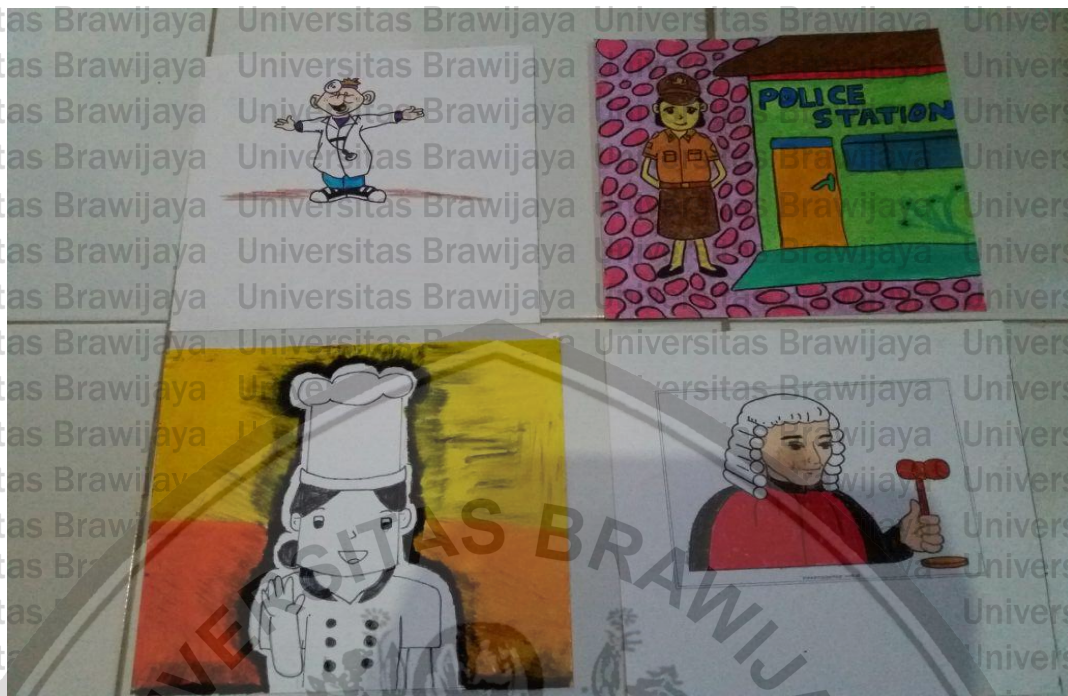
Picture 2. Interview with teacher 2



Picture 3. Interview with teacher 3



Picture 4. Media used by teacher 1



Picture 5. Media used by teacher 1



Picture 6. Media used by teacher 2

Appendix 8: Letter of permission to conduct the study



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia. Telp. +62341- 575875. Fax. +62341- 575822
E-mail - fib_ub@ub.ac.id - http://www.fib_ub.ac.id

Surat Pernyataan

Saya, yang bertandatangan di bawah ini:

Nama : Evi Dwi Puspitasari
NIM : 125110507111037
Semester : VIII (Delapan)
Program Studi : S1 Pendidikan Bahasa Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul:

"STRATEGIES OF TEACHING VOCABULARY FOR THE SEVENTH GRADERS AT SMPN 1 BATU"

akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Tanggal pernyataan: 31 Maret 2016

Yang membuat pernyataan;



Evi Dwi Puspitasari
125110507111037

Mengetahui:

Dekan,



Prof. Ir. Raty Anindita, M.S., Ph.D.
NIP. 19610908 198601 1 001

Ketua Program Studi
S1 Pendidikan Bahasa Inggris



Dr. Esti Junining
NIP. 19720604 200212 2 001



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E-mail : fib_ub@ub.ac.id - http://www.fib_ub.ac.id

Malang, 02 MAY 2016

Nomor : 1043/UN10.12/AK/2016
Lampiran : 1 (satu) lembar
Perihal : Permohonan Ijin Penelitian

Yth, Kepala Badan Kesatuan Bangsa dan Politik
Panglima Sudirman
Kota Batu, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

Nama : Evi Dwi Puspitasari
NIM : 125110507111037
Semester : VIII (Delapan)
Program Studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan judul skripsi berjudul:

"STRATEGIES TEACHING VOCABULARY FOR SEVENTH GRADERS AT SMPN 1 BATU"

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

Dekan,

Prof. Ir. Ratya Anindita, M.S., Ph.D.
NIP. 19610908 198601 1 001



PEMERINTAH KOTA BATU
DINAS PENDIDIKAN

Perkantoran Terpadu Balaikota Among Tani
Gedung A Lantai II, Telepon / Fax. (0341) 511665
Jl. Panglima Sudirman No. 507 Kota Batu - Kode Pos 65313

Batu, 03 Mei 2016

Nomor : 420/2749/422.101/2016
Sifat : Penting
Lampiran : 1 (satu)
Hal : **IJIN PENELITIAN**

Kepada
Yth. Kepala SMP Negeri 01 Batu
di
BATU

Berdasarkan surat dari Kantor Kesatuan Bangsa dan Politik Kota Batu Nomor: 072/0847/422.207/2016, tanggal 02 Mei 2016, perihal Ijin Penelitian kepada :

