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Universitas Brawijaya Universitas Brawijaya 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. Universi Supervisor: Dra. Ismarita Ida Rahmiati, M.Pd. Iniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Keywords: strategy, teaching vocabulary, the seventh graders.

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

ersitas Brothis study applied descriptive qualitative research. The participants were sitas Brawijaya Universithree English teachers of the seventh graders of SMPN 1 Batu. In this study, the Sitas Brawijaya Universi reseacher collected the data by using interview guide and observation checklist. ersitas Brawijava The results of this study showed that the English teachers at SMPN 1 Batusitas Brawijaya 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 sitas Brawijaya mnemonics strategy by Flash card as the media in introducing vocabularies. Thesitas Brawijaya Universi researcher gives some suggestion that relates to this study. For the teachers, the stars Brawnay 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 sitas Brawijaya Universi researchers, the researcher suggests to observe more deeply in the strategiessitas Brawijava teachers used in classroom especially to conduct research on students perceptionsitas Brawijaya about the strategies that the teacher use in teaching vocabulary.

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Universitas Brenelitian ini fokus pada starategi mengajar kosakata, yang menggunakan sitas Brawijaya Universi teori dari Thornburry (2003). Tujuan dari penelitian ini untuk mencari tahusitas Brawijaya Universi macam- macam strategi yang di gunakan oleh guru dalam mengajarkan kosakatasitas Brawijaya untuk siswa kelas tujuh dan mencari tahu strategi yang paling sering di pakai oleh stas Brawijaya guru dalam mengajarkan bahasa inggris untuk siswa kelas tujuh di SMPN 1 Batu. Penelitian ini menggunakan deskriptif kualitatif. Jumlah peserta yang Universi diteliti adalah tiga guru bahasa inggris yang mengajar di kelas tujuh dari SMPN 1 sitas Brawijaya Universi Batu. Peneliti mengambil data melalui interview guide dan observation checklist. Isitas Brawijava Hasil dari penelitian ini tiga guru bahasa inggris menggunakan tujuhsitas Brawijaya 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 strategi menggunakan media Flash card untuk mengenalkan beberapa kosakata. Di dalamsitas Brawijaya Universi penelitian ini peneliti memberikan beberapa saran yaitu untuk guru, penelitistas Brawiava memberi saran untuk lebih berinovasi dalam menggunakan strategi supaya siswa kelas tujuh tidak mudah merasa bosan dalam belajar. Untuk siswa, peneliti Universitmemberi saran, supaya lebih kreatif dalam menggunakan strategi yang digunakan sitas Brawijaya Universitoleh guru. Untuk peneliti selanjutnnya, peneliti berharap untuk lebih mendalamisitas Brawijava 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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Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitive able to receive the language in spoken and written form. Productive skills are the Universi opposite of receptive skills, which involve the learners to produce the language in the the spoken and written form. From all of those skills, the most important thing Universi before the learners learn those skills is learning vocabulary. Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas 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, Universitlisten, read and write". Without an extensive vocabulary and strategies in acquiring task 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 Universilearners need to learn vocabulary at the beginning, so they can learn language as through reading and listening then with vocabulary, the learners will be able to ersi produce language through speaking and writing. In addition, Ahn (2010, p. 10) ersi states that, vocabulary is an important element in second language acquisition, because by having a lot of vocabulary, the learners can improve their listening Universit 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 Universideveloping other skills. Three aspects here are vocabulary, grammar, and as 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit learners do not always learn the meaning of one word but it can be in two or more ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitwords with one meaning rsitas Brawijaya Universitas Brawijaya With some points mentioned above, it is undeniable that vocabulary is one of Universi the essential components in teaching language beside grammar and phonology as Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Universi (pronunciation). Based on Nation (2003, cited in Linse and Nunan 2005, p. 122) in tas B Universit teaching vocabulary "the teachers should facilitate vocabulary learning by teaching Universities useful words and by teaching strategies to help learners figure out universities 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 Universi 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 University ocabulary, the learners need to acquire vocabulary learning strategies in order to tas discover the meaning of new words. The strategies used by the teachers must be ersituseful within the classroom as well as when the learners are in a situation where Universithey found new and unfamiliar words on their own. From those statements, the tas researcher concluded that the strategy used by the teachers must help the learners in Universitacquiring new vocabulary that can be heard or read by the learners. The strategy of tas Braw the teacher implemented in the teaching vocabulary make the learners be autonomous in learning a language by their own. sitas Brawijaya – Universitas Brawijaya Universitas Brawijaya – Universitas Brawijaya Universitas B Pamungkas (2012, p. 2) states that, teaching vocabulary in the first year of tas Brawijaya 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** ersitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universit often moved around, talked with others, and they usually played with things around ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi 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 University sychological of young adolescent learners are vulnerable and self- conscious, and tas Braw Universitas Brawijaya Brawijaya Universitas Universit having unpredictable mood swings. Universitians B This is why in teaching language teachers needs some strategies to make their ta 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 Universi teachers, They are using mnemonics, word cards, guessing from context, coping as B strategies for production, using dictionaries, spelling rules, keeping records, and Universit motivation. This study also used the theory from Thornburry as the main theory to tas know about strategies used by the teachers in teaching English vocabulary. Dealing with the strategies in teaching vocabulary, the researcher was Universi 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 Universitresearcher did the teaching practice in this school, the researcher found sometas Braw wijaya Universitas Br **Universitas Brawij** students who had enthusiasm in learning English although they still lack of the start of the sta vocabulary. The reseacher also had seen the teachers who taught English subject in ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universi the seventh graders frequently used dictionary during the English lesson. That is as Brawijaya 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 ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitvocabulary.ava Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B The researcher hoped that this study would give some significances to the Universitas Brawijaya Universitas Brawijaya Universi readers such as the teachers, the students, or the further researchers. The first was tas Brawijava rawijaya Universitas Brawijava for the teachers; this study aimed to give more information about the strategy Universitas Brawijava rawijaya Universitappropriate with the students' need in junior high school. Second, for the students; tas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya this study aimed to give additional knowledge about the kind of strategies which Universit could be used in learning vocabulary. The last is for further researcher; this study tas Brawijaya Universit would give more information about strategy in teaching vocabulary.ava Universitas **Universitas Brawijaya Problems of the Study** Based on the background of study above, the research problems that the as Brawijaya researcher wants to investigate are: What kinds of strategies are used by the teachers in teaching vocabulary for tas Brawijaya Universit rawijaya the seventh graders of SMPN 1 Batu? Universit² rawijaya What strategy is mostly used by the teachers in teaching vocabulary for the **Universita** seventh graders of SMPN 1 Batu? Universitas **Objectives of the Study** Universitas B Related to the problems of the study above, the objectives of the study are ersitas Brawijaya Universitas B presented below. The kinds of strategies used by the teachers in teaching vocabulary for the Universitas B Universitas Brawijaya Universitas B seventh graders of SMPN PBatulaya Universitas Brawijaya The strategies mostly used by the teachers in the seventh graders of SMPN 1 Universitas rawijaya Universitas Bratujaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya srawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Univer Itas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universit 1.4 ^B Definition of the Key Terms^a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B There are several key terms in this study, the definition of key is explained as it as Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya follows: rawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit1.s B Strategy is specific methods of approaching a problem or task, modes of versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitoperation for achieving a particular end, or planned designs for controlling and versitas Brawijaya rawijaya rawijaya Universit manipulating certain information. Brown (2000, p. 210) as Brawijaya Universitas Brawijaya Universit2. B Teaching vocabulary is how teachers help learners with vocabularysitas Brawijaya Universitas Brawi directly or 'explicitly' by means of word lists, paired translation equivalents and in Universitas Brawijaya Universitvariously related semantic sets. They also help learners by more indirect or sitas Brawijaya Iniversitas Brawijaya Universi 'implicit' means, such as exposure to words in the context of reading real texts.sitas Brawijaya rawijaya Nunan and Carter (2001, p.42) rawijaya rawijaya Universit3. The Seventh graders are 13 years old students, also known as youngsitas Brawijaya

adolescent learners who have some distinctive characteristics. Turning points

Universit transforming middle school (2013, p.8)

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Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **REVIEW OF RELATED LITERATURE** wijava rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitian Brawijaya Universit support the research. They are definition of vocabulary, the role of vocabulary, **Universitas Brawijaya** Universitkinds of vocabulary, principle of teaching vocabulary, strategy of teachingsitas Brawijaya vocabulary, student in the seventh grade, and the previous studies. Universitas Brawijaya Universit2.1 **Definition of Vocabulary** According to Penny (1996, cited in Anh 2010, p.16), a new item of Universi vocabulary may be more than a single word. It made by two or three words that tas Brawijaya Universi express a single idea. Supported by Richard and Renandya (2002, p. 259) and tas Brawijaya rawijaya University Nunan (2003, p. 130), it is stated that learning vocabulary is more than the study of Universit individual word. That means, learning vocabulary is not always in a single word but tas Brawijaya also two or more words which can express one idea. 4.8 Universitas B In learning second or foreign languages, vocabulary is very important for tas Brawijaya Universi 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 Universit forming the ground for develop other skills. Supporting the statement with Richards Las Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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, Universitas Brawijava Universitas Brawijava Universitas Universi listen, read, and write. Those statements are also supported in Richards (2001, p.4); as Brawijaya Universities Brawleye Universities Brawleye Universities Brawleye Universities Brawleye Universities he states that vocabulary is one of the most obvious components of language and Universitas Brawijaya rawijava

