

**Examining Teachers' Strategies in Developing Student's Vocabulary
at Junior High School of Al-Muslimun**

THESIS



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**EXAMINING TEACHER'S STRATEGIES IN DEVELOPING STUDENT'S
VOCABULARY AT JUNIOR HIGH SCHOOL OF AL-MUSLIMUN**

THESIS

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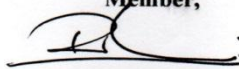
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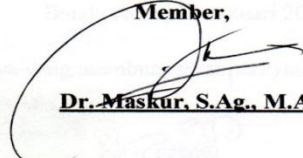
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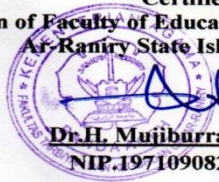

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ABSTRACT

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This thesis is entitled “Examining Teachers’ Strategies in Developing Student’s Vocabulary at the Junior High School in Almuslimun”. The purpose of this study is to find out the strategies used by teachers and their difficulties in developing students’ vocabulary at the second grade of junior high school in Almuslimun. In attaining the data, the writer used two techniques, observation and interview. The observation was conducted to obtain the strategies used by the teacher in teaching vocabulary, while the interview was used to gain the opinion of the teachers about teaching strategies in developing students’ vocabulary. The interview was also used to add the information which has the researcher got from the observation. The participants of this study are three teachers who teach English in different classes of second grade at junior high school in Almuslimun of academic year 2016/2017. Based on the data attained from the techniques used the writer concluded that teaching strategies used by the teacher in increasing student’s vocabulary were memorizing, use of dictionary, and playing game by using card. Further, the difficulties faced by teacher in teaching vocabulary to students were passive students and students determined used of first language.

Keywords: teaching strategy; student’s vocabulary

LIST OF APPENDICES

- 1.1 The letter for guiding thesis from the Dean of Faculty
- 1.2 Recommendation letter from ministry of religion in Aceh Utara
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CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary teaching and learning is essential for teachers as well as students to develop their skills in English language. As Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." It means that vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime.

According to Lehr, Osborn, and Hiebert 2004, (as cited in Hanson & Jennifer, 2011), vocabulary is a word that we use to communicate in oral and print language. There are two kinds of vocabulary; receptive and productive vocabulary. Receptive vocabulary means that a student understand the word through reading and listening while productive vocabulary refers to the words that use to communicate through writing and speaking.

However, instructions in vocabulary lessons involve far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. Based on National Institute of Child Health and Human Development (2000) vocabulary knowledge is very important in reading in order to understand the text. In

addition, students must know at least 90% of the words in a text to effectively comprehend what they read (Sedita, 2005).

In addition, teachers play a dominant role toward the successful of the student's performance. Teachers are people who share knowledge and become a model for students. Being in that position means that teachers should be qualified as professional one who well mastering the teaching material, experienced with many strategies and method of teaching, have good characters and other positive attitude that can motivate the students in learning because students come from different backgrounds and have varied experiences and abilities. Good instruction, of course, is not determined just by the teacher's background, beliefs and attitudes; it should also be responsive to students' needs and various students, classroom and school background factors (Talis, 2009).

Therefore, a teacher must have an effective strategy to develop students' vocabulary and every single teacher has the different instruction. There are some strategies a teacher can apply in developing student's vocabulary learning such as using mental imagery, grouping and acronyms (Oxford & Crookall, 1990). According to the National Reading Panel (2000), as cited in Reading Rockets, explicit instruction of vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies. Word-learning strategies include dictionary use, morphemic analysis, and contextual analysis. Further, there are some techniques in vocabulary learning. Based on Oxford and Crookall (1990), these techniques are classified

into four groups: de-contextualizing, semi-contextualizing, fully contextualizing, and adaptable.

Nevertheless, there is no one appropriate teaching strategy for every classroom and each teacher will have a different strategy in evolving student's vocabulary. I have done the piloting study to a teacher of this school before going to conduct this research and I found the teacher assumed that memorizing is an effective strategy which will help students developing their vocabulary.

The previous studies related to this research have been done by Hartika (2011) about the students' achievement in learning vocabulary by using environmental technique. The study shows that environmental technique was effective for the students of MTsN Tungkop to motivate them in learning vocabulary. In another research stated that compared with rote memorization, storytelling is better to bring learning outcomes in both the short-term vocabulary retention and the long-term retention, although its effects tend to diminish with time (Zi-Gang Ge, 2015). However, in this research I focused on different side of study, and the investigation also in different place.

