

**THE STRATEGIES USED BY ENGLISH TEACHER TO TEACH VOCABULARY
(A STUDY AT SEVERAL MAS IN ACEH BESAR)**

THESIS



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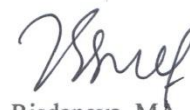
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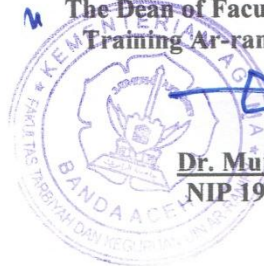
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Menyatakan bahwa sesungguhnya skripsi yang berjudul: ***The Strategies Used By English Teacher to Teach Vocabulary (A Study at Several MAS in Aceh Besar)*** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan,

(Karuni Humairah Arta)

ABSTRACT

This study is entitled “The Strategies used by English Teacher to Teach Vocabulary (A Study at Several MAS in Aceh Besar)”. Its aims were to find out the teachers’ strategies in teaching English vocabulary and to identify the obstacles faced by the teachers in implementing the strategies. This research was qualitative research. In collecting the data, observation and interview were applied. The data were analyzed by using descriptive analysis. The findings of the analyses suggest that the English teachers at the three schools used their own strategies which are the combination of several strategies proposed by experts such as Word Map Strategy, Scavenger Hunt Strategy and so on. Some obstacles faced by the teachers in implementing the strategies were that they had limited time for focusing on vocabulary and less supporting facilities. Another difficulty is related to the students’ low ability to master the vocabulary words. However, the students seem to enthusiastically engage in learning the vocabulary words.

Keywords: strategy, vocabulary

CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research and it deals with several points; introduction that concerns with background of the study, research questions, the aims of study, significances of study, and terminology as elaborated in the following sections.

1.1. Background of Study

As an international language, English has been playing an important role in many aspects of life such as trade, education, international relationship and so on. That is why English becomes connector language that chosen by people who come from different countries, including Indonesia. Learning English as early as possible for Indonesian people can help them face global competition. One of the most important things that should be prepared is ability of the community to communicate in the international language, English.

In education aspect, English is used in many references. Many available books and journals articles are written in English. English also has been applied as the subject that is learned particularly in school. In Indonesia English has been officially

taught since elementary school level and it becomes one of the major subjects in National Examination (UN).

Mastering English is not as easy as taking something for granted. Learners have to go through many steps and parts in learning. One of those parts is learning

and mastering the vocabulary in English. According to Clouston (2013:2), vocabulary is a core to English language teaching. Without knowing enough vocabulary, the students cannot understand others or express their own idea.

Vocabulary is the most important aspect in a language as there will be no language without words. The more vocabulary learners master, the more easily they can communicate. Therefore vocabulary as a fundamental aspect has an important role for English foreign learners to step on acquiring the language. The mastery of vocabulary is related to ability of students in obtaining the vocabulary. Henry and Pongrantz (2006:246) point out that “mastering a language means being able to comprehend the vocabulary and its phonological system both in speaking and writing.” It means the students who learn English as a foreign language have to comprehend the meaning of the words because it is the point to them to understand what they listen and read and also to get the goal of communication with other people.

In teaching English, choosing a learning strategy that suits the needs of students is very beneficial. Teacher should apply the interesting strategies in the classroom, so that the students can understand well and faster about what they are learning. According to Richards (1986:274), strategy means a plan, step or conscious action taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective and more transferable to new situation.

Based on the researcher previous experience as a student teacher at MAS Luqman Al Hakim Lhoknga, Aceh Besar for two months, the researcher found a case that many students got difficulties for mastering vocabulary which had been taught to them. The researcher thinks that one of the causes of the case was due to the learning strategy applied in teaching vocabulary. Since vocabulary is important in language learning, it should be learned and taught properly with the proper strategies.

The topic on the strategies used by teacher in teaching vocabulary has been focused by many researchers in their study. Nevertheless, studies on VLS (Vocabulary Learning Strategy) in the early stage tend to focus on a limited number of strategies, such as guessing from context (Huckin et al. 1993) and certain mnemonics like the Keyword Method (Pressley et al. 1982). More thorough and in-depth studies which look at VLS as a group are in need to contribute to a more comprehensive taxonomy of VLS (Schmitt 1997).

Additionally, this kind of research focus has also been the interest of some previous student researchers in UIN Ar-Raniry. Fuadi (2012) did a research entitled *The Strategies Used by English Teacher in Teaching English*. In his thesis, he described many strategies of teaching English but not specific to vocabulary learning strategies. Solina (2011) also conducted a study on the strategies used for teaching vocabulary but focusing on only one strategy called using picture strategy (*The Effectiveness of Using Colorful Picture in Teaching Vocabulary to the Young Learners*). These studies investigated the strategies used by teacher in teaching English and English Vocabulary but no one has gone over

investigating the strategies used by several English teachers at several schools in Aceh, especially in Aceh Besar in teaching vocabulary.

Based on that case, the researcher conducted a research to find out the teachers' strategies for teaching vocabulary in several schools in Aceh Besar. It is focusing on the teachers' effort to assist the students in taking up the learning materials and how the strategies are applied by the teachers to master students' vocabulary.

1. 2. Research Questions

- 1.2.1. What are the strategies used by teachers in teaching English vocabulary?
- 1.2.2. What are the obstacles faced by the teachers in implementing the strategies in teaching English vocabulary?

1. 3. The Aims of Study

These are some aims to be reached in examining the title above:

- 1.3.1. To find out the teachers' strategies in teaching English vocabulary.
- 1.3.2. To identify the obstacles faced by the teachers in implementing the strategies in teaching English vocabulary.

1.4. Significances of the study

The researcher hopes, the finding of this study will be useful for:

- 1.4.1. English Teacher

Teacher can find the best strategies of teaching English vocabulary to the students.

1.4.2. Students

Students can improve their vocabulary by the strategies used by teacher to teach English vocabulary.

1.4.3. School

The school can use it as an input for the improving of science related to teaching and learning English language, especially English vocabulary.

1.4.4. The researcher

The result of the study will answer those research questions which are the basic of research.

1.5. Terminology

1.5.1. Vocabulary

As stated by Jordan (1980:15), vocabulary is a very large subject. It really requires a book to itself. In other words, a dictionary. Finocciaro (1974:73) explains that “the students’ vocabulary can be divided into two kinds, namely active vocabulary and passive vocabulary”. Active vocabulary refers to the words in which the students can understand and pronounce correctly. Passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing.

Thornbury (2002:13) stated without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, it is important to teach

vocabulary first to the students. Vocabulary plays a significant role in supporting the mastery of language skills such as listening, reading, speaking, and writing which are called by four skills of language. In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

In this study vocabulary is defined as all words which must be mastered by the student to achieve a good communication in English, and also vocabulary become an object which inspected in implementation of strategies used by teacher on this research.

1.5.2. Strategy

Literally, strategy is derived from the Greek Language, *strategia*, which is defined as "public art" or art of a commander who is normally used in warfare. Based on Merriam Webster Dictionary, strategy is a noun in three syllables (strat-e-gy) means the skill of making or carrying out plans to achieve a goal. In this study, strategy related to learning vocabulary process. Gu (2003:116) said that vocabulary learning strategies are an important tool in describing and explaining the vocabulary development of a foreign language. That is why strategy is among crucial elements that should be well-designed in order to achieve the best in learning and teaching process itself. English teachers should apply some strategies that which can help students to understand and master vocabulary appropriately.

1.5.3. MAS

MAS stands for *Madrasah Aliyah Swasta*. Nakosteen (1964) said that *Madrasah* in Arabic word is a form for *zharaf makan* (adverb of place) from the base word *darasa* which means ‘learn’. Literally, *Madrasah* defined as a place of study for the students or in English called ‘school’ which focus on Islamic religious subjects and also combined with other general subjects such as subjects of natural sciences and social sciences.

There are three levels of school which obligated in Indonesia; Primary School, Junior High School and Senior High School. And in other words *Madrasah Aliyah* is same level with Senior High School. This is about students aged 15-17 years old studying in *Madrasah Aliyah*. *Madrasah Aliyah Swasta* is the private schools that are outside the development of the government but still under government control, specifically controlled by the Islamic Religious Ministries. In this study the researcher took three MAS, they are MAS Ruhul Islam Anak Bangsa (RIAB) Keutapang Aceh Besar, MAS Al Manar Krueng Barona Jaya Aceh Besar and MAS Luqman Al Hakim Lhoknga Aceh Besar.

CHAPTER II

REVIEW OF LITERATURE

In this chapter the researcher discusses about the theories related to vocabulary and vocabulary learning. This review comprises definitions of vocabulary, types of vocabulary, the importance of vocabulary and vocabulary learning strategy (VLS).