Universitas Brawijaya Universitone of the first things applied linguists turned their attention to what words should ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi be taught in a second language. In addition, Kamil and Helbert (2005, cited in as Noonis 2010, p.1) state that, vocabulary is generally defined as the knowledge of Universitwords and word meaning. More specifically, learners use vocabulary to refer to the tas Brawi Universitian Brawijaya Universitian Brawijaya Universitian Brawijaya Universitian Br Universitian of words that students must know to read increasingly demanding text with tas Br Universit comprehension. These statements can be concluded that vocabulary is needed by Universithe students in comprehending the text. BRAM, Universitas E **Roles of Vocabular** Vocabulary plays an important role in learning language as second or foreign as Brawijaya 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 tas rawijaya communicate well if they understand more about vocabulary. By those statements Universithe researcher conclude that vocabulary is one of important aspects in tas Brawijaya rawijava communication, because without mastering the vocabulary, people cannot Universit communicate as well as when people know more about vocabulary. Concerning erst 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya concludes that teacher should teach vocabulary before they teach their students about grammar and pronunciation. According to Pamungkas (2012, p.2) vocabulary Universitas Brawijava Universitas Brawijava Universitis one of important aspects in language that support four skill before grammar and tas B pronunciation. He also adds that vocabulary is one of essential aspects for Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit successful second language use because without an extensive vocabulary, one will ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi not be able to use the structures and function. Therefore, the teacher needs to teach tas their students in learning vocabulary to make a good communication between one Universi to others. If students master the vocabulary, it also makes the students confidents in tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya expressing and communicating to others. Universitas Brawijaya Universitas Brawijaya Universit 2.3 B Kinds of Vocabulary According to Nation (2001, p. 24) there are two kinds of vocabulary. They are Inversities Breceptive vocabulary and productive vocabulary. Receptive vocabulary use involves Universita word while listening or reading and looking for its meaning. In other words, the tas Brawijay learners understand the vocabulary when he/ she reads or hears. Productive Universi vocabulary use involves wanting to express a meaning through speaking or writing. ers In other words, the learners understand the vocabulary and express the idea through the second spoken and written. From those statements the researcher concluded that receptive University ocabulary is a word that the learners input through listening or reading, while tas Brawijaya productive vocabulary is a word that the learners produce in form of speaking or Universit writing to convey an idea. Therefore Bothmonamona (2014, p. 8) states that there **M**java Universita are four categories in vocabulary. They are reading vocabulary, and listening vocabulary, speaking and writing vocabulary. Reading vocabulary consists of all Universit the words that students recognize in written form when they are reading. Listening tas Brawijaya 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 Universi conversation in daily life. The last is writing vocabulary the words produced by the tas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students in written form. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universit2.4 BrPrinciples of Teaching Vocabularya Universitas Brawijaya Based on Nunan (2003, p. 135) there are four principles in teaching rawijaya University ocabulary. The aim of principle in teaching vocabulary is to avoid overwhelm as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitother essential parts of the course. These principles can be applied in a variety tas Brawijaya Universit learning and teaching situations. They are: Universit1.s B Focus on the most useful vocabulary first **Universitas B** For elementary and intermediate learners, teachers should use material that is Universitappropriate with the level. Before using a text with learners, it is useful to see how tas Brawijaya Universi much of the vocabulary in the text likely to be new for them. Universi 2. Focus on the vocabulary in the most appropriate way Universi Teacher should give attention to high frequency words and should focus on the tas Brawijaya rawijava rawijaya strategies for dealing with low frequency words. Give attention to the high frequency words across the four strands of a course. Brawijaya Universita 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 Universitused in communicate the messages in listening, speaking, reading, and writing tas Brawijaya High frequency vocabulary should also be fluently accessible for receptive and productive use. Universitas Brawijaya Universitas Brawijaya ersitas Brawijava Universit4.s B Encourage learners to reflect on and take responsibility for learning. Universitas Brawijava In teaching vocabulary, the teacher should choose what vocabulary that appropriate with the learners. The learners also must be responsible for their own Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi learning. Taking this responsibility requires (1) knowledge of what to learn and the as Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya University range of options for learning vocabulary, (2) Skill in choosing the best options and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit(3) the ability to monitor and evaluate progress with those options. java rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit2.5 ^B Strategies of Teaching Vocabulary^a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas B In teaching vocabulary, the teachers need to use strategies to make their as Brawijava rawijaya students interest and motivated in learning vocabulary. Based on the theory of Universit Thornburry (2003, p.145) there are eight strategies that can be used for the teacher. tas Brawijaya BRAW They are explained as follows; Universitas E **Universitas Brawijaya** Using mnemonics Universitas This strategy is the techniques for remembering things. This involves devising as Brawijaya an image that typically connects the pronunciation of the second language word Universit with the meaning of a first language word. rawijaya Word Card Universit². rawijaya This strategy asks the learners to learn and remember new words that they Universitwant to be learned. There are some steps to make the word card technique. First, the tas Brawijaya learners choose which word that they need and want to learn and check their 4.5 Universit meaning. Second, write the new words in English on one side of the small card (in a Universiset of word card they should consist of between 20-50 cards). Third, try to recall tas Brawijava and write the meaning. Fourth shuffle the cards, and then try to remember the Universit meaning of the words. Fifth, review the words again the next day. Java Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit3 s B Guessing from context as Brawijaya Universitas Brawijaya Universitas Brawijaya Guessing from context is one of the most useful skills learners can acquire rawijaya Universitas B Universitand apply both inside and outside of the classroom. The learners in this strategy as Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Univer¹²itas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University usually will use guessing from context when they read or listen. Then the unfamiliar as Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitwords can be guessed by the learners after they understand the context. rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 4. Coping strategies for production Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya rawijaya Universitian B There are some ways can be used for the learners in this strategy: Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universites BParaphrasing niversitas P Universitas Brawijaya Universitas Brawiiava Describing ersitas Brawijaya **Universitas Brawijaya** AS BRAN Universites BUsing a rough synonym Universites B Foreignsing rawijaya Universitas Brawijaya rawijaya Using gesture of mime Iniversitas Brawijaya Using the L1 word, in hope that the listener will know about what the learners as Brawijaya **Universi** rawijaya want to talk or that it will not be very different in the L2. Universit₅ rawijaya Using Dictionaries Training the learners in effective dictionary use is particularly important since as Brawijava rawijaya many learners may not be familiar with dictionary conventions, even in their own rawijaya Universitlanguage. Based on the thornburry (2003, p.152) There are some key skills involved tas Brawijaya Universitin the use of dictionary effectively: Universitas Bracognizing features of dictionary layout. **Universitas Brawijaya** Universitas B Understanding the way dictionary entries are coded Universitas Brawijaya Universitas Diumpuju emversitas Brawijaya Universites B Discriminating between the different meaning of a word awijava **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya • Cross checking (when using a bilingual dictionary) Universitas Brawijaya rawijaya Universites B Using synonym, antonyms and other information to narrow the choice of the tas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Blest word for the meaning intended ya Universitas Brawijaya • Inferring the spelling of unfamiliar word from only having heard it. rawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas B The teacher in this strategy teaches the learners to spell the words in the tas Brawijava rawijaya Universitas Brawijava correct way. One such way of guiding learners to discover for themselves based on Universitas Brawijava rawijaya Universit Thornburry (2003, p.156) is the following: a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universites B 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. Brawijava Universites BAsk the learners to group the words into three different patterns, according to tas Brawijaya Universitas Bspelling. 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 as Brawijaya percent of words that contain this sound.) Less common are -y and igh. iversitas Brawijaya Dictate some word that unfamiliar for the learners. Ask them to write the Brawijaya Universit words, to compare their attempts and then ask them to check in their as rawijaya dictionaries. Universitas Ask the learners to write sentences using as many /ai/ words as possible. versitas Brawijaya Keeping records **Universit**² Universitas Braccording to Thornburry (2003, p. 157), there are some ways to make this Universit strategy. They are: Universitas Brawijaya Universitas Universites B Advise learners to have a special notebook solely for vocabulary. Universitas Brawijaya Universitas Brawijaya rawijaya Universites BAski learners regularlys to compare and comments on their vocabulary tas Brawijaya Universitas Brawijaya Universitas Brawijaya notebooks. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya srawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universites B Set an example by the teacher to give planning board work in such a way that Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bit is easy for learners to copy and organize their own vocabulary record iversitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya • Allow time in the lesson for learners to record vocabulary and devise Brawijaya Universitas Brawijava, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universites B Check students' vocabulary notebooks from time to time. Universitas Brawijava 8. Motivation ersitas Brawijaya Universitas BIn this strategy, the teacher tries to give the learners motivation in learning tas Brawijaya Universi language. Thornburry (2003, p. 160) argue that as a teacher, you should share your tas Brawijay Universities sense of excitement and fascination of words with your students. He also added Universi how teachers should share your learning experiences, to those of other learners, tas Brawijava both successful and unsuccessful with your learners. rawijava Students in the Seventh Grade Universit2.6 The UNFPA (Adolescent Development and Participatio unit Programme Universit Division 2006, p. 1) defines adolescents as being between the age of 10 and 19 tas Brawijaya Universit While National Middle School Association states that in the age of 10-15 years old Universitas Bravijaya are young adolescents. In addition, Turning Points transforming middle school state Universithat young adolescent are students in the age of 10- 14 years old, meaning that tas Brawijaya Universities seventh grade student in the age of 13 years are young adolescents. Universitas Brawijaya learning, it is important for the teacher to understand the Universitas Brawijaya Universitas Brawijaya Universi characteristics of students based on the level of students such as the age or the grade as Brawijava of students. Based on The National Middle School Association (1995, cited in Universiturning point transforming middle school) there are 85 key areas for the tas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit characteristic of young adolescents, but in this study the researcher only put 3 as Brawijaya Universitas Brawijaya Universitas Brawijaya Universi characteristics which support the theme of the research. They are as follow: niversitas Brawijava Intellectual: Young adolescent learners are curious, motivated to achieve Universitas Brawijaya rawijaya Universitian B when challenged, and capable of critical and complex thinking. ya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Social: Young adolescent learners have an intense need to belong and be Universita Universities Bracepted by their peers while finding their own place in the world. Universites B Emotional and Psychological: Young adolescent learners are vulnerable and tas Brawijaya Universitas B self- concious, and often experience unpredictable mood swings. Based on all of the characteristics that has been mentioned above, those Universi characteristics may be needed for the teacher to decide what strategy appropriate tas Brawijava with the seventh graders. **Previous Studies** Universit2.7 Previous studies help the researcher in conducting the research about the Universit strategies of teaching vocabulary in the seventh graders. In this study the researcher tas Brawijaya Universi prefered two previous studies that supported the topic of study. Universitas Brawijaya The first study was conducted by Pamungkas (2012) entitled "Strategies in Universitas Universiteaching vocabulary at the first year in SMPN 2 Bringin, Kabupaten Semarang'sitas Brawijaya The researcher used descriptive qualitative as the research design. In this research, Universitate researcher intends to focus on the process of teaching vocabulary at the first Universitate Brawijaya Universitate Brawijaya Universitate Brawijaya Universi grade student in junior high school. Therefore, the subject of study is the teacher at as Brawijava the first grade in SMPN 2 Bringin and the object of this study is teaching process in Universi the class of seventh graders. To conduct the data collection, the researcher used as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi observation, interview, and document. The problems mentioned in this research are: Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