Furthermore, students in Al-Muslimun Islamic Boarding School should use English as one of their language in daily communication. They always learn vocabulary every day and it is very important for a teacher to help students in developing their vocabulary in order to get better in language resources.

Based on that reason, I am interested to observe the strategies used by the teachers in Almuslimun. Therefore, I will conduct a research topic under the title

is Examining Teacher's Strategies in developing Student's Vocabulary at Junior High School of Al-Muslimun.

B. Research Questions

1. How do teachers teach vocabulary at the second grade of junior high school in Al-Muslimun?
2. What challenges do teachers encounter in teaching vocabulary?

C. Research Aims

The purposes of this study are:

1. To examine what the strategies are used by teachers in teaching vocabulary at the junior high school in Al-Muslimun Islamic Boarding.
2. To investigate what challenges are teachers encounter in teaching vocabulary at the junior high school in Al-Muslimun Islamic Boarding.

D. Research Significance

If the purposes above will achieve, it is expected that:

1. The teachers of English could increase their strategy in teaching vocabulary and the writer hopes that this study will give a contribution in the educational side to the development of language teaching and learning about vocabulary.
2. This study will help the teachers to learn and understand on how to do a better job teaching their classes in order to develop student's vocabulary.

3. This study will influence students and increase their passion in learning English language.

E. Terminology

In order to avoid misunderstanding of the concept use in this study, some definitions are provided as following:

1. Teacher's Strategy

The writer would say the teacher's strategy in this research is the way of teacher in selecting the strategy and use it in classroom teaching and learning to develop student's vocabulary and also help the students face their problem in vocabulary learning.

2. Student's Vocabulary

In this research student's vocabulary means that the vocabulary which is learning by the students or even memorizing to help them better in developing their English language in the future.

F. Research Design

A qualitative method has been chosen for this study of Examining Teacher's Strategies in developing Student's Vocabulary (A classroom research at Junior high school in Al-Muslimun). According to Creswel (2013) qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In addition, Yin (2014) argued

that qualitative research has an ability to represent the view and perspective of the participants in a study.

CHAPTER II

LITERATURE REVIEW

A. The Importance of Vocabulary

Vocabulary is crucial to English language teaching because without sufficient vocabulary students cannot understand or express their own ideas. Vocabulary plays an important part in learning to read. Beginning readers must use the words they hear orally to make sense of the words they see in print. Kids who hear more words spoken at home learn more words and enter school with better vocabulary. This larger vocabulary pays off exponentially as a child progresses through school.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underlining the importance of vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language”. Moreover, in English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills such as; listening, speaking, reading, and writing (Nation, 2001).

Furthermore, teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002). It is almost impossible to learn a language without words; even communication between human beings is based

on words. Words are the primary building blocks of effective communication. According to Pohl (2003) a student will use a word in their speaking or writing after they had enough encounter with that word than becomes a part of their personal vocabulary bank. Vocabulary is critical to reading success for three reasons. First, when a student knew what the words mean, it will improve his/her comprehension. A student cannot overestimate the importance of vocabulary development because comprehension is the ultimate goal of reading. Secondly, words are the currency of communication. Vocabulary will influence and improve all areas of communication which are listening, speaking, reading and writing. Last but not least, when students improve their vocabulary, their academic and social confidence and competence will also improve.

B. Kinds of Vocabulary

Some experts divided vocabulary into two types: active and passive vocabulary. Harmer (1991), as cited in Alqahtani (2015), distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Webb, 2008).

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary and more the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Webb, 2005).

In addition, Cummins (1999, as cited in Herrel, 2004) states that there are different types of vocabulary:

- a. Reading vocabulary which means that someone can identify all the words when reading a text.
- b. Listening vocabulary which means that someone can recognize all the words when listening to speech.
- c. Writing vocabulary which means that someone can employ all the words in writing.
- d. Speaking vocabulary which means that someone can use all the words in speech.

According to Cummins (2002) the main barrier to student's comprehension of texts and lectures is low academic vocabulary knowledge, due to the sub technicality of the academic language. He points out that academic vocabulary is based on more Latin and Greek roots than the daily spoken English vocabulary. In addition, Cummins (2000, as cited in Zwiers, 2008) also states those academic lectures and texts use longer and more complex sentences than are used in spoken English. Furthermore, Cummins (2002) also suggests that academic vocabulary contributes to the development of Cognitive Academic Language Proficiency (CALP) in ELLs which enables them to apply the language, using abstractions in a sophisticated manner. It also enables them to think and use language as a tool for learning.