2.1. Definition of Vocabulary

As written in the chapter one, the term of vocabulary has a wide meaning. Many experts have defined vocabulary in many ways. Richards (2002:225) defined vocabulary as “a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write”. Then, Hornby (1974:956) stated that “vocabulary is a total number of words which (with the rules combining them) make up a language, no dictionary could list the whole vocabulary language”. “Vocabulary also includes conceptual knowledge of words that goes well beyond a simple dictionary definition” (Antonacci & O’Callaghan, 2012 : 83).

2.2. The Types of Vocabulary

It is necessary to know about the type of vocabulary. Jeremy (1986:74) said that there are two kinds of vocabulary namely active and passive vocabulary. Active

vocabulary is the vocabulary that has been taught or learnt and we are expected to be able to use it. While, passive vocabulary is the vocabulary that has been taught and learnt and we are not expected to produce.

Pikulski and Templeton (2004:2) also stated that vocabulary is divided into several types as in the following scheme:

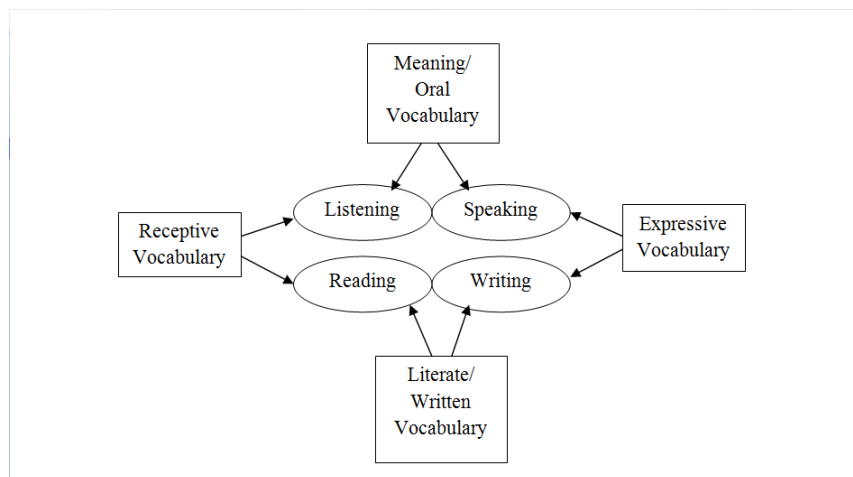


Figure Vocabulary Type

The scheme shows that the vocabulary is divided into four types; Oral vocabulary, Expressive vocabulary, Written vocabulary and Receptive vocabulary.

- a. Oral vocabulary means the vocabulary which is used in spoken. The actions are used in speaking, in producing the sound and hearing a sound from the speaker.

- b. Expressive vocabulary is the vocabulary which is used to express something. When it is used in speaking it expresses a thing. Then writing, the expression used to express something in the text.
 - c. Written vocabulary is the vocabulary which is used in writing a thing. The action of it is used in writing and reading. In writing, it is used by the researcher or author. Then the vocabulary in reading is used by the reader in reading something.
 - d. Receptive vocabulary is the vocabulary which is used in reading and listening activity. In this type a person receives all the vocabulary without giving any feed back to the author or speaker.
- All of four types above are interconnected in daily life.

2.3. The Importance of Vocabulary

How well people speak, listen, read and write depend on the vocabulary they have. Gough (2002:3) said that vocabulary is very important because without words, people cannot carry the meaning of what they want to say. Ur (2012:3) also said that learning vocabulary of a language is important because vocabulary means how a word carries meanings. In teaching-learning process, teacher should understand what would be taught in the class, because “Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities them” (Richard and Renandya, 2010:255).

According to Harmer (2012), in vocabulary learning, students will be constantly tested to find out their level of improvement in vocabulary knowledge. If the students do not have sufficient vocabulary knowledge, they will have difficulties in recognizing the content thereby failing the vocabulary learning test and lose interest in English as a foreign language because McCarten (2007) said that in foreign language learning, it is impossible to recognize a passage without being familiar with vocabulary words.

To sum up, the more vocabulary words the learners have the better they are in communication because vocabulary is an important aspect in constructing meaning.

2.4. Vocabulary Learning Strategies

Vocabulary Learning Strategies (VLS) is the ways or steps that help learners to learning vocabulary by acting one of the strategies as steps or formula, so that the strategy become a facility which increasing learners understanding in learning vocabulary. "VLS has paralleled a movement away from a predominantly teaching-oriented perspective to one that includes interest in how the actions of learners might affect their acquisition of language" (Schmitt 132: 2000). It can be expected that most of learners actually had use the strategy in learning vocabulary.

Cook (2008: 58) identified two main categories for understanding and using vocabulary for getting meaning and for acquiring new words:

1. Strategies for getting meaning:

- a. Guessing from situation or context

- b. Using a dictionary
- c. Making deductions from the word-form
- d. Linking to cognates

2. Strategies for acquiring words:

- a. Repetition and Rote Learning
- b. Organizing words in the mind
- c. Linking or existing knowledge

Cook describes that language learners can get meaning of vocabulary items by guessing the meaning from context, using dictionary, making deductions from the word from which means trying to deduce a word from actual form. For example, if the learners know the meaning of word such as television, which 'tele' means far or distance and 'vision' means view, they would be able to guess the meaning of that word without checking the dictionary until they cannot understand the meaning so they can use the dictionary. The last is linking vocabulary items to cognates. It means that in learning a new word the learners link the word which they want to learn with the word in their first language is closely related. For example, an Arabian language learner can link English word 'mirror' with Arabian word 'mir-ah' to make easier to understand.

Cook also declares that the way to acquiring new vocabulary items are through Repetition and Rote Learning, organizing words in the mind which means organizing words in groups by putting related words in a 'word map' (p. 60). For example, in learning a new word, learners can relate kitchen to plate, knife, fork, spoon, and cooker. The last is linking words to existing knowledge. It means to

link what the learners are learning to something that they knew through ‘mental imagery’. For example, to remember new vocabulary words, the learners need to think about a picture that reminding us of the word.

Mary (2015) identified and collected the types of strategies for learning vocabulary from many experts in her research:

a. Same Word, Different Subject (Marinak et al., 1997)

1. Explain to students that each school subject consists of technical vocabulary words and specialized words. Technical words are those that usually have only one meaning and are discussed in only one subject. For example:

English – verb, gerund

Biology – mitosis

Mathematics – rhombus

2. Tell students that specialized vocabulary words are those that are used in different subjects and usually have different meanings in each subject. For example, the word division could be used differently in history, mathematics, and science classes.
3. Have students identify and discuss other specialized vocabulary words. Create a class list that can be added to regularly as new words are encountered and discussed.

b. Vocabulary Self-Collection Strategy (adapted from Haggard, 1982)

1. Ask students to identify two words they believe everyone should learn
that are related to specific topics the group is studying.
2. Have students write their words on the board.
3. Ask students to present their words to the group by defining them, explaining why the group should learn them, and telling where the words were found.
4. Moderate a discussion through which the class reduces the list to a predetermined number of most important words by eliminating words already known by many. The final list becomes the focus of vocabulary activities for the next few days.

c. Scavenger Hunt (adapted from Pages, 2000)

1. Give students a list of essential vocabulary they must know for a unit
they are studying.
2. Organize students into small groups – usually three or four students per group.
3. Provide student groups with time to search for the new words using reference books, newspapers, magazines, websites, and other appropriate resources at school and at home. Instruct students to collect examples of the words, copy sentences that use the words,

collect or draw pictures of the words, and build models or examples of the words. Assign point values for each of these methods of illustrating the vocabulary words, for example:

- 8 points for building a model representing the word.
- 5 points for finding a newspaper/magazine article that uses the word.
- 2 points for finding a book about the word or illustration that describes the word.

The teacher may also wish to award bonus points for groups that find a representation for all vocabulary words on the list.

4. Allow groups to meet each day for a few minutes to plan a strategy for gathering the representations of their words and assess how they are progressing in their collection efforts. Tell groups to keep their progress and findings secret; they are competing with the other groups for points.
5. Create posters on which vocabulary words are written (one word per poster). On the day that the items/examples are due, give groups a few minutes to organize their objects in piles by the words written on the posters. Show each word poster and have students, group by group, share what they have brought to represent that word. Briefly record their ideas on each word poster. Post these posters on the wall.