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rawijaya	Universitive the strategies of teaching vocabulary implemented by the teacher on the first grade
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universit of SMPN 2 Bringin, the problems faced by the teacher in the teaching learning tas Brawijay
rawijaya	University as Brawing problems of teaching vocabulary used by the teacher at the first
rawijaya	
rawijaya	University grade. The result of the study showed that the strategies used by the teacher such as Las Brawijay
rawijaya rawijaya	Universitian Brawijaya
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rawijaya	students more active. Besides that, the strategies used by the teacher could make the
rawijaya	Universit students more interested in following the class. rawijaya Universitas Brawijaya
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rawijaya	Universitas Brawi Universitas Brawijay Universitas Brawijay
rawijaya	Universit of Vocabulary at The seventh Grade of SMPN 3 Malang". This study aimed at tas Brawijay
rawijaya	Universita
rawijaya	Universi describing the teaching of Vocabulary at the seventh grade of SMPN 3 Malang. It as Brawijay
rawijaya	Universi
rawijaya	focused on describing the materials, strategies or techniques and media, the Universit
rawijaya	Universi allocation of time, and the assessment used to teach vocabulary. This research used tas Brawijay
rawijaya	Universita niversitas Brawijay
rawijaya	Universite descriptive method. The data were collected through interview to the teacher and
rawijaya	Universit questionnaires to the students. The result of the study showed that in teaching tas Brawijay
rawijaya	Universitas Universitas Brawijay
rawijaya	University vocabulary the teachers chose the materials that were closely related to the students' tas Brawijay
rawijaya	Universities B daily life. The teachers taught content words and grammatical words related to the
rawijaya	Universitas Bra
rawijaya	Universithemes. In teaching vocabulary, the teachers used various techniques such as, tas Brawijay,
rawijaya rawijaya	Universitas Brawija Universitas Brawijay Universi playing games, crossword puzzles, using songs, videos, movies, pictures, tas Brawijay
rawijaya	
Irawijaya	classification techniques, real objects, and dialogues technique. The media used by
rawijaya	Universithe teacher are LCD, laptop, speaker, printed material, and worksheet. To assess the tas Brawijay
rawijaya	Universities Brawieve
Irawijaya	Universit In summary, the teaching vocabulary of the teacher in SMPN 3 Malang was very tas Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universit good because the teacher used various strategies and media when teaching as Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitvocabulary.ava Universitas Brawijaya Universitas Brawijaya The differences between the two previous studies with this study are, the first Brawijaya rawijaya rawijaya Universit previous study took place at the first year in SMPN 2 Bringin, Kabupaten Semarang as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitand the subject of the study is the English teacher of SMPN 2 Bringin Kabupaten as Brawijaya rawijaya Universit Semarang. The theory used by the researcher in the study is from Fauziati (2010), tas Brawijaya s Brawijaya Universitas Brawijaya Universitwhile this study used the theory from Thornburry (2003). The second previous tas Brawijava study took place at the seventh grade at SMPN 3 Malang. In this previous study, the Universitas Bra Universit researcher focuses not only in the strategy but also in the materials, strategies or tas Brawijaya Universi techniques and media, the allocation of time, and the assessment used to teach tas Brawijava vocabulary. While in this study the researcher only focused on the strategy of rawijaya Universiteaching vocabulary. The similarities between the two previous studies with this study are (1) the rawijaya Universit subjects of the study are the teachers of the seventh graders at junior high school, tas Brawijaya Universi (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 Universit of teaching vocabulary. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers RESEARCH METHODS it as Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya In this chapter, the researcher presents the discussion about the research Universit method that includes Research Design, Data Sources, Data Collection, and Data Universitas Brawijaya UniversitAnalysis.vijay BRAM Universitas 3.1 Universitas Brawijaya **Research Design** Universit In this study, the researcher used descriptive qualitative reseach as a method. as Brawijaya This method used to describe the strategies that are used by the teachers in teaching Universit vocabulary for the seventh graders. Angrosino (2007, cited in Latief 2015, p.77) "Qualitative research is a inversitas Brawijaya proccess of inquiry aimed at understanding human behavior by building complex, rawijaya holistic pictures of the social and cultural settings in which such behavior occurs. IVERSITAS It does so by analyzing words rather than numbers, and by reporting the detailed views of the people who have been studied. Such inquiry conducted in settings where people naturally interact, as opposed to specially designed laboratories or iversitas Brawijaya clinical/ experimental settings. Qualitative research seeks to understand the what, iversitas Brawijaya how, when, and where of an event or an action in order to establish its meaning, concepts, and definitions, characteristics, metaphors, symbols, and descriptions. Universitas Brawijaya The reason why the researcher used descriptive qualitative as method, is that, itas Brawijaya Universitin this research, the researcher wanted to describe some strategies used by the tas Brawijava teachers based on the theory of Thornburry by using some instruments such as Universit observation checklist and interview guide to the English teachers who taught in the tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit seventh grader of junior high school, wijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijava, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B In order to collect the data for this study, the researcher conducted the as Brawijava rawijaya Universitas Brawijava research at SMPN 1 Batu, located on Jl. Agus Salim, Kota Batu, East Java. The Universitas Brawijava rawijaya rawijaya rawijaya Universit researcher selected the participants based on the theme of the research; they were as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya the teacher who taught English in the seventh graders. In this school, there were Universit four teachers who taught English subject in seventh graders. But, the researcher Universitonly took the data from the three teachers. Because one of the teachers could not tas Brawijava participate due to his busy schedule in preparing the examination of the ninth Universit graders. Universitas Brawijaya Iniversitas Brawijaya **Data Collection** 3.3 rawijaya In this research, the data were collected through observation checklist and rawijaya Universitinterview guides with the three teachers. rawijaya In collecting the data, the researcher did the following steps: rawijaya Universitas Before collecting the data, the researcher prepared the observation checklist as Brawijaya based on the theory of Thornburry. The researcher put the analysis on the Universitas Btable as follows: Universitas B Table. 3.1 Observation checklist. Universitas Brawijaya Teacher Strategies No. Universitas Brawijaya kniversitas Brawijaya 2/a'aw 311 4SII 5 BI 6 7 niversitas Brawijaya 1. Teacher 1 <u>Univ</u>ersitas Brawijaya 2. Teacher 2 Universitas Brawijaya rawijaya 3awi Teacher 3 Universitas Brawijaya Universitas Brawijaya Total rawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Unive²⁹Itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brathe strategies based on the theory of Thornburry are: Brawijaya Universitas Brawijusing mnemonicitas Brawijaya Universitas Brawijaya Universitas Brazvij Using word carditas Brawijava Universitas Brawijava Guessing from context gravitava Universitas Bravilava **Universitas Brawii** Coping strategies for production Universitas Brawijaya 4. rawijaya 5. Using dictionary Universitas Bravij Spelling rules Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bravi Keeping records itas P Universitas Brasvi Motivation Universit². B The researcher observed the teacher used observation checklist by watching Universitas the whole activities in teaching and learning process by the teachers. Which Jniversitas one teacher observed once. The teacher 1 was observed on 13th May, teacher as Brawijaya 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 tas Brawijaya vocabulary. Universit_{3.} After the researcher did the observation, the researcher conducted the versitas Brawijaya interview to the three teachers. Teacher 1 was interviewed on 13th May, tas Brawijaya teacher 2 and teacher 3 were interviewed on 25th May. In the interview the Universitas researcher had 15 questions which consisted of the detailed information about as Brawijaya B the teacher qualifications, the seventh graders, and teaching vocabulary. The tas Brawijava ersitas Brawijaya researcher also added 1 question related to the strategies from Thornburry's Universitas B theory, This interview was adapted from Kurniadhani (2015). In this as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the questions were carried out in Indonesian toniavoid tas Brawijaya Universitas Binterview, Universitas Brawing and the teachers. Universitas Brawing and the teachers. Universitas Brawijaya srawijaya