Academic comprehension improves when students know the meaning of words. Words are the building blocks of communication. When students have a great vocabulary, the latter can improve all areas of communication, namely speaking, listening, reading and writing. Current models of reading in the English for Academic Purposes ESL class room consider vocabulary knowledge an important source of variation in reading comprehension, because it affects higher level language processes such as grammatical processing, construction of schemata and text models (Adams & Collins, 1977 as cited in Zimmerman, 2007). When students have a higher academic vocabulary development, they can tolerate a small proportion of unknown words in a text without disruption of comprehension and can even infer the meaning of those words from rich contexts.

Without some knowledge of vocabulary, neither language production nor language comprehension would be possible. Thus the growth of vocabulary knowledge is one of the essential pre-requisites for language acquisition and this growth of vocabulary knowledge can only be possible when teachers employ effective vocabulary teaching and learning strategies which are the objectives of this research.

C. Tips in Teaching Vocabulary

Wallace (1982) explains that teaching vocabulary should consider these following factors:

1) Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

2) Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can be easy to understand by the learners.

3) Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

4) Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

5) Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

6) Situation and presentation

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

Furthermore, according to Allen (2004) there are some tips in developing effective practices in vocabulary instruction:

<i>Teachers Should Increase</i>	<i>Teachers Should Decrease</i>
Time for reading	Looking up definitions as a single source of word knowledge
Use of varied, rich text	Asking students to write sentences for new words before they've studied the word in depth
Opportunities for students to hear or use words in natural sentence contexts	Notion that all words in a text need to be defined for comprehension
Opportunities for making or	Using context as a highly reliable tool

drawing inferences	for increasing comprehension
Opportunities for students to connect new words/concepts to those already known	Assessments that ask students for single definitions
Opportunities for students to use words in meaningful ways	
Study of words or concepts that will have the biggest impact on comprehension rather than “covering” many words superficially	
Teaching strategies leading to independent word learning	
Study of concepts rather than single, unrelated words	
Explicit instruction of concepts and incidental encounters with words	

D. The Concept of Teaching Strategy

Strategy concerned how people will achieve their aims. Requiring a strategy suggest an ability to look up from the short term and the trivial to view the long term and the essential, to address causes rather than symptoms, to see wood rather than trees. It means that it is difficult to solve an objective problem without having strategy (Freedman, 2013)

According to Brown (2000) strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Furthermore, Ahmadi (2005) stated that strategy is as a remedy the teacher in making system area that happened to process teaching learning.

Based on Business Dictionary strategy is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem. By using the strategy it can facilitate and help a teacher in delivering her/his lesson to students. There are some strategies to build students vocabulary in classroom teaching and learning process.

1. Discussion Starter Web

Discussion Starter motivates class discussions about vocabulary that relate to a unit, topic, or theme. The discussion web also gives students the opportunity to consider their prior knowledge of the vocabulary terms and concepts. When student discussions reveal a basic knowledge about the vocabulary term, a teacher then quickly review and go to the next word. In this strategy, the teachers may choose to quickly review the topic and then move on to the next topic if students exhibit an in-depth understanding of the vocabulary. But if their discussion reveals little or no knowledge of the words, a teacher should take time to build students' foundational knowledge and vocabulary before instruction. Comprehension is hard without word knowledge and background information (Prezler, 2006).

2. Frontloading

Frontloading is one of the strategies which provide rich dialogue and experiences that allow students to develop vocabulary by accessing their prior knowledge before reading content. When students have the opportunity to use their prior knowledge, they exhibit an increase in vocabulary and content knowledge. In addition, students show their understanding as they interact with difficult content material (Prezler, 2006).

3. Semantic Feature Analysis

Semantic Feature Analysis according to Baldwin, Ford, and Readance, 1981; Johnson and Pearson, 1984, as cited in Prezler (2006) is a strategy used to help students understand the meaning of words. Semantic Feature Analysis helps students grasp the "uniqueness" of individual words and aids students in their reading development by increasing their personal and academic vocabulary.

4. Ask a Question? Jeopardy

Playing games is an innovative way to engage students in learning vocabulary words. Ask a Question is similar to the popular television game show Jeopardy. (Prezler, 2006)

5. Talk Fast – Talk a Mile a Minute

Talk Fast is a game that increases vocabulary knowledge through word play. Effective vocabulary instruction includes exposing students to words multiple times using various methods. (Prezler, 2006)

6. Draw It – Pictionary

Draw It is similar to the popular game Pictionary where drawings represent idea or terms. Students draw pictures as clues to the vocabulary word for team members to correctly identify the term (Prezler, 2006).