6. Next, have groups sort their Aitems by type. For example, put books about the topics in one pile, pictures in another pile, and models in yet another pile.
7. As the unit is taught, students can refer to the posters to review these essential vocabulary words. The teacher may also ask students to use the list of scavenger hunt words to write a summary of the unit.

d. Keyword Method (Baumann & Kameenui, 1991)

Using the keyword method, the student is taught to construct a visual image that connects the vocabulary word being taught with a familiar, concrete word that is similar auditorially and shares some common feature.

1. Give students a new vocabulary word and share its meaning with them. (example: carlin, which means “old woman”).
2. Ask them to identify a familiar word that is acoustically similar to carlin (example: the keyword “car”)
3. Have students visualize or draw the image of an old woman driving a car.

When asked to recall the meaning of carlin, the student will retrieve car because of its acoustic similarity to carlin, and then recall the visual image of the meaning of carlin (example from Pressley, Levin, & McDaniel, 1987, cited in Baumann & Kameenui, 1991).

e. Semantic Feature Analysis (Pittelman, Heimlich, Berglund, & French, 1991)

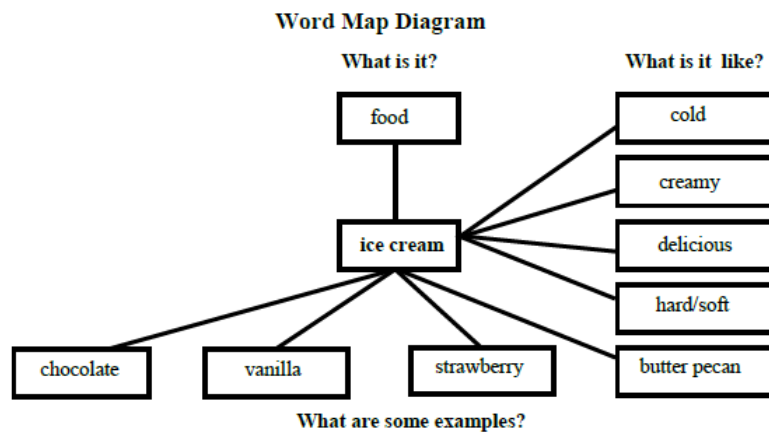
Semantic feature analysis helps students see the relationship between words within categories. It illustrates how words are both similar and different and emphasizes the uniqueness of each word.

1. Select a category topic. Begin with a category familiar to students, such as animals.
2. Prepare a list of concepts or objects related to the category, such as eagle, dog, shark, and mouse.
3. Determine the list of features students will explore, such as number of legs, fur, eyes, and wings.
4. Guide students through the process of completing a matrix of the information provided, using plus or minus signs to indicate whether each object possesses each feature.
5. Encourage students to add objects and features to the matrix.

Item	4 legs	2 legs	fur	eyes	wings
Eagle	-	+	-	+	+
Dog	+	-	+	+	-
Shark	-	-	-	+	-
Mouse	+	-	+	+	-

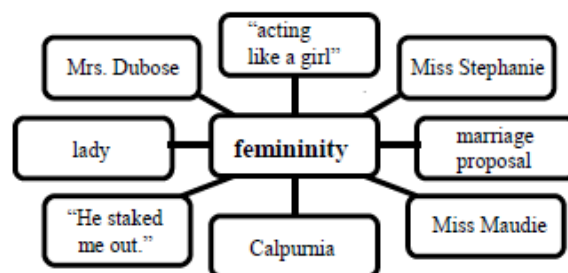
f. Word Map (Schwartz & Raphael, 1985; example from Holder, 1997)

The word map technique is useful for helping students develop a general concept of definition. It focuses on three questions, “What is it?,” “What is it like?,” and “What are some examples?” to make students aware of the types of information that make up a “definition” and how that information is organized.



g. Word Web (adapted from Marinak et al., 1997)

1. Before reading a passage, share a list of words that students will encounter in their reading. Record these words in the center rectangles of word webs equal in number to the words on the list.
2. Pronounce each word. Encourage students to share what they think each word means.
3. Complete the word webs during reading. As students encounter a word that has been placed in the center of a word web, they record on one of the circles around each center circle words or phrases that



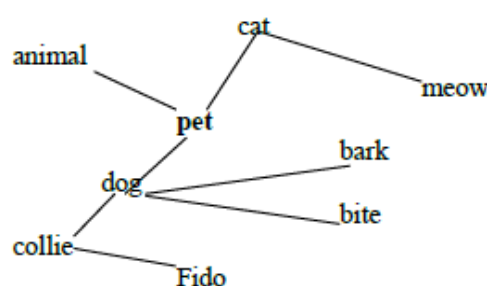
will help them remember the meanings of the words.

This web has been constructed to define femininity within the context of *To Kill a Mockingbird*.

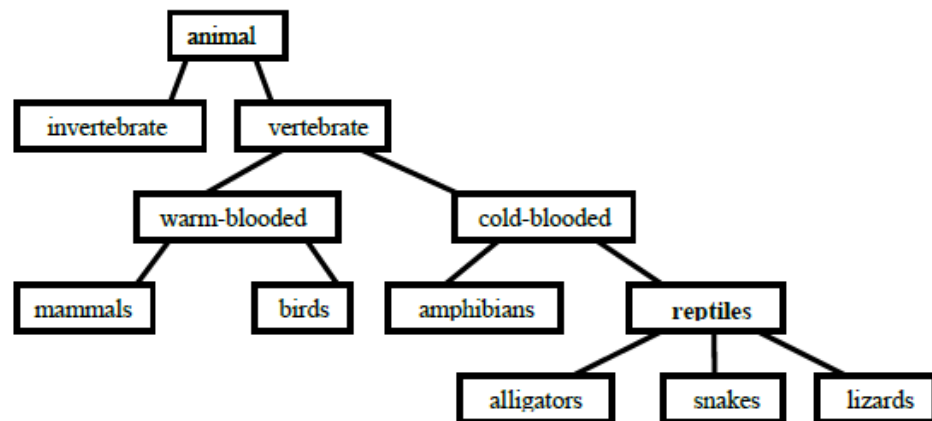
h. Semantic Word Map (Building Vocabulary for Success, 1998; adapted from Tierney, Readence, & Dishner, 1995)

A semantic word map is a diagram of relationships between concepts and related ideas. Much of a learner's knowledge of words and concepts can be thought of as being stored in word maps in the brain.

1. Determine a target concept that is an example of larger concepts. In the first illustration below, the key vocabulary term is pet.
2. Ask students to record the word for a larger group into which the word pet fits, in this case animals, and connect the two words.
3. Instruct students to write several words around the target term that are examples of it and draw a line from the key vocabulary term to each of these associated words. The words recorded in the illustration below are dog and cat.
4. Tell students to write associated words around each of the words that they have just recorded and draw connecting lines, as appropriate. In the example below students have recorded and connected three words – bark, bite, and collie – that they associate with dog. They have recorded and connected one word, meow, which they associate with cat. Allow students to continue in this manner as long as time or their skills allow. In the example below, the students additionally connected Fido to collie.



In the second illustration, the target word is reptiles (illustration adapted from et al., (1995).

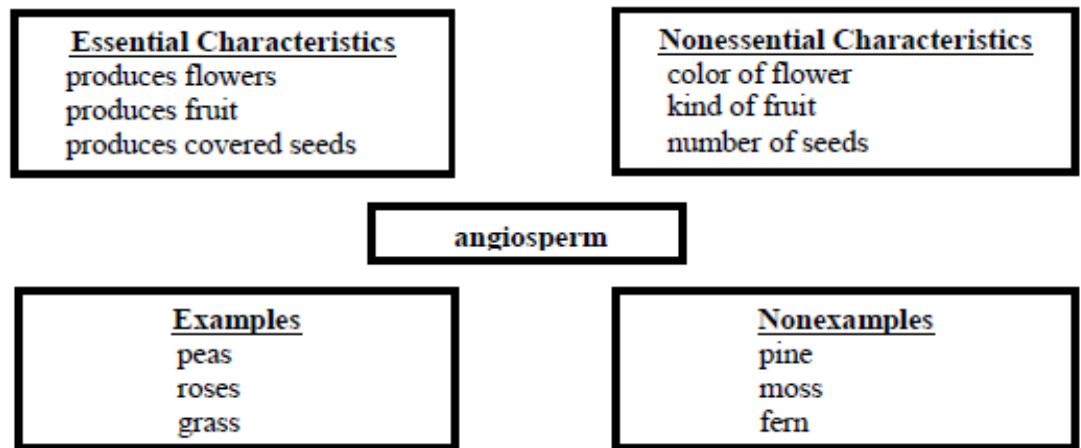


i. Frayer Model (Hildroth, 1997)

This organizer helps students select and organize information related to a key concept by focusing their attention on relevant details. Students learn to differentiate between essential and nonessential characteristics, as well as identify examples and nonexamples of the concept.