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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universit3.4 B Data Analysis iversitas Brawijaya Universitas Brawijaya Universitas Brawijaya After collecting all the data from observation and interview, the reseacher Universitas Brawijaya Universitanalyze the data which used the theory from Thornburry about kinds of strategies in tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universite teaching vocabulary, to know about what strategies are used by the teachers of Universit seventh graders of SMPN 1 Batu in teaching vocabulary. There were some steps in **Universitas Brawijaya** Universitanalyzing the data as follow: Universitas Braw Iniversitas Braw Universitas Braw Bree researcher categorised the strategies used by the teachers in observation Universitas Brawijaya checklist and put them in a table. Iniversitas Brawijaya The researcher transcribed the data in the form of the text Universi 2. Universi 3. The researcher transcribed the data from interview in the form of the text. Universit₄. The researcher used data triangulation to cross check and validate the result of as Brawijaya observation and interview from the three teachers of the seventh grade. The researcher made a conclusion based on the result of observation checklist as Brawijaya Universita and interview in the form of descriptive.

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya UniveFINDING AND DISCUSSION'S Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universit study was collected by interview guide and observation checklist. It focused on Universi the strategies in teaching vocabulary by the teacher of the seventh graders. Universitas Brawijava BRAW, **Universitas Brawijaya** Universitas 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 Universi data from the observation checklist and interview guide with the three teachersitas Brawijaya Universit who taught English subject in the seventh grader. Those instruments were applied Universitin order to clarify the problem of study in the first chapter. In this finding, the sitas Brawijaya Universi researcher described the results of the instruments as follows: **Universit4.1.B Result of the Observation** Universitas B The researcher had done the observation at SMPN 1 Batu on 14th may 2016. Sitas Brawijaya **Universitas Brawija** Universi The researcher did the observation in the classroom, which is in this school; there it as Brawijava were 10 classes for the seventh graders. One class consisted of 30 students and rawijaya Universithere were four English teachers teaching at the seventh grade. However, in this sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Universitas Brawijava Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universit school, English taught to the seventh graders twice in a week. One meeting ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi consists of two hours (2 x 40 minutes). java Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universi classroom in three meetings which is one teacher was observed once. During thesitas Brawi Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitobservation, the researcher did not participate in the teaching and learning_{sitas Br} process. The researcher only watched the whole activities that the teachers did to Universitfind out the strategies applied by the teacher in teaching vocabulary. In this it as observation, the researcher had prepared an observation checklist for every teacher. The result of the observation checklist to the three teachers during the Universi three meetings was presented as follows: 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 Universit the students in the classroom, after that the teacher asked the students about the last Universi 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 Universimedia. The topic that was taught during the observation was about the profession. tas Br 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 Universitas Brawijaya Universitas Brawijaya Universi by the teacher. The teacher showed the flash card in randomly and sometimes the tas rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas 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 ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi students to spell the words in a correct way. The teacher also asked the students to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Irawijaya	Universit open their dictionary during this activity to look for the English name according to
Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Irawijaya	Universi the pictures. After that, the teacher asked the students to note the vocabularies from tas Brawijaya
Irawijaya	Universitas Brawijava the flash cards in their book. After those activities, the teacher gave the pictures to Universitas Brawijava
Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi the students and the teacher asked them to describe the pictures with some students as Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Irawijaya	Universitin a group. One group was consists of four students. rsitas Brawijaya Universitas Brawijaya
Irawijaya	Universitian B From the first meeting, the researcher found out the teacher 1 was applied Brawijaya
Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Irawijaya	Universi some strategy they were, the use of dictionary strategy, spelling rules, keeping itas Brawijaya
Irawijaya	Universitian Brawing records, motivation, and mnemonics. The use dictionary strategy was found from Brawing and Br
Irawijaya	Universitas Br. Oniversitas Brawijaya
Irawijaya	Universit the activity, when the teacher permitted the students to open their dictionary to sitas Brawijaya
Irawijaya	Universita Iniversitas Brawijaya
rawijaya	Universi look for the English name of the pictures on the flash cards, then, for the spelling stas Brawijaya
rawijaya	Universi <i>rules</i> as the strategy in teaching vocabulary was found when the teacher taught
rawijaya	
rawijaya	Universi them how to spelled every word from the flash cards, for keeping records strategysitas Brawijaya
rawijaya	Universit was applied when the teacher asked the students to note every vocabulary from Universit
rawijaya	
rawijaya	Universit the flashcards in the book. The researcher also found motivation strategy in this sitas Brawijaya
rawijaya	Universitas Universitas Brawijaya
rawijaya	Universit meeting. It was found when the teachers used flash card as the media to make the stars Brawijaya
rawijaya	Universities B students interested and motivated in learning. <i>Mnemonics</i> strategy also found in
rawijaya	Universitas Brauliaya
rawijaya	Universithis observation, this strategy was applied by the teacher using flash cards as the sitas Brawijaya
rawijaya	Universitas Brawija Universitas Brawijaya Universitas Brawijaya
rawijaya rawijaya	
rawijaya	Universitas Brawijaya (Teacher 2 on 14 th may 2016) Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitias B The second meeting to the teacher 2 was conducted on 14 th May 2016. In this as Brawijaya
rawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya second observation, the teacher started the class with greetings, prayers, and Universitas Brawijaya
Irawijaya	Children is the checked the attendance of the students in the classroom. The topic that the teacher
Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi taught when the researcher did the observation was animals. In started the lesson, as Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universit the teacher showed the flash cards, which in those flash cards the teacher, included as Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universithe English name of the picture in the back of the cards. With those cards, the tas Brawijay
rawijaya	Universities Brawieve teacher shuffled the cards in many times. Then, after the teacher shuffled the cards, Universities Brawieve
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitable pointed one of students to guess the English name of the pictures. When the as Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universit student who was pointed by the teacher could not answer the question, the teacher as Brawijay
rawijaya	Universit pointed another student to answer the question. If none of the students could answer t
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universithe question, the students were permitted to open their dictionary. The teacher also tas Brawijaya
rawijaya	helps the students to interpret the words by giving body gestures as the clue. During
rawijaya	
rawijaya	Universitiation that the students to pronounce the difficult words.
rawijaya	Universitation inversitation i
Irawijaya Irawijaya	Universitas Brawijaya
rawijaya rawijaya	asked them to write down all of the vocabularies that they had learned on their
Irawijaya	Universit book. After all of those activities, the teacher continued the activity with reading at as Brawijay
rawijaya	Universite Rrawijav
rawijaya	text on the book When English Rings a Bell. Which is in the activity, the teacher
rawijaya	Universitasked the students to translate the text in Indonesia. In translating the text the tas Brawijay
rawijaya	Universitas Universitas Brawijaya
rawijaya	Universiteacher not directly gave the meaning of the text to the students, but asked the tas Brawijay
rawijaya	Universitas B students to open the dictionary first when they did not know the meaning in
rawijaya	Universitas Bra
rawijaya	Universi Indonesia. After translated the text the teacher asked the students to continue the tas Brawijaya
rawijaya	Universitas Brawija, wijaya Universitas Brawijaya
rawijaya	Universitactivity with do the task on the book of When English Rings a Bells, ava Universitas Brawijaya
rawijaya 	From the observation to the teacher 2, it was found there were some
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi strategies applied by the teacher. They are, coping strategies for production, using sites Brawijay
rawijaya	Universitas Brawijava, Universitas Brawijava, Universitas Brawijava, Universitas Brawijava dictionary, spelling rules, keeping records, motivation, and mnemonics. Coping Universitas Brawijava
rawijaya	
rawijaya	University strategies for production was applied in the second observation when the teacher tas Brawlay
rawijaya Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas body gestures to gives a clue about the meaning of the word. The teacher sitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitalso applied using dictionary as the strategy when the teacher permitted the ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi students to open their dictionary during the activity in the guessing of flash cards it as and translating a text activity. This strategy also applied by the *Teacher 1*, when rawijaya Universi the researcher conducted the observation. The teacher used dictionary when the sitas Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitate students did not know the meaning of the words. Then, the researcher also found sites Br that the teacher 2 applied spelling rules as the strategy when the teacher taught the as Brawiiava Universit Universistudents to pronounce the difficult words. This strategy also applied in the classifiers 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 Universi 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 Universitalso found that in the second observation, the teacher used motivation strategysitas during the teaching and learning, it was shown when the teacher 2 used flash card Universitas the media to make students interested in learning. The use of flash card also sitas Brawijaya Universi 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 Universit 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 Universitstrategy.wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 3. Meeting 3 (Teacher 3 on 14th may 2016) Universitas Brawijaya In the third meeting the researcher was conducted the observation on 14th Itas Brawijaya Universi May 2016 to the teacher 3 after the researcher conducted the observation to the Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya teacher 2. In this observation, as usual the teacher started the class with prayer and ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi checked the attendance of the students in the classroom. The teacher in the third sites meeting started the lesson with gives a text to the students. After the text was Universi distributed to the students, the teacher asked the students to read all the text. When sit as B Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Universithey read the text the teacher asked the students to note the unfamiliar word in the sitas B text. After, all of the students finished the reading activity, the teacher asked the Universitstudent to read the text. One student read one sentence (in this activity, the teacher sites 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 Universi words during the reading activity, the teacher correct it directly. Then, when the sit students did not understand the meaning one of the words in the text, the teacher Universittried to encourage them by asking the students to guess the meaning vbysitas understanding the content of the text first. Such as, look the other meaning of the Universit words before or after the unfamiliar word. In this activity, the students were also Sitas Bra Universi 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 Universitlearned in their book. After reading text activity the teacher asked the students tositas B continue the activity with doing a task in the book of When English Rings a Bell. Universitas B Universitas Brown the third meeting, the researcher found there were some strategies Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi applied by the teacher: They were guessing from context, using dictionary, sitas Br spelling rules, and keeping record. Guessing from context startegy was applied by the teacher when the reading activity, the teacher asked the students to understand Universi the meaning of other words first then the students guess the meaning of the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava**