7. Crossword Puzzles

Most students enjoy word puzzles. The process of using word puzzles in the classroom has been simplified thanks to a variety of web sites that help teachers construct puzzles. Generally, the internet program constructs the crossword puzzle after the teacher enters the vocabulary words and their definitions (Prezler, 2006).

8. Dictionary Use

A single word may have several possible meanings, and the appropriate one can often be determined based on context. Laufer (1990) believes that a word in a sentence could look familiar to language learners; however, they may find that this meaning in the given sentence makes no sense. In addition, guesses of the meaning of an unknown word are rarely accurate. Hayati and Fattahzadh (2006) also recommend that learners consult a dictionary for the meaning of an unfamiliar word to make certain that their assumptions are accurate based on the contextual information. Dictionaries are the important basis for information about words in a language (Walz, 1990, as cited in Huang & Eslami, 2013).

9. Word Sorts

According to Reading Educator, Word Sorts help students to analyse words by looking for patterns. It is especially useful for nonfiction material. A Word Sort is a simple small group activity. Students list key words from a reading selection. (Alternatively, the teacher may provide a list of terms prior to the reading activity). Students identify the meaning and properties of each word and then "sort" the list into collections of words with similar features. This "sorting" process links students' prior knowledge to the basic vocabulary of a reading selection.

10. Word detective

According to Cox (2009) the most valuable thing that teacher can do to increase student's vocabulary is to encourage them to read. Research shows that wide reading is the main pathway for word acquisition. This activity enables students to see words in different contexts; therefore it can develop their knowledge. It requires students to find new words as they encounter them in their daily reading. Further, according to Hanson and Padua (2011) Word Detective Strategy guides students through a series of steps to help uncover the meaning of a word and its word parts. This strategy contains context clues and word part clues. According to Sasao (2013), integration information from context and word parts may make guessing more successful and contribute to effective vocabulary. This strategy will make the students not only understand the meaning but also understand the class of each word.

E. The Common Problems in Teaching Vocabulary

Teaching English as a foreign language is a challenging. According to Prastiyawati the material, media, teaching technique and evaluation are the usual problems faced by the teacher in teaching vocabulary. The following are 10 of the most common classroom problems faced when teaching vocabulary as a foreign language.

- 1) Students become overly reliant on the teacher.
- 2) Determined use of first-language
- 3) Student is disobedient, noisy, or disturbing of others.
- 4) Students unclear what to do, or do the wrong thing.
- 5) Personalities clash.
- 6) Students "hijack lesson"
- 7) Strong student dominance
- 8) Students are bored, inattentive, or unmotivated.
- 9) Lateness
- 10) Students are unprepared (Davis, 2016).

CHAPTER III

RESEARCH METHOD

This chapter explains about the description of the step that is taken to conduct this research. They are: (a) Research Design, (b) Setting of Research, (c) Participants, (d) Data and Data Sources, (e) Method of Data Collection and Research Instrument, and (f) Procedures of Data Analysis.

A. Research Design

Qualitative research is used by the researcher to conduct this study because the researcher seeks to understand a phenomenon, a process, or a particular point of view from the perspective of those involved (Ary et al, 2010). The central purpose of this study is to understand the world or the experience of another. The underlying question of this study the researcher is asking is about “How are events, processes, and activities perceived by the participants?” It also directs to interpretation of the human actions, in the certain situations, events, customs, or portrayal of what being studied. The ultimate goal of this kind of research is to portray the complex pattern of what being studied in sufficient depth and detail so that someone who has not experienced it can understand it. This research concerns on the describing and analysing a phenomenon that is happened in the classroom activities.

Qualitative research discusses a variety of approaches, including case study, ethnography, critical ethnography, performance ethnography, grounded theory, phenomenology, narrative inquiry, historical research, descriptive research,

document or content analysis, naturalistic observation, and focused interviews (Ary et al, 2010). This research is categorized into the descriptive study which refers to the researcher's act in arriving and identifying a rich description of the people, objects, events, places, conversations and so on, and the main concern of this research is to describe teacher's teaching strategy. This descriptive study is also able to produce the data in the form of written words rather than numbers or statistics. In addition, according to Tarigan & Guntur (1992) descriptive research is a research which is describing the phenomenon naturally without manipulation or experiment.