1. Instruct students to put a key vocabulary word in the center box.
2. Ask students to list essential characteristics of the word in the upper left-hand box.
3. Have students list nonessential characteristics of the word in the upper right-hand box.
4. Tell students to list examples of the word in the lower left-hand box.

5. Finally, encourage students to enumerate non-examples of the word in the lower right-hand box.



j.

Words Alive (adapted from Virginia Department of Education, 2001)

1. Instruct students to write the vocabulary word above the first box.
2. Ask students to answer each of the five questions below the word.
3. Direct students to draw a picture that depicts the meaning of the word.
4. Have students write a caption that describes the picture and uses the vocabulary word.



WORD

What do you think the word means?

What does the dictionary say the word means?

Write a definition of the word using your own words.

What are some other words that mean the same thing as the word?

What are some other words that mean the opposite of the word?

Sketch of Word

Picture Caption Using the Word

k. Word Sorts (Marinak et al., 1997)

Students may complete “open” or “closed” sorts individually or in pairs.

1. In closed sorts have students put words into predetermined categories. For example:

Categories: jobs, tools, cleaning products

plumber	hammer	doctor
lever	carpenter	wrench
sailor	soap	ammonia

2. Open sorts require students to create and discuss their own categories. For example, given the following list of famous American surnames, students would be directed to generate as many categories as possible containing at least two items each.

Lincoln	Washington	Roosevelt
Jackson	Franklin	Eisenhower
Johnson	Jefferson	MacArthur
Ford	King	Kennedy

Category examples: presidents, automobiles, cities, civil rights leaders, military leaders.

1. I Have ... Who Has? (adapted from Parrott, Henry, & Owens, 1998)

1. Prepare vocabulary word (answer) cards and definition (question) cards equal in number to the number of students in the class.
2. Give each student one definition (question) card and one vocabulary word (answer) card that answers a different question than the definition (question) card that student has received. The

first student says, “Who has (and reads his question card). For example, “Who has a railroad that would stretch across a continent?”

3. The student who has the corresponding vocabulary word (answer) card says, “I have (answer). Who has (question)?” To continue the example, “I have ‘transcontinental railroad.’ Who has ‘an unfair dislike or hatred of a group because of their race or religion’?”
4. Play continues in this manner until all vocabulary words have been reviewed.

m. Pinwheel (adapted from Parrot et al., 1998)

1. Divide the class into groups of 6, 8, or 10. Each group forms an outer and an inner circle. Inner-circle students face out; outer-circle students face in, in such a way that each member of the inner circle is facing a partner in the outer circle. The outer circle partner faces his inner-circle partner as well.
2. Each inner-circle student is given a different vocabulary word and its corresponding definition. The inner-circle students quiz their partners on the meaning of their vocabulary words. Inner-circle partners may offer assistance, as needed.
3. After each dyad has completed reviewing its assigned word and its corresponding definition, the outside students are cued by the teacher to “pinwheel” or move one position to the right. Now, each student has a new partner, and the outside students have new

vocabulary words to review. This process continues until each outside student has worked with each inside student.

4. Call, “Inside out and outside in.” Students switch roles and the process is repeated.

n. The Chain Game (adapted from Parrot et al., 1998)

This game may be played by groups of eight students after the class has studied the vocabulary in a specific lesson or unit of study. It provides much repetition of words and their definitions.

1. Draw eight links on the blackboard or overhead projector to create a chain, and write a vocabulary word in each link.
2. Select the first player in each group. This student chooses any word in the chain, reads the chosen word, and defines it.
3. Select the second player in each group. This student determines the direction of play on the chain by choosing a word to the right or the left of the word selected by the first player in the chain. The second player in each group reads and defines the word selected by the first player, then reads the word he or she has chosen and defines it.
4. Select successive players. Each of these players reads and defines previously selected words in the order in which his or her predecessors chose them, then reads and defines the next word in the chain.

NOTE: When the teacher selects the students, the difficulty of the task can be controlled for students who have memory deficits. Some students with

memory difficulties prefer to have their turn early in the game. Some at-risk students prefer to take a turn later in the game, and take pride in repeating definition after definition, which they have learned because of the intensity of the repetition.

o. Vocabulary Charades (adapted from Jones, 1999)

1. Put words that describe visual concepts on cards. (examples: hurricane, motivate)
2. Divide the class into teams.
3. Ask a member of each team, in turn, to draw a card and “act it out.”
4. Determine a time limit by which teammates must guess the word being acted out. Assign points for each word guessed correctly by the teams.
5. Continue until all members of each team have had an opportunity to illustrate a word.

p. Quick Draw (Adapted from Jones, 1999)

1. Put words that describe visual concepts on cards.
2. Divide the class into teams. Ask a member of each team, in turn, to draw a card.
3. Have the student see how quickly team-mates can convey the essence of a word on the board – without words – by illustrating it.
4. Continues until all members of each team have had an opportunity to illustrate a word.

q. Concentration

Student pairs can play this game after studying the vocabulary in a lesson or unit.

1. Pairs of students spread out word cards and matching definition cards face down in random order in front of them on a flat desk, table, or floor.
2. Students take turns flipping over pairs of cards to try to find matching words and definitions. Each time a student finds a matching pair of cards, he or she removes them from the playing area and keeps them.
3. The student who has acquired the most cards after all cards have been removed from the playing surface wins.

r. Jeopardy

This game can be played with the whole class after studying the vocabulary in a unit of study.

1. Create cards that contain the definitions of key vocabulary students have studied.
2. Determine categories for these definitions.
3. Choose five definition cards per category. Assign point values to definitions according to their level of difficulty. Write the appropriate point value on the back of each definition card.

4. Organize the category labels and definitions (face down) into a Jeopardy game board on the blackboard.
5. Divide the class into two teams.
6. In turn, have the members of each team call out a category and card (by point value). Read the definition written on the card selected. If the student who selected the card can provide the word for the definition read, his team receives the assigned number of points.
7. The team with the most points wins the game.

s. Class-wide Peer Tutoring (adapted from Greenwood & Delquadri, 1995)

1. Divide the class into two “balanced” teams. Assign tutoring pairs within each team.
2. Prepare flashcards with vocabulary terms on one side and their definitions on the other side. (Instead of flashcards the students may use class notes taken in two-column form, with words on the left side and definitions on the right side of the page.)
3. Students take turns being the tutor and tutee during tutoring time; the teacher supervises the interactions, making note of difficult vocabulary.
4. Tutees earn points by giving correct definitions to words called out to them by their tutors. If the correct response is given initially, a predetermined number of points is awarded. If the tutee corrects an erroneous answer independently, he is awarded points as well,

albeit fewer points than he would have earned if his first answer had been correct. The teacher may award bonus points for on-task tutoring and responding behaviors.

Rewards are provided for points earned during tutoring sessions. Teachers may, for example, factor points into student homework grades.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides explanation on aspects related to research methodology which covers the description of the location, research design, population and sample, technique of data collection, and technique of data analysis.

3.1. Description of the Location

3.1.1. MAS Ruhul Islam Anak Bangsa (RIAB) Aceh Besar

Ruhul Islam Anak Bangsa is one of modern Islamic boarding schools in Aceh which is located in Gue Gajah, Darul Imarah, Aceh Besar. Madrasah Aliyah Ruhul Islam Anak Bangsa was founded by Human Resource Development Foundation in 1997. Since its establishment July 1, 1997 to May 1, 2016 has been completed as many as 17 batches with a total of 1,442 alumni who are scattered in various leading National Universities in Indonesia such as *Universitas Indonesia*, *Universitas Gadjah Mada*, *Institut Teknologi Bandung*, *Institut Pertanian Bandung*, and so on, and also International Universities in Egypt, Madinah, Sudan, Tunisia, Qatar, Morocco, Turkey, Libya, Taiwan, Canada, Malaysia, Brunei Darussalam, and Australia. In every National Exam successfully pass 100%. From statements above, the researcher can guess that RIAB is one of schools in Aceh which have a good standard for supporting students learning strategy.

3.1.2. MAS Al Manar Aceh Besar.

MAS Al Manar Krueng Barona Jaya Aceh Besar is located at Gampong Lampermei, Krueng Barona Jaya, Aceh Besar. This school was built on the initiative of H. Azhar Manyak or known as Abu Manyak in cooperation with Prof. Dr. Safwan Idris MA, who at that time was still the Rector of IAIN Ar-Raniry in 1996. The school is managed by alumni *Gontor National Modern Islamic Boarding School* who has been in fostering students in the school boarding system. The alumni of this school are mostly *UIN Ar-Raniry* students and other universities in abroad such as Egypt, Tunisia, Oman and Malaysia. This school has a good standard school system for a teacher to apply many strategies in learning process.