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Univ²⁸sitas Brawijaya rawijaya Universitas Brawijaya Universitunfamiliar word. The researcher also found that the teacher 3 also applied using ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi dictionary as the strategy, it was shown when the teacher permitted the students tositas Brawijava open their dictionary during the lesson, then, the researcher also found the teacher rawijaya Universitapplied spelling rules when the teacher directly correct the students when they didsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas in spelled the words, then the researcher also found *keeping records* as the Brawijaya Universit strategy. It applied, when the last activity of reading a text the students was asked Universito note all the unfamiliar vocabulary on the book. From all of strategies applied insitas Brawijaya the teaching and learning process in third meeting of observation to the teacher 3, **Universitas Bra** Universitit was found that there were same strategies used by the teacher 1 and teacher 2, sitas Brawijaya Universi they are using dictionary, spelling rules, and keeping records. From all of the strategies that were found by the researcher in observation, it Universi can be concluded that the teachers used some strategies in teaching English, sitas Brawijaya rawijava rawijaya especially for teaching vocabulary. They were guessing from context, coping Universit strategies for production, using dictionary, spelling rules, keeping records, sitas Brawijaya Universi motivation, and mnemnics. The researcher also found the same strategies that aresitans commonly used by the three teachers. They were, using dictionary, spelling rules, Universitand keeping records. For the result of the observation checklist can be seen in thesitas Brawijaya Universitable below: Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit No. as Br Teacher iwiiava Universitas Brawijaya Р. Teacher 1 2. Teacher 2 Teacher 3 3. as BrawijaTotalUn Universit Notes: Brawi Using mnemonics Word card 3. Guessing from context Coping strategies for production 4.

Universi 4.1.2 Result of Interview

Universitas Brawijaya Table 4.1 The result of the observation 1 2 3 4

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5. Using dictionary

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- 6. Spelling rules
- 7. Keeping records
- 8. Motivation