B. Setting of The Research

1. Place of the research

The research conducted in Almuslimun Boarding School which is located in Lhoksukon, North Aceh. The researcher carried out three English teachers who teaching in the second grade of junior high school.

2. Time of research

The research is conducted in the first semester of academic year of 2017/2018.

C. Participants

In this qualitative research the subject of the study or participants can be various. Subject of this study can be individual or group that is intended to be studied. Nevertheless, this research was conducted to describe and examine the strategies of teacher in developing Student's Vocabulary at the Junior High

School in Al-Muslimun. Thus, the subjects of this research are the English teachers in the second grade of junior high school in Almuslimun.

D. Data and Data Sources

Data are any selected information that must be collected in the research. The data itself have to be taken from the data sources. The data itself consist of the information and description about the native speaker teacher's teaching strategies those are applied in the language classroom and its implementation in the classroom activities. Data source is the supplies information that can be acquired to fill the needed data of the certain research. Sugiyono (2009) stated that based on the sources, data can be classified into two those are primary data and secondary data.

E. Method of Data Collection and Research Instrument

1. Method of Data Collection

The data gathering of this research took place in the boarding of Almuslimun. The data itself will be collected by the following data collection methods:

a) Observation

According to Hasan & Tholehah (2003) observation is a method used to get the data from the activity, place and thing. Ary et al., (2010) stated that qualitative observations rely on narrative or words to describe the setting,

behaviours, and the interactions. In this research the researcher used non participant observation and a systematic observation. A non-participant observer is an observer who visits a place and record notes without becoming involved in the activities of the participants (Creswell, 2008). Systematic observation was used in this research. Systematic observation is an observation by observer using observation guide as an observation instrument (Arikunto& Suharsimi, 2006).

The observation itself was done to get the information about human behaviour as like in reality. In order to examine the strategies used by teacher in developing student's vocabulary, the researcher conducted the observation to the teacher as the subject of this research in the classroom. The researcher joined in to observe the teaching strategy used by teacher in developing student's vocabulary and took the information about its implementation as well.

b) Interview

Esterberg (2002), as cited in Sugiyono (2009) stated that interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic. Interview is used to gather the data on subjects' opinions, beliefs, and feelings about the situation in their own words (Ary et al, 2010).

Furthermore, according to Moleong & Lexy (2008) interview is a conversation which has certain purposes. There are the following three methods in interview stated by Achmadi and Narkubo (2009).

1) Free or guided interview

In this method the interviewer carries out the interviewee without systematically plan of questions as the guide line to handle it.

2) Guided interview

Here the interviewer carries out the interviewee by using a set of questions that is planned systematically as the guide line for having the interview.

3) Free guided interview

In this method the interview uses a set of questions and each question is developed in order to gain the detail information.

In this research, the researcher used free guided interview with a purpose to expose the detail information related to the main concern of this research. The researcher created the question sheet which was in a line to the teacher's teaching strategy and its implementation which was done in the classroom activities.

The material has been collected through qualitative interviews with three teachers who teach in different classrooms. The interview is one time each teacher. The purpose of the interviews has been to investigate what methods was teachers use in vocabulary teaching, to know the problems appear in teaching process and to find out if the teachers view vocabulary learning as an important part of the students development in becoming proficient speakers. A decision was made to do the interviews in English or Indonesian, depending on what the

interviewees said they felt most comfortable with. In order to create a good interview situation, it is important to be knowledgeable on the topic.

2. Research Instrument

a) Observation Guide

The observation was done during the actions of the teacher in delivering the materials who were being observed in the classroom. The researcher observed and wrote down the process happened during the teacher guiding the English vocabulary in the classroom by their own teacher's teaching strategy. The observation absolutely conducted in second grade of junior high school in academic year 2017/2018. In this research, the researcher used observation sheet as an observation instrument that contained the list of activity that might appear in the language classroom. The observation sheet which was used by the researcher was in the form of taking note.

b) Interview Guide

Interview guide was created by the researcher in order to be guidance of conducting interview. In making the questions sheet of interview guide, the researcher referred to the foremost points inside of the classification of teaching strategy that was contained on the Chapter II. Interview was conducted to the teachers who teaching in second grade of junior high school.

F. Procedure of the Data Analysis

Data analysis is a process whereby the researchers systematically search and arrange the data in order to increase their understanding of the data presented and to enable them to present what they learned to others. According to Bogdan in Sugiyono (2009) Data analysis is the process of systematically searching and arranging the interview transcripts, observation sheet, and other materials gathered to increase the understanding and enable to present to others about what have been discovered.