This study specifically focus on the strategies used by teachers to teach vocabulary in three schools above. So, in short, the researcher makes a description book about the analysis of teachers' strategies in teaching vocabulary at several boarding schools in Aceh Besar.

3.1.3. MAS Luqman Al Hakim Lhoknga Aceh Besar

MAS Luqman Al Hakim Aceh Besar is located in Gampong Nusa, Lhoknga, Aceh Besar. That school was built 15 years ago. Before becoming a school it was an orphanage. So, most students lived there since they were a kids until they become one of the teachers there. There are two schools actually in that one location; Senior High School Luqman Al Hakim and Junior High School Luqman Al Hakim. There is one class for each grade. Total of the class are six classes in one building. Each class has students about 15 people, and all of them

are female. This school is not included in the standard of school yet because it has no facilities which support the students and teachers in teaching-learning process. Such as, they have no laboratories for any study subjects which need a laboratory, like Biology, Chemistry, Arts, Computer, English and so on. Even though, the school with good standard system will support teachers in applying the learning strategy in the teaching process.

3.2. Research Design

This study used a qualitative research because this research needs a long description. To this end, a qualitative research is more appropriate. Creswell (2014:32) stated that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to social or human problems. The process of research involves emerging questions and procedures. Data are typically collected in the participant's setting. Then, the data analysis is inductively built from particular to general themes. This is followed by the researcher's interpretation of the meaning of the data, so the final written report has a flexible structure.

3.3. Research Participants

Population as "a collective term used to describe the total quantity of cases of the type which are the subject of your study" (Walliams 2001:166). It means that population consist of objects, people or events. In this research of the collective term refer to the schools, teachers and research. The teachers who teach

at first year students in three schools, MAS Ruhul Islam Anak Bangsa (RIAB) Keutapang Aceh Besar, MAS Al Manar Krueng Barona Jaya Aceh Besar) and MAS Luqman Al- Hakim Lhoknga Aceh Besar, were researched. Therefore, the research participants for this study are one English teacher per school.

3.4. Techniques of Data Collection

In order to answer the research questions, this study used the observation and interview.

3.4.1. Observation

Observation is the basic of much of the informal assessment that occurs daily. Observation is also the act of watching something carefully for a period of time, especially to learn something that has been seen, heard or read (Simon 1979:874 and Wayne, 2017:9). In this research, the researcher attended in the class or a place where the teacher will teach a subject before the teaching vocabulary strategies applied by teacher. Based on observation and the discussion with the teachers, the researcher made a reviewing text about whole teaching-learning process at that time. And the researcher did the same thing with other school which became an object in this research.

3.4.2. Interview

The researcher gathered data by interviewing one teacher for each school. The researcher used semi-structured interview to involve kinds of open ended questions based on the researcher needs to cover the research questions' answer. As said by Larsen (1991:13), The open-ended nature of the question defined the topic under investigation but provided opportunities for both interviewer and

interviewee to discuss some topics in more detail. If the interviewee had difficulty answering a question or provides only a brief response, the interviewer could use clues to encourage the interviewee to consider the question further.

The interviews with teachers were held after the observation, face to face and recorded by audio-recorder to ease researcher in reviewing the information. The researcher had a list of standard questions that must be answered by all the interviewee in the interviews (see at the appendix).

3.5. Techniques of Data Analysis

The technique of data analysis that was used in this research is narrative analysis. Narrative methods as a form qualitative data analysis in which the researcher focus on how the teachers apply the strategy in their vocabulary teaching. Donald (2006) said that “Narrative research is a term that subsumes a group of approaches that in turn rely on the written or spoken words or visual representation of individuals. These approaches typically focus on the lives of individuals as told through their own stories. The emphasis in such approaches is on the story, typically both what and how is narrated”. In analyzing the interview data, the researcher attempted to identify any information gained as the result of interview by interpreting the descriptive summaries of what teachers done.

CHAPTER IV

ANALYSIS AND DISCUSSION

This chapter discusses the analyses of the data collected through observation and interview from three MAS in Aceh Besar, namely MAS RIAB (Ruhul Islam Anak Bangsa), MAS Al- Manar and MAS Luqman Al-Hakim. The findings' are then discussed further in order to finalize the answers to the proposed research questions.

4.1. Analysis

This section highlights the analysis of observation and interview. Each of these types of data is thoroughly explained in turn.

4.1.1. The Analysis of Classroom Observation

The observation was carried out once in each school. The following is the explanation of the note taken in the field observation in each school.

a. MAS RIAB (Ruhul Islam Anak Bangsa)

After first ten minutes the teacher gave some speech for to start the class, he started with asking the students about what they have learned at the dorm. It was about the vocabulary words home work where they must find the meaning of the provided vocabulary words. He used the study guide book which provided the list of vocabulary words that related to the lesson to be learned. Then he gave modeled the sound or pronunciation of vocabulary words loudly then the students followed the pronunciation of teachers simultaneously together for several times.

The students were very enthusiastic to follow the lesson. After learning vocabulary words, then the teacher began to discuss the topic of the discussion on

that day. Topic of the day was the biography of Rudi Habibie as former president of Indonesia. So, the provided vocabulary words list is related to the topic such as ‘descent’, ‘a sick list’, ‘reacquainted’, ‘resignation’, ‘retirement’, ‘relinquishing’ and so on. Vocabulary words that had been discussed before were linked with the topic of discussion so that students were able to string words into the form of a sentence.

Therefore, the strategy used by teacher is included into ‘Using a Dictionary’ for getting the meaning strategy category and ‘Repetition and Rote Learning’ for acquiring words strategy category. The strategy type used by teacher is very close to the Scavenger Hunt strategy in which the teacher gives the list of vocabulary words that students should know and then discuss in the classroom. However, there is a bit difference between the Scavenger Hunt strategy and strategy applied by teacher because he did not make groups to discuss the vocabulary words.

The explanation above can be briefly summarized as in the following table:

Table 4.1.1.a. Description of *MAS RIAB (Ruhul Islam Anak Bangsa)* classroom observation.

No.	List of Observation	Description	
1.	The strategy/ strategies used by teachers:	Scavenger Hunt strategy	
2.	The way the teacher presents the vocabulary words.	Strategy for getting meaning	Using a dictionary

		Strategy for acquiring words	Repetition and Rote Learning
3.	Student's reaction in learning vocabulary by using strategies applied by the teacher.	Enthusiastic, actively engage in the learning	

b. MAS Al- Manar

Teacher started the lesson by greeting the students and then asked what they had learned at the previous meeting as a review of the lesson. Then the teacher gave a new topic of learning 'How to describe someone'. The teacher mentioned a keyword 'various kinds of human nature', then the students mentioned the human traits one by one such as 'tall', 'fat', 'pretty', 'humorous', 'clever', and so on. Then the teacher wrote them on the board and the students were asked to provide the Indonesian meaning of each word on the board. Students looked up the vocabulary words in the dictionary individually.

After that, the teacher pronounced the vocabulary words loudly which then were followed by all of the students. After all students read the vocabulary words with the correct pronunciation, the teacher asked the students to describe someone they like using the vocabulary words in a paragraph. Students' writing process was guided by the teacher. After students finished the writing, they were asked to read it to the class in turn. All of the students finished reading their writing until

the lesson was over on that day. The students were very enthusiastic to follow the lesson. It can be seen from how they gave their opinion in the discussion with the teacher and bravely came forward to explain their description text.

That strategy is very close to the Vocabulary Self-Collection Strategy combined with Word Map Strategy. But, there is a slight difference with Vocabulary Self-Collection where teacher did not specify the number of vocabulary words believe important to be learnt while the Vocabulary Self-Collection strategy limits the words in only two vocabulary words. The similarity with the Word Map strategy is because teachers use the "What are some examples?" question to make students aware of the types of information that make up a definition and how that information is organized.

To briefly summarize the aforementioned process, the researcher provides the following table:

Table 4.1.1.b. Description of *MAS Al- Manar* classroom observation.

No.	List of Observation	Description	
1.	The strategy/ strategies used by teachers:	Vocabulary Self-Collection Strategy combined with Word Map Strategy	
2.	The way the teacher presents the vocabulary words.	Strategy for getting meaning	Using a dictionary
		Strategy for acquiring words	<ul style="list-style-type: none"> - Repetition and Rote Learning - Linking or existing knowledge

3.	Student's reaction in learning vocabulary by using strategies applied by the teacher.	Enthusiastic, actively engage in the learning
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c. MAS Luqman Al-Hakim

At the beginning, the teacher entered the class by greeting and asking the students about what they had learned last week. Then the teacher began asking the students to review about lesson about the previous lesson. Then the teacher gave the topic of discussion 'Noun Phrase'. After the teacher explained about noun phrase, the teacher translated the word into Indonesian one by one. The words were deemed necessary to be memorized by the students. Then the students wrote the word in English as well as the meaning in the Indonesian language into their vocabulary note book.