The interview was conducted on 13th may 2016 to the Teacher 1 and 25th Brawijaya Universitmay 2016 to the teacher 2 and teacher 3 by the researcher individually after thesitas Brawijava Universitative researcher did the observation in the classroom. The participants of the interview Universitwere the three teachers of English subject in the seventh graders. The interviewsitas Brawijaya 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 Universiteacher qualifications, the seventh graders, and the teaching vocabulary. The Result of Interview with Teacher 1 Universitas iversitas Brawijaya – Universitas Brawijaya Universitas B The first interview was conducted to the teacher 1, Teacher 1 is one of the sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi English teachers who had been taught English in SMPN 1 Batu for 12 years. It as Brawijava Based on the interview, she said that the difficulty faced by her in teaching Universi English was the mastery of vocabulary from the students of seventh grade, eighthsitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita	s Brawijay
rawijaya	Universitgrade, and ninth grade. She stated that all of the levels had the same problem in	s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita	s Brawijay
rawijaya	Universiteaching English that was vocabulary mastery. Universitas Brawijaya Universita	s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita	s Brawijay
rawijaya	Universitas Brawieva For the seventh graders, it was difficult to teach English subject to them,	s Brawijay
rawijaya	Universitation they were still lack of some vocabularies and they require an adjustment of sita	s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita	s Brawijay
rawijaya	the level of elementary school to junior high school. She stated that in teaching	s Brawijay
rawijaya	English of the seventh graders she needs some strategies that connected with the	s Brawijay
rawijaya	Universitas Brawijaya Universita	s Brawijay
rawijaya	Universitgames, because the seventh graders are like to play a game. vawijaya Universita	s Brawijay
rawijaya	Universitian Braw In teaching vocabulary, the teacher had strategy that frequently used, that is	s Brawijay
rawijaya		s Brawijay
rawijaya	Universit pictures as the media in introducing the vocabulary. The reasons why the teacher site	
rawijaya		s Brawijay
rawijaya	Universi frequently used pictures as the media, because pictures are interesting and makesita	
rawijaya	students pay attention to the lesson. She also said that used pictures as the media	s Brawijay
rawijaya		s Brawijay
rawijaya	Universitin teaching and learning make students more active and motivated them insite	S Brawijay
rawijaya	Universit following the lesson, moreover, if the pictures was briefly engaged with a game.	S Drawijay
rawijaya		
rawijaya Irawijaya	Universit Usually the teacher used pictures as a media in the form of flashcard or slide in Sita Universitas	s Brawijay
rawijaya	Universit LCD. The criteria of the pictures that the teacher used were pictures that related to site	s Brawijay
rawijaya	Universitas B. A. Studie a Universita	s Brawijay
rawijaya	the materials in the book that they would learn.	s Brawijay
Irawijaya	Universitian B In the next interview, the researcher asked the teacher about other strategiessita	
rawijaya	Universitas Brawija Universita	s Brawijav
rawijaya	Universifier Thornburry, the result was the teacher 1 used mnemonics, guessing from site	s Brawijay
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rawijaya	context, coping strategies for production, using dictionary, spelling rules, keeping	s Brawijay
rawijaya	Universi records and motivation. The teacher said that she applied mnemonics strategysita	s Brawijay
rawijaya	Universities Brawijava Universities Brawijava Universities Brawijava Universities When there is a song in the book of When English Rings a Bells; it aims for	s Brawijay
Irawijaya	when there is a song in the book of when English Rings a Bells, it aims for	s Brawijay
rawijaya	Universimemorizing some vocabularies. For the guessing from context strategy, she	s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita	s Brawijay
rawijaya	Universi commonly used when there is a descriptive text. For the coping strategies for the copin	
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Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawiiava** Universit production, she commonly used body gestures as a clue in indicated the meaning ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi of the words. For using dictionary strategy, the teacher used when she taught it as English subject, the teacher said that she always asked the students to bring Universi dictionary during the English lesson. For the Spelling rules strategy, the teachersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitused this strategy when there were new vocabularies that the students just learned. Sitas Brawijaya For keeping records strategy, the teacher always asked the students to note every Universitword that they just learned in a word list. She said that, in the last chapter there is sitas a word list that the students should fill with new words that they just found after Universit the lesson. Then the last is the teacher said that she also motivated students from Universi video about life that make the students have spirit in study. This strategy also called as *motivation* in the theory of Thornburry. Universit2. The Result of Interview with Teacher 2 The interview to the teacher 2 was conducted on 25th may 2016, Teacher 2 is Universitione of English teachers in SMPN 1 Batu who taught English subject for 17 years. The Brawijaya 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 Universityocabulary. 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 Universitin teaching English with four skills awijaya Universitas Brawijaya some students in seventh grade. Because some students had internal factors that Universimade them not easy to control during the teaching and learning process. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities B In teaching vocabulary, the teacher had strategy that commonly used, that is Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi 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 University pictures as the media, because used visual media made students easier to as Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi 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, Universithe responses of the students are more active and enthusiastic. In addition, the tas teacher also used the objects around the school as the media in introducing ersit 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 Universithat mention in Thornburry's theory, they are mnemonics, guessing from context, coping strategies for production, using dictionary, spelling rules, keeping records, Universitand motivation. The teacher said that she applied mnemonics strategy when there is Universita 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 Universithat she was applied this strategy when she taught English in descriptive text, tas Bra 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 sitas Brawijava Universitas Brawijava Universitas Brawijava Universi synonym or antonym and by using body gesture. For using dictionary strategy, the tas Bra 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 Universi spell correctly when there is a new vocabulary that they just found. Then for the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya ersitas Brawiiava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya next strategy is keeping records strategy, the teachers used this strategy with asked ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi 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 Universistrategy by motivated the students with the used of some media in teaching and as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya sit<mark>learning</mark>wijava Universita<u>s Politika</u> Universitas Brawijaya Universitas Brawijaya Universitas B The Result of Interview with Teacher 3 Versitas Brawijaya Universitian B The third interview was conducted to the teacher 3 on 25th may 2016, Iniversitian Tecaher 3 is also one of English teacher who was taught English subject for years at SMPN 1 Batu. Based on the interview was conducted to the teacher 3, she University stated that the difficulty of teaching English of the seventh graders was in teaching tas vocabulary because most of the seventh graders had less of vocabulary proficiency Universi 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 Universit the students had a lot of vocabulary, they would found it easier in learning English. Universi 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 Universitresponses of the students with the visual media that the teacher used the students tas wijaya Universitas Brawijaya became more enthusiasts in learning English. Universitian B In the next interview, the researcher asked the teacher related to the strategy Universi of teaching vocabulary from Thornburry. From the interview to the teacher 3, she sit as stated that she used some strategies from Thornburry, they were mnemonics, guessing from context, coping strategies for production, using dictionary, spelling sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi rules, keeping records, and motivation. The teacher 3 stated that she used Universitas Brawijaya ersitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya mnemonics strategy based on the song from kemendikbud book to memorize some ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universi vocabularies. For the guessing from context, this strategy applied by the teachersities when there is a text during the reading activity. For the Coping strategy for Universit production, in this strategy the activity from the teacher are describes pictures and sitas Br Universities Brawijaya Universit the used of dictionary during the English lesson. For Spelling rules strategy, in Universithis strategy the activity of teacher was teach the student to spell difficult word.sites 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 Universi 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 Universit mastering vocabulary. From the difficulty that faced by the three teachers, they sit as Brawijaya Universistated 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 Universitobservation, the teacher 1 and teacher 2 were used pictures as the media insitas Br introducing vocabularies in the form of flashcard. In the interview the three teachers also used the others strategy, they are mnemonics, guessing from context, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universi coping strategy for production, using dictionary, spelling rules, keeping records, sit as Br 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi researcher found that the teachers used guessing from context, coping strategies Universitas Brawijaya Universitas Brawijaya Universitas Brawiiava

Universitas Brawijaya Universit for production, using dictionary, spelling rules and keeping record. In the ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi observation, the researcher did not found mnemonics as the strategy in the class.sitas Because the teachers said that mnemonics strategy was used if there is a song in Universi the last chapter, while during the observation to the three teachers there were nositas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya song in the meterials that they were taught. Universitas Brawijaya Universitas Brawijaya Universite 4.2 Br Discussion Universite Universitas BIn the discussion, the researcher presents the result of the study. The itas 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 Universi 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 sites strategies in teaching vocabulary based on the theory of Thornburry, which are mnemonics, guessing from context, coping strategy for production, using Universit dictionary, spelling rules, keeping records, and motivation. Those strategies foundsitas Brawijaya ya Universita by the teachers from observation checklist and interview guide. The result from observation checklist were *mnemonics*, guessing from context, coping strategies Universi for production, using dictionary, spelling rules, keeping records and motivation.sitas Bra Whereas from the interview, the researcher also found those strategies used by the Universiteachers in teaching vocabulary. Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian B 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universit strategy with music such as Bingo song; the names of the months song; mother, ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi how are you today song, etc. This strategy was deals with the material in the stars handbook that they used. The researcher also found this strategy used by the Universi teachers during the observation, in this strategy the researcher used flash card assitas Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas card itself to make the trans of flash card itself to make the trans Br students easier in remembering words. Based on Thorburry (2003, p. 145) stated Universithat mnemonics is strategy for remembering things. The best mnemonics are those sites with visual element. However, using music to remembering vocabularies is still types of mnemonics strategy. It supported by Congos (2005, para.1) stated that Universi music is one of types in mnemonics strategy beside name mnemonics, expression or word mnemonics, model mnemonics, ode or rhyme mnemonics, note Universitorganization mnemonics, Image mnemonics, connection mnemonics, and spellingsitas 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 sites Brawijaya Universi strategy in teaching vocabulary. Based on the theory of Thornburry (2003, p. 148) Sitas guessing from context is strategy to guess the meaning of unknown words. UniversitSometimes it used when people read or listen to a text. According to the finding, sitas Brawijaya Kwijaya Universitas Br 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 sitas Brawijava Universitas Brawijava Universitas Brawijava Universi strategy help the students to guess the meaning of words before they look up thesitas Brawijava dictionary. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian B According to the finding, the researcher also found coping strategies for Universi production strategy during the observation to one of the teacher. The teacher Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava**