Ary et al., (2010) stated that data analysis is the most complex and mysterious phase of qualitative research. Data analysis in qualitative research is a time consuming and difficult process because typically the researcher faces massive amounts of filed notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted. Analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important. The researcher must organize what she has seen, heard, and read then try to make sense of it in order to create explanations, develop theories, or pose new questions.

In analysing the data I used thematic analysis method. According to Braun and Clarke (2006) thematic analysis is “A method for identifying, analyzing and reporting patterns within data.” Thematic analysis is a widely used method of

analysis in qualitative research. There are six-step process for identifying, analysing, and reporting qualitative data using thematic analysis.

1. Familiarising the data

Familiarising the data means that a researcher should engaged with the data by firstly transcribing the interactions and then reading (and re-reading) the transcripts and/or listening to the recordings.

2. Generating initial codes

After familiar with the data, the researcher must then start identifying preliminary codes, which are the features of the data that appear interesting and meaningful.

3. Searching for themes

The next step is starting to interpreted analysis of the collated codes.

4. Reviewing themes

In this step, the researcher needs to question whether to combine, refine, separate, or discard initial themes. Data within themes should cohere together meaningfully, while there should be clear and identifiable distinctions between themes.

5. Defining and naming themes

The researcher needs to provide theme names and clear working definitions of each themes.

6. Producing the report

Finally, the researcher needs to transform the analysis into an interpretable piece of writing and follow by empirical evidence (Braun and Clarke, 2006).

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

In this chapter, the researcher focuses on the data analysis including the findings and the result of the study. The result of conducting observation and interview are presented.

A. The Analysis of Observation

As the discussion presented in the prior chapter, the aim of this study is to find out the teaching strategies used by teachers in developing student's vocabulary at the second grade of junior high school in Almuslimun. In acquiring the information needed, the researcher observed teaching and learning process of three teachers who are teaching in the second grade of junior high school in Almuslimun. The first observation was held on November 07, 2017 to the teacher with initial A, the second was on November 11, 2017 to the teacher B, and the last was done on November 15, 2017 to the teacher C. In doing the observation, the writer was involved herself in the class with the students.

1. Vocabulary Teaching Strategies Used by Teachers

a. Teaching Strategies

- Using dictionary
- Synonym

The first observation was held on Tuesday in the second floor of the second grade (As-Sakhawi class) of Almuslimun boarding school, started at 11.30

to 12.45 AM. It was aimed to get information related to the strategies using by teacher in developing student's vocabulary. In this meeting, students sit in group of six in circle shape. Then they pray together and the teacher sat in front of students. The teacher started to check the attendance list. Then teacher asked the students about the previous subject they have learned. Students try to elaborate their understanding about the last subject. Then teacher started new subject about auxiliary verb. He asked student to make the sentences related to their material. He asked students to look for dictionary to find the words.

Further, students worked the exercise in group. Then teacher asked each chosen students to deliver his/her sentences. The activities took around 60 minutes. Unfortunately, not all students got chance to give their sentences, only fifteen students gave their opinion on that day, because of time constrained.

Inside of these activities, the teacher also taught the synonym of some words. Teacher also compared and explained the differences between the word "sick" and "ill" as the example. During teaching and learning process, most of the students spoke in English when expressing their opinion and some students mixed it with Bahasa when they did not know how to put it in English. On the other hand, the teacher used English in giving instruction and asking question.

- Memorizing

The second day of observation was conducted on November 11, 2017 to the teacher B at the first floor. The class was started at 10.45 A.M. and finished at 12.00 P.M. The teacher asked students to make lists vocabulary they have been known and called the student's name randomly to present in front of the class what they have written. On that day, only 10 students had opportunity to get the quiz score. Each students present in different way, three students memorize around eight to ten vocabulary, and half of students present more than 10 vocabulary, based on the words which they had known.

On that day, they were learning about "how to give the opinion and response of the opinion". Students read the conversation about Giving and response of the opinion in the textbook. During reading the dialogue teacher asked students to underlined unfamiliar word of the dialogue. Teacher explained the material about Giving and response of the opinion with a strong voice in Bahasa. Students asked to do activity task together in their own group. Teacher walked around the students and asked their difficulties in learning that subject. Teacher mostly told the students directly the meaning of unknown words than asked them to search in dictionary.