The teacher gave the right sound or pronunciation to each word, how to say the vocabulary words, students repeated after her, simultaneously together for several times. After that the teacher gave the students some time to memorize the new vocabulary words. At the end of the meeting the teacher tested the students' knowledge of memorized vocabulary words had been given.

The students were very enthusiastic to follow the lesson but a little bored when the teacher asked them to memorize the vocabulary words. This strategy is close to the Scavenger Hunt strategy, but the teacher added the additional task by asking them to memorize and show the vocabulary words to the teacher without

seeing the note book. Another difference was that the teacher did not group them to discuss the vocabulary words.

The explanation above can be briefly summarized as in the following table:

Table 4.1.1.c. Description of *MAS Luqman Al- Hakim* classroom observation.

No.	List of Observation	Description	
1.	The strategy/ strategies used by teachers:	Scavenger Hunt strategy	
2.	The way the teacher presents the vocabulary words.	Strategy for getting meaning	Using a dictionary (guided by teacher)
		Strategy for acquiring words	Repetition and Rote Learning
3.	Student's reaction in learning vocabulary by using strategies applied by the teacher.	Enthusiastic, but a bit bored	

4. 1. 2. The Analysis of Interview

Interview was conducted after the classroom observation. The interview consisted of five questions for the teacher. The following is the explanation of the interview description with a teacher in each school.

Among the questions prepared for teacher' interview, there are five questions mainly related to the context of this study. The elaboration of each question along with the teacher's response is provided as in the following.

a. RIAB (Ruhul Islam Anak Bangsa)

Question 1: What kind of vocabulary teaching strategy do you use in your classroom?

Teacher' response: *"Sebelumnya saya ada mengajar menggunakan buku revisi kurikulum 2013, tipis bukunya. Itu caranya, saya perintahkan mereka untuk menulis semua vocab, karena disitu (pointed to the book) ada namanya 'vocabulary builder', karena ada text disitu (related to that vocabulary builder which will be discuss later), kemudian mereka menyetorkan, jadi itu bisa memudahkan mereka memahami text itu, karena vocab itu diambil dari teks itu".*

Based on English teacher' opinion about the first question, he thought the strategy he used was a strategy where students are given a list of vocabulary words from the guide book first about the upcoming material. According to researcher interpretation, the strategy type used by teacher is very close to the Scavenger Hunt strategy. But, there is a bit difference between the Scavenger Hunt strategy and strategy applied by teacher like had been discussed above, when the teacher teaching, he did not make a group to discuss the vocabulary words.

Question 2: Why you choose that strategy?"

Teacher's response: *"Kenapa saya pilih metode itu, yang pertama mengefesienkan waktu, jadi waktu kita didalam mengajar kan 90 menit, jadi kita bisa memenej sedemikian kecil waktu. Kita ajarkan..., kebanyakan biasanya guru, masuk misalnya jam ke tiga-empat, duduk-duduk dulu, enggak ini... kan (he showed disappointed face). Trus pas keluarnya pun gak tepat waktu. "ini sikit lagi ni waktu, alah, keluar teros" (he acted as one of bad teacher behavior), atau lewat waktu. Itu kenapa? Karna gak ada perencanaan. Kita gunakan awal waktu dan akhir waktu kita untuk apa. Tapi kalau ada perencanaan seperti vocab ini, jadi kita bisa memanfaatkan waktu yang sedemikian kecil, begitu tujuan saya buat. Kemudian, tidak membebani siswa, sambil-sambil belajar bisa liat itu (pointed to the vocabulary words list).*

So, he explained which the point of that explanation is using that strategy can save time to explain the words because students already looking for the meaning of those words. He means with *"memanfaatkan waktu yang sedemikian kecil"* is the target materials in the syllabus can be reached maximally and not to be exceed the deadline at the end of the school semester. He also claimed that this strategy did not burden students in learning vocabulary words. However, he did not know what the name of the strategy is, but he felt this strategy is great to apply. In other case, he disappointed with other teachers who did not appreciate

the time, he suggested that teachers should make a good plans to teaching the lessons.

Question 3: How many times did you check/assess your students in their vocabulary?

Question 4: How is your system of assessing your student in their vocabulary?"

Teacher's response: *"Iya, setoran, setoran.. kalau tiap ngajar kan 90 menit, sepuluh menit pertama itu orang tu setor vocab, selanjutnya masuk materi, sepuluh menit terakhir kalau ada yang mau nambah silahkan.. dan cara setornya bukan dengan cara misalnya 'book' buku, bukan orang tu yang setor, tapi saya yang tanyak, misalnya 'resignation' apa artinya, 'income to late' apa artinya, trus orang tu yang jawab, trus termasuk juga cara saya menilai. Kalau dia udah bisa, conteng berarti, conteng di bukunya, conteng-conteng, kalau ngak bisa saya strep (pointing his hand acted like write check at the book)".*

Explanation for the third and fourth question are he decided assessing system for the vocabulary words with Rote Learning at each meeting, which the students deposited their memorization one by one at the first ten minutes of the class, and allowed students who want to deposited their additional vocabulary words at the last ten minutes of the class ending. He will ask the vocabulary word that he want students to say, so students not deposited it by themselves without controlling by teacher, but the teacher choose the vocabulary words he want to. If

the students can say the word correctly then teacher can tick at the word of their vocabulary note book, but if student cannot say it correctly or forget it, then teacher give stripe mark on that word so student can repeat in on next the meeting.

Question 5: What kinds of obstacles do you face in teaching vocabulary?"

Teacher's response: *"Mungkin, aaa, masalahnya di awal aja. Orang ni agak terkejut. Tapi pas orang ni udah menjalani dua, tiga pertemuan, itu uda... karena ada yang mau-mau setor jadi yang lain terbawak.."*

He thought there were no very difficult obstacles, only the students feel shocked at the beginning of this strategy introduced, but over the time the students began to get used. He also gave reward to students who able to understand the vocabulary words. To end the interview, the researcher said "thank you very much for the answering the interview' questions" to the teacher. And the teacher added, *"Saya jugak berterimakasih karena sudah menanyakan hal seperti itu, sehingga saya bisa menilai diri saya, terfikir juga kedepannya mau di buat strategi apa lagi yang pas.."* He closed with saying "thank you" too because the interview made he thought about other strategies which can more improve teacher and students in teaching-learning vocabulary words.

b. MAS Al-Manar

Question 1: What kind of vocabulary teaching strategy do you use in your classroom?"

Question 2: Why you choose that/those strategy/strategies?

Teacher' response: *"Strategy brain storming, itu mengasah kemampuan anak-anak untuk mengingat materi yang udah pernah di dapatkan kemudian, jadi saya juga lebih tau kemampuan anak-anak tu seberapa. Kemudian kadang-kadang, enggak strategi itu aja, ada kayak game, picture. Saya kasih satu gambar, dari gambar itu nanti kita temple di papan, kemudian anak-anak melebelkan, misalnya gambar sebuah tempat, trus apa yang bisa di dapatkan dari sesuatu yang ada di tempat tersebut. Kadang-kadang juga ada game, aaa... tebak gambar, atau memasangkan (scrabble)"*

She explained that she was teaching the vocabulary with Word Map Strategy or with other named she claimed it as a Brain Storming Strategy. She thought that strategy useful for helping students develop a general concept of definition of the word. Sometimes she changes the strategy by using guessing the name of picture or scrabble game or using picture so that students can guess or give the name of the picture in English from one whole big picture. Or sometimes she plays with scrabble game or guessing picture game.

Question 3: How many times did you check/assess your students in their vocabulary?"

Question 4: How is your system of assessing your student in their vocabulary?"

Teacher' response: *"Per minggu, karena kalau setiap hari kadang-kadang anak-anak belum siap, di check dengan di tanyak-tanyak aja. Nanti*

pada akhirnya berpengaruh nilai itu kepada nilai raportnya.”

She explained that once in a week she assessed the students about vocabulary by asking the student the vocabulary words they had been learned. The weekly assessment will also have an effect on the value of the report book at the end of the semester.

Question 5: What kinds of obstacles do you face in teaching vocabulary?

Teacher’ response: *“hmm, cuma, ada, kadang-kadang waktu spellingnya. Atau kayak tadi kan anak2, generous artikannya jutek kan padahal...”*

So far the teacher was teaching, she has not encountered many obstacles in applying the vocabulary learning strategy, the problem are student not correct yet in spelling and sometimes students not correct yet to put the Indonesian words in the right meaning of the English words.

c. MAS Luqman Al-Hakim

Among the questions prepared for teacher’ interview, there are five questions mainly related to the context of this study. The elaboration of each question along with the teacher’s response is provided as in the following.