Nama : **EVI DWI PUSPITASARI**
NIM : 125110507111037
Jurusan : Pendidikan Bahasa Inggris
Fakultas / Universitas : FIB / Universitas Brawijaya Malang
Alamat : Jl. Veteran Malang
Tema/ Judul : **Strategis Of Teaching Vocabulary For The Seventh Graders at SMPN 01 Batu**
Data yang dicari : Strategi pembelajaran yang dipakai oleh guru
Waktu : 09 Mei 2016 s/d 04 Juni 2016
Tempat : SMP Negeri 01 Batu

Pada prinsipnya kami tidak keberatan memberikan ijin untuk pelaksanaan rekapitulasi data tersebut dengan catatan :

1. Harus mematuhi tata tertib yang ditetapkan oleh tempat Penelitian
2. Tidak mengganggu kegiatan di Dinas Pendidikan Kota Batu
3. Selesai Penelitian harap membuat laporan tertulis kepada Kepala Dinas Pendidikan Kota Batu

Demikian untuk dipergunakan sebagaimana mestinya.

a.n **KEPALA DINAS PENDIDIKAN
KOTA BATU
SEKRETARIS**



MD.FORKAN S.Pd,SE,SH,MM,MH

Pembina Tk I

NIP. 19690811 199403 1 009

Tembusan :
Yth. Sdr. Dekan Fakultas Ilmu Budaya
Universitas Brawijaya Malang



DINAS PENDIDIKAN KOTA BATU

SMP NEGERI 01 BATU

(State Junior High School)

Jalan. K.H. Agus Salim 55 Batu 65314 Telepon/Faksimile 0341-591311

Email: smpn1bt@gmail.com Website: <http://smpn1batu.sch.id>

SURAT KETERANGAN

Nomor : 421.7/235/422.102.01.I/2016

Yang bertandatangan di bawah ini Kepala Sekolah SMP Negeri 01 Batu

nama : Bambang Irawan, S.Pd., M.Pd.
NIP : 19590202 198103 1 012
pangkat, golongan : Pembina Tingkat I, IV/b

menerangkan bahwa

nama : Evi Dwi Puspitasari
NIM : 125110507111037
jurusan : Pendidikan Bahasa Inggris
fakultas : Ilmu Budaya
universitas : Universitas Brawijaya

telah melaksanakan penelitian dengan judul "*Strategies of Teaching English Vocabulary for The Seventh Graders of SMPN 01 Batu*" pada tanggal 9 Mei s.d. 31 Mei 2016.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Batu, 1 Juni 2016
Kepala Sekolah,


Bambang Irawan, S.Pd., M.Pd.
NIP. 19590202 198103 1 012

Appendix 9: The Report of Thesis Guidance

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : EVI DWI PUSPITASARI
2. NIM : 125110507111037
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Skripsi : Strategies of Teaching English Vocabulary for the Seventh Graders of SMPN 1 Batu
5. Tanggal Mengajukan : 24 Juni 2016
6. Tanggal Selesai : 9 Agustus 2016
7. Nama Pembimbing : Dra. Ismarita Ida Rahmiati, M.Pd.
8. Keterangan Konsultasi:

No.	Tanggal	Materi	Pembimbing	Paraf
1.	24/06/2015	Pengajuan judul	Dra. Ismarita Ida Rahmiati, M.Pd	f
2.	20/01/2015	Pengajuan judul	Dra. Ismarita Ida Rahmiati, M.Pd	f
3.	29/01/2016	Pengajuan judul	Dra. Ismarita Ida Rahmiati, M.Pd	f
4.	19/02/2016	Persetujuan judul	Dra. Ismarita Ida Rahmiati, M.Pd	f
5.	29/02/2016	Konsultasi bab 1,2,3	Dra. Ismarita Ida Rahmiati, M.Pd	f
6.	18/03/2016	Konsultasi bab 1,2,3	Dra. Ismarita Ida Rahmiati, M.Pd	f

7.	04/04/2016	Konsultasi Bab 1,2,3	Dra. Ismarita Ida Rahmiati, M.Pd	f
8.	07/04/2016	Konsultasi Bab 1,2,3	Dra. Ismarita Ida Rahmiati, M.Pd	f
9.	27/04/2016	ACC Sempro	Dra. Ismarita Ida Rahmiati, M.Pd	f
10.	12/05/2016	Pelaksanaan Sempro	Dra. Ismarita IdRahmiati, M.Pd	f
11.	17/06/2016	Konsultasi Bab 1,2,3,4,5	Dra. Ismarita Ida Rahmiati, M.Pd	f
12.	21/06/2016	Konsultasi Bab 4,5	Dra. Ismarita Ida Rahmiati, M.Pd	f
13.	24/06/2016	Konsultasi Bab 4,5	Dra. Ismarita Ida Rahmiati, M.Pd	f
14.	29/06/2016	ACC Semhas	Dra. Ismarita Ida Rahmiati, M.Pd	f
15.	11/07/2016	Pelaksanaan Semhas	Dra. Ismarita Ida Rahmiati, M.Pd	f
16.	19/07/2016	ACC Ujian Skripsi	Dra. Ismarita Ida Rahmiati, M.Pd	f
17.	29/07/2016	Ujian Skripsi	Dra. Ismarita Ida Rahmiati, M.Pd	f

18.	08/08/2016	Konsultasi Bab 1,2,3,4,5	Dra. Ismarita Ida Rahmiati, M.Pd	f
19.	09/08/2016	ACC Penjilidan Skripsi	Dra. Ismarita Ida Rahmiati, M.Pd	f

9. Telah dievaluasi dan diuji dengan nilai:

80

Mengetahui,
Pembantu Dekan I
Bidang Akademik

Malang, 9 Agustus 2016
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