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	universitapplied this strategy when she gave a clues to the meaning of words using body
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi gestures. The other teachers also stated that they used this strategy with describing sitas Brawijay
rawijaya	Universitian Brawijaya and using a rough synonym. Based on the Thornburry (2003, p. 151) stated that Universitian Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi there are many ways in practicing this strategy. They are paraphrasing, describing, sitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Irawijaya	Universitusing a rough synonym, using gesture and mime, and using the L1 word. Universitas Brawijay
rawijaya	Universitian B From finding, the researcher also found that the teachers used dictionary, it as Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitshowed during the teaching and learning process, the three teachers commonly tas Brawijaya
rawijaya	Universitian Brawing asked the student to used dictionary for looking the translation and synonym or
rawijaya	Universitas Brite statent to use distantial for issuing the transmission and a subjective sitas Brawijaya
rawijaya	Universitantonym of the words. Based on the Thornburry (2003,p.152) the effective as Brawijay
rawijaya	Universita Universitationary uses are for: recognizing features of dictionary layout, Understanding the tas Brawijaya
rawijaya	
rawijaya	Universi way dictionary entries are coded, discriminating between the different meanings of
rawijaya	Universitas Brawijaya
rawijaya	Universita word, cross checking, using synonym, antonyms and other information, inferring tas Brawijaya
rawijaya	the spelling of an unfamiliar word. That means from the teacher activity, it can be
rawijaya	
rawijaya rawijaya	Universit said that the teacher used the theory of Thornburry that is used dictionary strategy. Sitas Brawijay Universitas
Irawijaya	Universities Then, the researcher also found in the finding that the teachers used spelling tas Brawijaya
rawijaya	
Irawijaya	Universitas B <i>rules</i> during the teaching and learning process, it showed when the teacher taught Universitas Brawijaya
rawijaya	Universithe students how to pronounce every new vocabulary in a correct way after they as Brawijaya
rawijaya	Universitas Brawija
Irawijaya	Universi found it during the teaching and learning process. Based on the theory of tas Brawijaya
Irawijaya	
Irawijaya	Thornburry (2003,p.156) spelling rules strategy can be taught in many ways, such
Irawijaya	Universitas: Dictating a number of words that have common sound, allowing them to used as Brawijay
Irawijaya	Universities Brawijaya Universities Brawijaya Universities Brawijaya dictionary to check the spellings, asking them to group the words into three Universities Brawijaya
rawijaya	dictionary to check the spellings, asking them to group the words into three
rawijaya	Universit different patterns according to spellings, dictating some more words that sometimes as Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universit words are likely to be unfamiliar to the learners (e.g. Sly, flight, hive, chime, blight, tas Brawijay
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rawijaya	Universitetc.), and ask learners to write sentences using as many /ai/ words as possible.
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	UniversitFrom all of those many activity from Thornburry, the researcher only found that the tas Brawijay
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rawijaya	Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijay Universities keeping record as their strategy for the students, this strategy was aimed to make Brawijay
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rawijaya	the student have a lot of vocabularies. The researcher found this strategy during the
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Irawijaya	Universite every new vocabulary that had been learned in the last chapter. Based on theory of the Brawliay Universite
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rawijaya	Universi Advising learners to have a special notebook solely for vocabulary, advising Universi
rawijaya	Universi students to make 'mind maps', asking the students to compare and comment on as Brawijay
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rawijaya	their vocabulary notebooks, setting an example for students to organize their own
rawijaya	Universit vocabulary record, allowing time in the lesson to record vocabulary and to advise tas Brawijay
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Irawijaya	Universified from one of the teacher who said that she always checked the students word list in the Brawliay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universit following the teaching and learning process. One of the teachers also stated that ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi 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 Universi have shown how easily visualized words are more memorable than words that do tas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas provide 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 Universi memorize words is include in mnemonics strategy. Thornburry (2003, p.144) stated as 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 ersi strategy in teaching vocabulary. Based on the observation of the teacher's activity in the classroom, the Universi researcher found the teachers used flash card as visual aid. From the flash cards, tas they did many activities during teaching and learning process. For example, the Universit teacher would show a picture then the students would guess the English word from Universi 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 Universit (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 sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit of the activities explained in the book is stick a selection of cards on the board and tas 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 Universi teacher applied the flash card in the classroom. niversitas Brawijava Universitas Brawijaya Universitas Brawijaya ersitas Brawijava

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unconclusion and suggestion rawijava rawijaya Universitas Brawijaya Universities been discussed in the previous chapter, and suggestion for the English teacher, sitas Brawijaya Universit students and the next researcher that will conduct the similar study. java BRAW **Universitas Braw** Universits. Conclusion After analyzing the data, the researcher concluded that the three teachers of Universi the seventh grade in SMPN 1 Batu had a similar teaching strategy that aresitas Brawijaya dominantly used, that was using mnemonics strategy by flash card as the media in Universiteaching vocabulary. The three teachers also used the other strategies, such as Brawijaya Universi guessing from context, coping strategies for production, using dictionary, spelling stras Brawie aver Universities, keeping records, and motivation. In the use of pictures, the teachers had University many activities applied, such as using flash card as the media and LCD to shows it as Brawijaya the pictures. The use of pictures as the media are to introduce new vocabularies universitiand to make students focused on what they learned. The seventh graders will be Universitian Brawijaya Universimore focus when they slook at picture, movie, and real object to learnsitas Brawijava vocabularies. By using visual media, it makes the students easier to remember Universit things than learned by using audio media. The outdoor activity such as describing sites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit things around school also could be applied in teaching vocabulary to make the Universitas Brawijaya students enthusiastic and not easy to get bored. Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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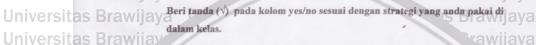
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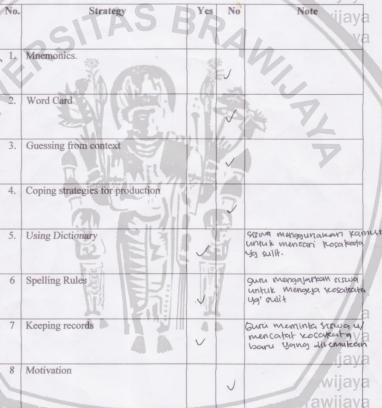
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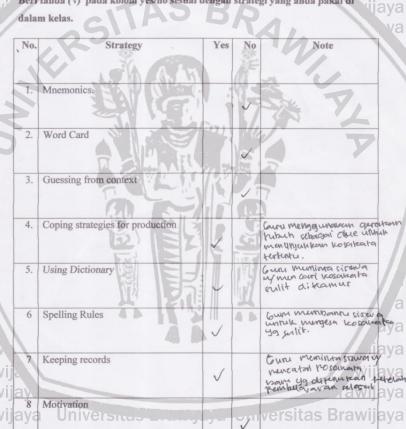
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Observation checklist (Teacher 2)



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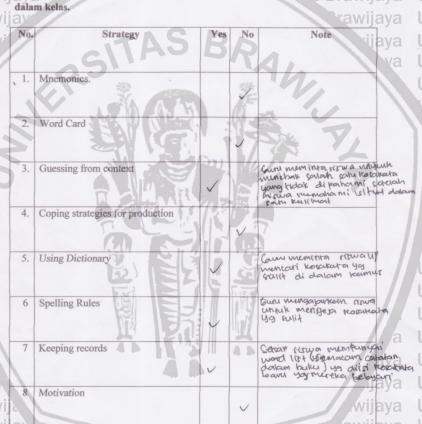
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas 12. Apakah Ibu/ Bapak juga mengajarkan siswa dalam belajar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

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas 4. Strategi apa yang Ibu/ Bapak gunakan dalam mengajarkan kosakata/niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bravocabulary?niversitas Brawijava Universitas Brawijava Universitas Brawijaya Jawaban: saya melakukan pendekatan scientific taoi kalau untuk strategi Universitas Brawijaya Universitas Braudah sesuai dengan beberapa strategi yang sudah disebutkan dari Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya mbaknya tadi. Universitas 5. Apakah Ibu/ Bapak mempunyai strategi khusus yang Ibu/ Bapak terapkan sitas Brawijaya Brawijaya Universitas Bradalam mengajarkan kosakata/ vocabulary di kelas 7? Apakah tujuan dariersitas Brawijava strategi tersebut? Jawaban: Iya saya mempunyai strategi khusus dalam pembelajaran Universitas Brawijaya kosakata yaitu dengan gambar- gambar. Kemudian dari gambar- gambaritu saya copy di slide, karena setiap anakkan mempunyai kecerdasan yang rawijava berbeda- beda. Ada yang visual ada yang pakai audio. Kalau saya lebih versitas yang ke visual, karena dari visualkan anak akan lebih mudah untuk mengingat. Gambar dan gambar itu yang berwarna anak- anak lebih niversitas Brawijaya tertarik dan fokus. Bagaimana partisipasi siswa terhadap strategi yang telah Ibu/ Bapak Universitas Bragunakan? Jawaban: anak- anak lumayan aktif karena banyak yang antusias ketika sava menunjukkan sebuah gambar. Seperti misalnya saya menunjukan Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Br gambar kemudian saya bertanya "ini apa?" rame kan. Kemudian kalau versitas saat saya tunjuk ada yang tidak bisa kemudian saya lempar ke temannya. Universitas Br Schingga dari situ anak- anak bisa belajar dari temannya. Wijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas 7. Bagaimana Ibu/Bapak mengetahui bahwa materi yang Ibu/Bapak Universitas Brasampaikan sudah mencapai tujuan pembelajaran?as Brawijaya Jawaban: tentu saja yang pertama untuk pengetahuan itu dari tugas dan tes **Universi** rawijaya Universitas Braulis, untuk yang kedua dari ketrampian itu dari kinerjanya. Ketrampilan ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya ini dibagi menjadi dua yaitu nilai produk dan proses. Jadi saya mengetahui pencapaiannya dari nilai akhir pengetahuan dan ketrampilan. Universitas 8. Apakah Ibu/Bapak menggunakan buku paket dari kemedikbuda (Kementrian 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 anakrawijava anak berkembang pengetahuannya. punya semuanya. Apakah Ibu/ Bapak menggunakan buku penunjang lain dalam mengajar? 9. Sumbernya dari mana? Jawaban: untuk penunjang lain biasanya saya memakai buku Airlangga dan BSE Universitas 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 Universitas Brawijava Universitas Brawijava Universitas 11. Media apa saja yang Ibu/ Bapak gunakan dalam mengajarkan kosakata/ ersitas Brawijaya vocabulary? Mengapa Ibu/Bapak memilih media tersebut? Jawaban: Gambar yang paling sering. Realia juga, biasanya saya ambil Universitas Bradari benda- benda disekitar sekolah seperti diluar kelas di kantin, perpus, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya mushola dengan cara melebel benda- benda disekitar. Karena kalau Universitas Br gambar itu mudah di dapat apalagi kalau ada warna- warni anak itu Universitas Brawijava Universitas Brawijaya seneng, apalagi kalau anak itu yang di suruh gambar sendiri itu seneng. Universitas Brawijaya rawijaya Universitas Brayang terutama itu memotivasi anak dulu seneng apa tidak. Kemudian versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brakalau realia itu juga motivasi anak terbangun. Motivasi anak untuk menyelesaikan tugasnya seperti dia harus ke kantin, dia harus ke mushola, Universitas Bradia harus ke TU, dengan berkempok begitu kan mereka lebih senang.niversitas 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 rawijava 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 Universitas akan diajarkan. Universitas 3. Darimana Ibu/Bapak mendapatkan media tersebut? Universitas Braawaban: untuk gambar dari internet untuk realia ya benda yang ada di versitas Brawijaya Universitas Brasekitar sekolah 14. Kriteria apa saja yang Ibu/Bapak gunakan dalam memilih media untuk Universitas Brawijava Universitas Brawijava Universitas Bramengajarkan kosakata/ Vocabulary? Universitas Brawijaya Jawaban: Media itu harus sinkron dengan KD, kalau gambar itu harus Universitas Brawijaya Universitas Bragambar dengan warna yang menarik dan tidak terlalu kecil. Itu adalah **Universitas Brawijaya** Universitas Brawijaya srawijaya