Question 1: What kind of vocabulary teaching strategy do you use in your classroom?”

Question 2: Why you choose that/those strategy/strategies?

Teacher' response: *"..tau, tapi mereka enggak model pake strategi-strategi yang seperti itu, miss lebih milih pada.. pada.. apa.. langsung ke medannya, misalnya dengan strategi yang begini gak cocok dengan siswa yang seperti ini. Terkadang, aa apa, semakin keren sistemnya cumin siswa-siswa dengan kemampuan yang lebih tinggi baru bisa. Jadi kalau misalnya kayak di sekolah Luqman Al Hakim ini, mereka enggak mampu kalau udah sistemnya (the strategy) yang terlalu tinggi. Kalau miss tu pakek cara yang bagaimana mereka tu supaya bisa aja, udah. Jadi paleng sistemnya ya listen, repeat, trus besoknya gitu lagi. Kalau sistemnya terlalu keren juga gak mampu mereka....menyesuaikan dengan keadaannya".*

The teacher has extensive knowledge of vocabulary learning strategies, but the teacher chooses not to use excessive strategies because the most of students came from remote areas so teacher adjusted the strategy to pursue vocabulary words according to students' ability. At least the teacher can teach and they can follow the lesson without using the specific strategy, that more than enough for the teacher.

As seen by researcher, the strategy used was closer to the Scavenger Hunt strategy but more simplified by the way the teacher taught, actively guides the students, from providing teaching materials to teach them one by one slowly. Students tend to get everything under the guidance of teachers.

Question 3: How many times did you check/assess your students in their vocabulary?

Question 4: How is your system of assessing your student in their vocabulary?”

Teacher’ response: “*Vocabulary itu include di reading dan grammar, dan itu sering.. sering.. (checking the vocabulary word when reading and grammar subjects).*”

In usual meeting, teacher checked students’ vocabulary words with that have been learned before, one by one but not in the vocabulary specific topic, it was include in other lesson, such as reading and grammar. Time to checking their vocabulary words ability have no specific time.

Question 5: What kinds of obstacles do you face in teaching vocabulary?

Teacher’ response: *Masalahnya itu, anak-anaknya gak punya kamus, mereka juga kayak malas gitu, mereka juga kalo ngafal sering lupa karena gak sering di pakek..”,* and the researcher interrupted with the additional question “*kalau masalah di miss nya sendiri? Mungkin dalam siapkan bahan atau apa gitu?*”, and teacher said “*Kalau di jaman yang canggih ini, searching aja udah aman.*”

The summary for last question above is the main problems come from the students because they have no dictionary and they usually forgot the vocabulary words because they do not practice it in the daily life. Teacher also said that even

to find the material for them is easy nowadays because the internet is available everywhere, so the teacher can find the materials in the internet.

4.2. Discussion

The result of the observation and interview in three MAS in Aceh Besar has generated some important findings. These findings are discussed in this section in order to answer the proposed research questions.

The first research question is dealing with the strategies used by teachers in teaching English vocabulary. This question can be answered by referring to the finding of the classroom observation and teacher interview. The researcher found that all of the teachers in this research admitted that strategies to teach English vocabulary exist but each teacher had their own way to teach vocabulary. They tended to use a specific strategy or just an approach of that strategy or a combination from many strategies proposed by the experts. The strategies applied by most of them were Word Map strategy, Scavanger Hunt strategy, and the combination of both strategies.

All of the teachers chose the strategy which was convenient to be applied in teaching vocabulary. They tend to adjust to the condition of their students ability. For examples of their efforts are they prepared the teaching materials, gave the students a correct and understandable explanation, gave additional assignments (homework), assessed their students vocabulary every meeting or at least once in a month.

The second research question is concerning with the obstacles faced by the teachers in implementing the strategies in teaching English vocabulary. In teaching-learning process teachers of course will get the problems, including in the vocabulary teaching-learning process. In this research, the researcher found that teachers cooperated with every student to avoid and solve the problem together. For example MAS RIAB had a problem that they do not have enough time for one meeting class to finish the lesson. So the teacher gave additional task to be finished by the students at home. The students supported the learning process by preparing the tasks required in the lesson. They discussed that with the teacher before the class. That way can minimize the problem of insufficient time in teaching-learning process.

MAS Al Manar had a problem where the students could not remember the vocabulary correctly, like sometimes they cannot match a word with the meaning of the word so teacher gives a longer time to students to remember it by assessing the vocabulary in rarely time (once a month) so students can prepare it maximally. Different with MAS Luqman Al-Hakim which almost of study material are prepared by the teacher but the students always support even with limited facilities they are able to keep learning. The information above is gotten by note taking classroom observation and interviewing the English teachers and the students.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion based on the findings of the study.

5.1. Conclusions

This study has given us a highlight about the implementation the strategies used by English teacher to teach vocabulary and the obstacles of implementing the strategies in three MAS in Aceh Besar, MAS RIAB (Ruhul Islam Anak Bangsa), MAS Al- Manar and MAS Luqman Al- Hakim. Based on the findings explained and discussed in the previous chapters, the researcher concluded some points of the research as follows:

5.1.1. English teachers in those MAS were using some strategies in teaching the vocabulary words to their students, the strategies are even though not exactly similar to the strategies created by experts but at least they used the approach of the strategies created by experts without realizing it. Such as Word Map strategy, Scavenger Hunt strategy, and the combination of both strategies.

5.1.2. Each school in this research had their own problem in teaching-learning vocabulary process. The researcher concluded that MAS RIAB (Ruhul Islam Anak Bangsa) needs more time for classroom teaching-learning

process in English lesson so that the teacher can achieve the goal of learning. MAS Al- Manar needs more intensive teaching-learning process to avoid students' misunderstanding in vocabulary words. The teacher must assess their vocabulary words once in a month to wait until the students can understand the vocabulary well. And MAS Luqman Al-Hakim needs more facilities to support teaching-learning process, especially in teaching-learning vocabulary process like dictionary, guide books and so on.

5.2. Suggestions

Based on the result of the research, the researcher makes some suggestions to be addressed here:

5.2.1 English teachers should improve their knowledge about various vocabulary learning strategies. By doing so, the teachers can eventually improve the students' vocabulary by equipping them with various strategies that they can use to develop their own vocabulary building.

Another suggestion is that English teachers should manage their lesson well including allocating some time for vocabulary instruction in each.

5.2.2. The Department of Education and Culture (Departemen Pendidikan dan Kebudayaan) of this province must pay more attention to many schools in Aceh which still have less facilities for teaching-learning process, especially in English lesson.

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DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

MEMUTUSKAN

Ditetapkan di: Banda Aceh
Pada Tanggal: 22 Maret 2017
An. Rektor
Dekan,


Mujiburrahman

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



YAYASAN RUHUL ISLAM ANAK BANGSA
DAYAH / PESANTREN RUHUL ISLAM ANAK BANGSA
MADRASAH ALIYAH

NSM 1 3 1 2 1 1 0 6 0 0 1

Jln. Pintu Air Gun Galih Kec. Darul Imarah Kab. Aceh Besar Kode Pos 23352 Telp. 44771

SURAT KETERANGAN

NO. Ma. 01. 40 / SK/ 07.1 / 2018

Kepala Madrasah Aliyah Swasta Ruhul Islam Anak Bangsa dengan ini menerangkan bahwa :

Nama : Karuni Humairah Arta
Nim : 231 324 260
Prodi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Arraniry Banda Aceh

Benar yang namanya tersebut di atas telah melakukan Pengumpulan Data untuk menyusun Skripsi dengan judul : *"The Strategies Used by English Teachers to Teach Vocabulary (A Study at Several MAS in Aceh Besar)"* Dari Tanggal 08 Januari 2018.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.



CLASSROOM OBSERVATION NOTES

1. MAS RIAB (Ruhul Islam Anak Bangsa)

No.	List of Observation	Description
1.	The strategy/ strategies used by teachers.	
2.	The way the teacher presents the vocabulary words.	
3.	Student's reaction in learning vocabulary by using strategies applied by the teacher.	

2. MAS Al- Manar

No.	List of Observation	Description
1.	The strategy/ strategies used by teachers.	
2.	The way the teacher presents the vocabulary words.	
3.	Student's reaction in	

	learning vocabulary by using strategies applied by the teacher.	
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3. MAS Luqman Al- Hakim

No.	List of Observation	Description
1.	The strategy/ strategies used by teachers.	
2.	The way the teacher presents the vocabulary words.	
3.	Student's reaction in learning vocabulary by using strategies applied by the teacher.	