- Using dictionary
- Synonym

The last day of observation was done on November 15, 2017. The activity took place in the second floor of Almuslimun boarding school, the class started at

20.45 in the evening and it was end at 22.00 A.M. Teacher came to the class and every students sat in group of six. They prayed together as usual and teacher also guided them. On that day they were learned about “possessive noun.” But before teacher explained about the lesson, she asked students by calling their name about the subject they had learned last week. The class was very fun but unfortunately the teacher’s voice is little bit low. Some of student who sat behind cannot catch what she said sometime.

After reviewing the last topic, teacher write the new lesson on the white board then asked some students to read what she has written. The simple example was used by teacher in teaching “possessive noun”. She directly corrected the wrong pronunciation of students. Students learned some new vocabulary about noun on that day. Teacher asked the vocabulary in Bahasa and students have to answer in English. Teacher rarely told the student about the meaning of unknown word but she suggested students to open the dictionary when students do not know about the vocabulary they found in the text. Sometime teacher gave the synonym of unfamiliar word and put that word into the sentence. Example. “Exploration” I like watching cartoon “Dora the Explorer”, her hobby is exploration.

The learning process is competitive and teacher also created the good atmosphere. Individual activity was applied in that class and teacher appreciate every student who can answer her questions during teaching and learning process. The

class ended by closing and shalawat together and then teacher permitted them to leave class.

b. Seating Arrangement

- Using dictionary
- Synonym
- Memorizing

The seating arrangement used by the teachers in vocabulary classroom is sitting in group of six. When the bell rang; the students immediately sat on their place. When the teacher entered the classroom the students was seating in their position, and directly started the learning activities the class. I found that some passive students in the group gave less attention to the teaching learning process.

B. Interview Result

The interview was conducted in three days and was started from 07th November, 11st November and 13th November 2017. I was interviewed three teachers and conducted the interview section in English. Besides, to make the interviewees relaxed and comfortable to share their answer, they were allowed to provide the responses in Bahasa then I translated. During the interviews the teachers were asked to describe their vocabulary teaching strategies.

In order to attain a thorough analysis of the interview result, the transcription is provided. In this section, the interview respondent were coded as ‘A’ for the first respondent, ‘B’ for the second respondent and ‘C’ as the last respondent. To present the interview accounts in a more comparable and topic-structured way, the teachers’ answers are grouped into four categories:

Themes	Subthemes
Common of vocabulary teaching strategy	<ul style="list-style-type: none"> • Memorizing • Using dictionary • Playing game
Making an interesting classroom activities in vocabulary teaching	<ul style="list-style-type: none"> • Give the students to know vocabulary around them • Create classroom game • Give students choices
Effective Strategy in teaching vocabulary.	<ul style="list-style-type: none"> • Learning through reading text • Word detective • Synonym
Difficulties in applying teaching strategy in the classroom	<ul style="list-style-type: none"> • Passive students • Students determined used of first language

(1) Teachers' perceptions of vocabulary teaching strategy

Teaching strategy is very essential to be considered in the classroom teaching and learning process. In addition, a teacher should have the strategy of teaching. By using a strategy in the teaching and learning process it will really help students in understanding the lesson and comfortable teaching situation will achieved. Moreover, teaching strategy is aimed to control and manage the classroom activity and also to demonstrate the lesson to students in perfect way. Further, every teacher must have a different strategy of teaching. Based on the result of interviews with teachers in second grade of junior high school in Al-Muslimun reveal that teaching synonym, learning through reading text and word detective are the effective way in developing student' vocabulary.

1.1 Common of Vocabulary Teaching Strategy

This part details teachers' views about the common of teaching strategy that often used by teacher in classroom teaching and learning process. The teachers who shared their opinions were male and female teachers in Al-Muslimun Boarding School who has been teaching in the second grade of junior high school. Memorizing, using dictionary and playing game were a mutual theme to emerge in the interview with teachers. The teacher regarded it as common strategies used in teaching vocabulary to students in junior high school of Al-Muslimun.