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rsitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Jawaban: karena ini berhubungan dengan strategi, jadi strategi yang anda sitas Brawijaya Iniversitas Brawijaya ajukan ini adalah startegi yang sering guru pakai, karena tanpa di sadari ersitas Brawijaya ternyata ketika kita memakai strategi ada nama- nama tersendiri yang tidak **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

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rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universit Interview transcript (Teacher 3) awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay Pertanyaan interview untuk guru bahasa Inggris Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Sudah berapa lama Ibu/ Bapak mengajar bahasa inggris di SMPN 1 Batu? rsitas Brawijava rawijaya itas Brawijaya Universitas Brawijaya Jawaban: 1997-2016 versitas Brawijaya Universitas Brawijaya Universitas 2. Kesulitan apa yang telah Ibu/ Bapak alami dalam mengajar siswa kelas 7? sitas Brawijaya Jawaban: Kesulitan yang saya alami disini terletak pada pembelajaran wersit vocabulary untuk tingkat pertama. Karena kebanyakan anak tidak tau artinya sehingga ini yang menghambat ketika pembelajaran bahasa Universitas Brawijaya inggris. Makanya di awal pembeljaran 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. Bagaimana pendapat Ibu/ Bapak tentang siswa di kelas 7? 3. Jawaban: Karakteristik anak macam- macam ada yang low, medium, dan high. Namun jika saya perhatikan kebanyakan anak disini adalah anakanak yang high. Strategi apa yang Ibu/ Bapak gunakan dalam mengajarkan kosakata/ Universitas Bravocabulary? Universitas Br Jawaban: Biasanya saya sering menunujukkan gambar-gambar di Universitas Brawijaya Flashcard. Kemudian anak- anak menebak gambar tersebut dan ada juga Universitas Brayangan dari LCD dengan video- video, saya juga biasanya memberikan rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya short dialog, dengan begitu biasanya siswa mengamati sendiri tentang vocabulary yang ada di dalam sebuah video atau short dialog. Universitas Brawijaya srawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas 5. Apakah Ibu/ Bapak mempunyai strategi khusus yang Ibu/ Bapak terapkan Universitas Brawijaya Universitas Brawijaya Universitas Universitas Br dalam mengajarkan kosakata/ vocabulary di kelas 7? Apakah tujuan dariersitas Brawijava Brawijaya Universitas Brawijaya Universitas Brawijaya strategi tersebut? rawijaya Universitas Braawaban: Tidak ada. Saya ya itu seperti dengan gambar. Kecuali untuk diersitas Brawijaya Universitas Brawijaya rawijava Universitas Broocabulary bahasa inggris, yang mana di setiap akhir chapter terdapat iversitas Universitas Braword list yang harus di isi dengan vocabulary yang ada disetiap materi.vers 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 versitas sebuah video atau film mereka sangat tertarik sekali. Bagaimana Ibu/Bapak mengetahui bahwa materi yang Ibu/Bapak sampaikan sudah mencapai tujuan pembelajaran? Jawaban: Dari hasil pekerjaan siswa, terutama pada penulisannya apakah Brovocabulary yang dipakai sudah sesuai. Universitas 8. Apakah Ibu/Bapak menggunakan buku paket dari kemedikbud (Kementrian Pendidikan dan Kebudayaan) dalam mengajarkan kosakata/ Universitas Brawijava Universitas Broocabulary? Apakah setiap siswa memiliki buku paket tersebut? Jawaban: iya, saya selalu menggunakan buku itu dan juga ada buku- buku Universitas Brambahan lain yang sudah disediakan oleh perpustakaan. iya semua punya. Universitas Brawijaya Universitas Brawijaya rawijava

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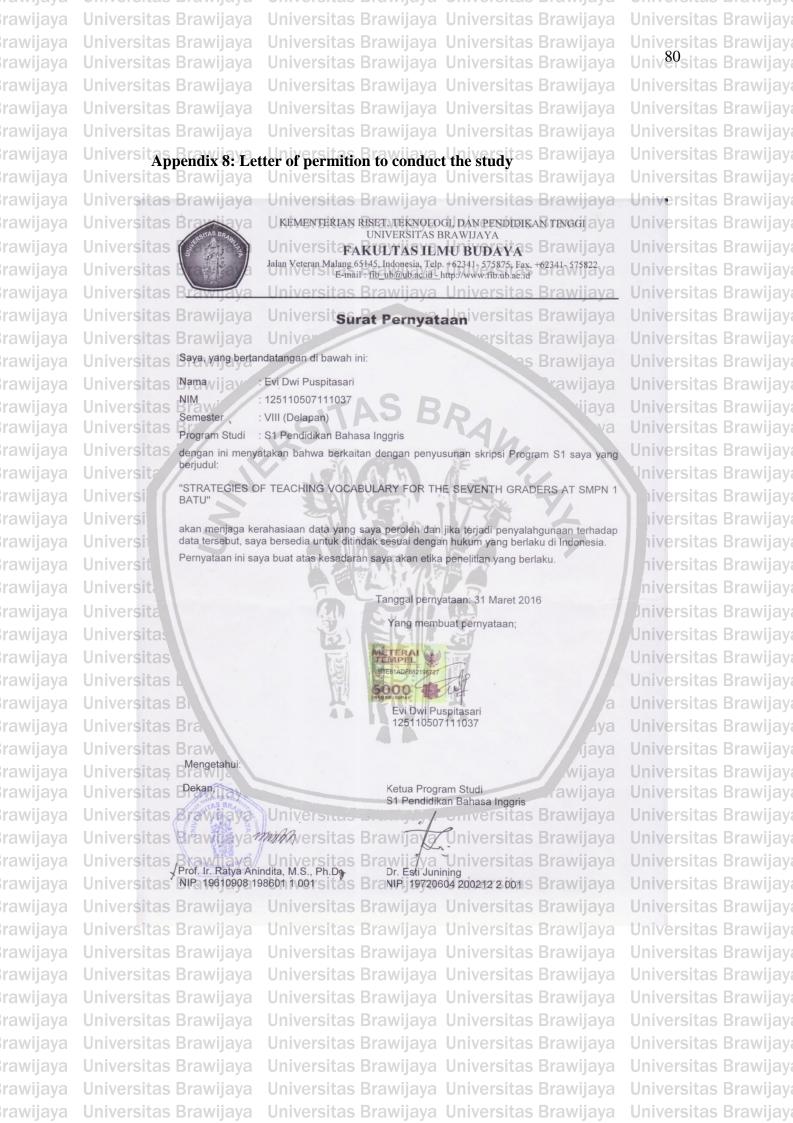
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Picture 5. Media used by teacher 1



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> 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.

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

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86 Brawijaya ersitas Brakkonsultasi Babilas Brakinga Universitas Brawijaya 08/08/2016 1,2,3,4,5 Dra. Ismarita Ida Rahmiati, M.Pd versitas Brawijaya Universitas Brawijaya Universitas Brawijaya ersitas BravACC Penjilidan as Brawijaya, Universitas Brawijaya / Universitas Brawijaya 19. 09/08/2016 Dra. Ismarita Ida Rahmiati, M.Pd Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava mversitas Brawijaya

9. Telah dievaluasi dan diuji dengan nilai: Universitas Brawi

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Mengetahui, Pembantu Dekan I **Bidang** Akademik

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Malang, 9 Agustus 2016 Dosen Pembimbing

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