INTERVIEW TRANSCRIPT

1. MAS RIAB (RUHUL ISLAM ANAK BANGSA)

- Researcher What kind of vocabulary teaching strategy do you use in your classroom? Bapak ada pakai strategi? Atau strategi dari anak-anak sendiri.. atau...
- Teacher Strateginya apa aja? Mungkin saya ada pakai strategi itu, tapi saya gak tau namanya..
- Researcher Biasanya strategi itu ada yang pakai picture (Frayer Method, Quick Draw) ada yang mempraktekkan langsung, misalnya “jump” abis itu anak-anak disuru jump. Kalaupun misanya nggak ada nama yang spesifik dari strateginya, tapi strategi yang biasanya bapak apply itu seperti apa...
- Teacher Karna...
- Researcher Atau yang mendekati.., (at the end the researcher explained about the strategies in the name of strategy)
- Teacher Sebelumnya saya ada mengajar menggunakan buku revisi kurikulum 2013, tipis bukunya, itu caranya, saya printahkan mreka untuk menulis semua vocab, karena disitu ada namanya ‘vocabulary builder’, karena ada text disitu (related to the vocabulary builder), kemudian mereka menyetorkan, jadi itu bisa memudahkan merka memahami text itu, karena vocab itu diambil dari teks itu.

Researcher	Ya, ya, berarti text nya dari bapak, dan siswanya yang..
Teacher	<p>Iya, setoran, setoran.. kalau tiap ngajar kan 90 menit, sepuluh menit pertama itu orang tu setor vocab selanjutnya masuk materi, sepuluh menit terakhir kalau ada yang mau nambah silahkan.. dan cara setornya bukan dengan cara misalnya ‘book’ buku, bukan orang tu yang setor, tapi saya yang tanyak, misalnya resignation apa artinya, income to late apa artinya, trus orang tu yang jawab, trus termasuk juga cara saya menilai. Kalau dia udah bisa contend berarti, contend di bukunya, contend-contend, kalau ngak bisa saya strep (pointing his hand like write check at the book).</p>
Researcher	Aaa, trus, pertanyaan selanjutnya, kenapa bapak pilih strategi ini, yang ngambil text dari buku tadi.
Teacher	<p>Kenapa saya pilih metode itu, yang pertama mengefesienkan waktu, jadi waktu kita didalam mengajar kan 90 menit, jadi kita bisa memenej sedemikian kecil waktu. Kita ajarkan, kebanyakan biasanya guru, masuk misalnya jam ke tiga-empat, duduk-duduk dulu, enggak ini... kan. Trus pas keluarnya pun gak tepat waktu. “ini sikit lagi ni waktu, alah, keluar teros, atau lewat waktu. Itu kenapa? Karna gak ada perencanaan. Kita gunakan awal waktu dan akhir waktu kita untuk apa. Tapi kalau ada perencanaan seperti vocab ini, jadi kita bisa memanfaatkan waktu yang sedemikian kecil, begitu</p>

tujuan saya buat. Kemudian, tidak membebani siswa, sambil-sambil belajar bisa liat itu (pointed to the vocabulary list).

Researcher Kira-kira kita bisa dapat buku tu....

Teacher Tunggu saya ambil ya.. (took a minute, then...). Ini bukunya (showing the vocabulary list the he means)

Researcher Thank you, lalu setelah bapak meng-apply strateginya, trus kira-kira bapak get the problem nggak?

Teacher Mungkin, aaa, masalahnya di awal aja. Orang ni agak terkejut. Tapi pas orang ni udah menjalani dua, tiga pertemuan, itu uda.. karena ada yang mau-mau setor jadi terbawak..

Researcher Oh ya, termotivasi yang lain ya..

Teacher Iya! termotivasi yang lain ya.. terakhir ya setor semua.

Researcher Ada ganjaran ngak pak terhadap yang enggak setor?

Teacher Hukuman?

Researcher Iya

Teacher Kalau hukuman nggak ada, cuman kan kita ada punishment dan ada reward, kalau saya lebih ke rewardnya, misalnya siapa yang bisa setor semua, ha gitu..

Researcher Kalau ada masalah, gimana solusinya pak?

Teacher Itu, mereka konsekuensinya sendiri, kalau mereka mau setor itu nantik jadi bahan pertimbangan mereka di raport.

Researcher Alhamdulillah itu aja pak pertanyaannya, terimakasih.

Teacher Saya jugak berterimakasih karena sudah menanyakan hal seperti itu, sehingga saya bisa menilai, terfikir juga kedepannya mau di buat strategi apa lagi yang pas..

2. MAS AL MANAR

Researcher Okay ustadzah, yang pertama itu, What kind of vocabulary teaching strategy do you use in your classroom? Tadi kan kami dah liat, ustadzah ngajarnya pakai strategy, ambil topiknya terus kayak brain storming...

Teacher Iya...

Researcher Misalnya kayak tadi description, berarti kata sifat ni yang akan di bahas, berarti keluar kata sifat satu persatu. Jadi strategi yang digunakan bisa diambil adalah strategy brain storming (same like Map Word Strategy)

Teacher Iya..

Researcher Terus yang kedua, kenapa ustadzah pakai strategi itu?

Teacher Strategy brain storming itu mengasah kemampuan anak-anak untuk mengingat materi yang udah pernah di dapatkan kemudian, jadi saya juga lebih atur kemampuan anak-anak tu seberapa. Kemudian kadang-kadang, enggak strategi itu aja, kayak picture. Saya kasih satu gambar, dari gambar itu nanti kita temple dipapan, kemudian anak-anak melebelkan,

misalnya gambar sebuah tempat, trus apa yang bisa di dapatkan dari sesuatu yang ada di tempat tersebut

Researcher Berarti ustadzah pakai beberapa strategi ya, enggak brain storming aja ya, tapi juga picture..

Teacher Kadang-kadang juga ada game, aaa... tebak gambar, atau memasangkan (scrabble)

Researcher Check nilainya?

Teacher Per minggu, karena kalau setiap hari kadang- kadang anak-anak belum siap, di check dengan di tanyak-tanyak aja. Nanti pada akhirnya berpengaruh nilai itu kepada nilai raportnya.

Researcher Dalam pengemblaian strategy ustadzah dapat masalah?

Teacher Cuma, hmm, Ada, kadang-kadang waktu spellingnya. Atau kayak tadi kan anak2, generous artikannya jutek kan padahal...

Researcher I see, berarti mereka juga masih guessing ya ustadzah.. karena kadang-kadang mereka lupa gimana cara bacanya ya. Karena berbeda tulisan sama bacanya ya. Itu aja ustadzah pertanyaannya, makasih ustadzah ya.

3. MAS Lukman Al Hakim

Researcher What kind of vocabulary teaching strategy do you use in your classroom? Miss pernah tau tentang strategi-strategi tu?

Teacher	<p>Tau, tapi mereka enggak model pake strategi-strategi yang seperti itu, miss lebih milih pada.. pada.. apa.. langsung ke medannya, misalnya dengan strategi yang begini gak cocok dengan siswa yang seperti ini. Terkadang, aa apa, semakin keren sistemnya cumin siswa-siswa dengan kemampuan yang lebih tinggi baru bisa. Jadi kalau misalnya kayak di sekolah Lukman Al Hakim ini, mereka enggak mampu kalau udah sistemnya (the strategy) yang terlalu tinggi. Kalau miss tu pakek cara yang bagaimana mereka tu supaya bisa aja, udah. Jadi paleng sistemnya ya listen, repeat, trus besoknya gitu lagi. Kalau sistemnya terlalu keren juga gak mampu mereka.</p>
Researcher	<p>Kenapa miss pilih strategi tadi yak arena menyesuaikan dengan keadaan siswanya ya.. hmm</p>
Teacher	<p>Iya, sesuaikan dengan keadaan..</p>
Researcher	<p>Sistem assessing nya miss?</p>
Teacher	<p>Vocabulary itu include di reading dan grammar, dan itu sering (checking the vocabulary word when reading and grammar subjects)</p>
Researcher	<p>Masalah waktu mengajar vocabulary miss kira-kira gimana?</p>
Teacher	<p>Masalahnya itu, anak-anaknya gak punya kamus, mereka juga kayak malas gitu, mereka juga kalo ngafal sering lupa karena gak sering di pakek..</p>

Researcher kalau masalah di miss nya sendiri? Mungkin dalam siapakan bahan atau apa gitu?

Teacher Kalau di jaman yang canggih ini, searching aja udah aman.

Researcher I see, okay miss thank you.

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