- **Memorizing**

Memorizing is one of the strategies which often used by teachers in teaching vocabulary to students. Memorizing can help students to remember the vocabulary by repeating those words by themselves and practice them in daily life. The participant shared his opinion as noted below:

I usually teach vocabulary by using.... For example; first I tell them the word then they have to memorize such as part of body, things in the class, or other vocabulary which they use in daily conversation. (Teacher A)

The other participant also said:

I gave them the vocabulary, repeat it, tell them the meaning and they have to memorized it. (Teacher C)

- **Using Dictionary**

Dictionary is important to students to look for the meaning of difficult words. It is better if every student has their own dictionary. Teacher B also said that students have to bring their dictionary to the class. As the following statement of the interview the Teacher B illustrated:

We usually teach vocabulary to students by using dictionary. Students asked to found the difficult words by themselves during the teaching process. But, if students did not find the words they need in the dictionary then I will tell them the correct answer. (Teacher B)

- **Playing Games**

Besides using the dictionary as a strategy of teaching vocabulary to students, teacher B said that he also used games sometime. Most students like learning vocabulary through games because it will reduce the bored feeling in learning vocabulary. The comfortable situation in the class will appear if the teachers use this kind of strategy. Teacher B said that he usually use a card as media of teaching and learning in this strategy. The following is his statement:

... sometime we also use playing game to teach the vocabulary to students. I usually use card as a media, in that card I write down the vocabulary and the others is the sentence or the meaning of those words, later students ask to adjust the word with the correct answer. (Teacher B)

1.2 Make an interesting classroom activities in vocabulary teaching

This section discussed the teachers' view regarding the interesting classroom activities in order to make students comfortable in learning vocabulary.

- **Give the students to know vocabulary around them**

Students will easily remember the vocabulary around them beside the words which students seldom hear and see because they can directly practice those words in their daily life.

I always give them many vocabularies in the class which they can practice it in daily conversation. So, I have to choose the vocabulary which familiar to them, the vocabulary around them... (Teacher A)

- **Create a classroom games**

Games are a good way to keep students engaged, and it doesn't hurt that they are fun. A lot of the time students don't even feel like they are learning anything because they are so into game. The following is the statement from teacher:

To make an interesting classroom activity you have to know how the class is. Such as incorporate some mystery into your vocabulary lesson, create a classroom games... (Teacher C)

- **Give students choices**

One strategy to make students enjoy the classroom vocabulary teaching and learning process is by giving them decide what they want to learn on that day. Choices can be a powerful motivator because it helps to foster students' interest. The following is a teacher's statement illustrated:

This is a boarding school where students are not only study in the classroom but also outside the class. I think, sometime just give them the choice to decide the things that they want to know will make the comfortable classroom situation. (Teacher B)

1.3 Effective Strategy in Teaching Vocabulary

This subsection discussed the view of three teachers about the best strategy used in developing students' vocabulary. Teachers also argued that there are some effective strategies related to vocabulary teaching beside the common strategies they used to do in classroom teaching and learning process. There are various opinions of

teachers regarding the effective Strategy in teaching vocabulary. Teachers identified three strategies which are the best to be applied in teaching vocabulary.

- **Learning through reading text**

Text introduces the students a new word. Students can enrich their vocabulary from the story of the text. Reading material can be arranged by level of the difficulty of vocabulary, or students at the beginning, intermediate and advance level. Students can write down the unknown words from the text then find the answer. As elucidated in the following comment:

I think the effective strategy in teaching vocabulary to students is by learning through reading text. I usually gave them a story, beside they can read a lot they also can find and underlined unknown words from the text then we discussed it. (Teacher B)

It could be noticed that Teacher B tends to do this strategy in his vocabulary classroom teaching and learning.

- **Word detective**

Based on the interview result, teacher also argued that word detective as a better strategy in teaching vocabulary. Students tend to work by their selves and will remember a lot of vocabulary toward this strategy. It is clearly stated as:

In teaching vocabulary, word detective is a better strategy. Students would remember a lot of vocabulary if they found the difficult words by themselves and they will look for the answer as far as they want. (Teacher C)

- **Synonym**

Synonym is a word or expression that has the same or almost the same meaning as another word or expressions. In English, most words have synonym. Based on the teacher's interview, synonym also include as the best strategy which can be used in enhancing students vocabulary. It is stated that:

Teaching about synonym of words is better strategy to build students vocabulary. Students can practice directly the synonym of word in daily conversation. (Teacher A)

1.4 Difficulties in applying teaching strategy in the classroom

In this subsection, I discussed about difficulties in applying strategy in the classroom that has been mentioned by teacher during interview.

- **Passive Students**

All students cannot be the same. It is because the nature of their genes or because the environment where they grow in. Passive students commonly become his problems of teachers. The following is the statement from the teachers:

Less discipline of student also passive students is the problem in my teaching; I have not enough time to give more attention to them. (Teacher B)

- **Students determined used of first language**

Teacher also assumed that one of the difficulties to apply the strategy in teaching vocabulary is students determined to use English as their habitual language in the classroom activity. It is clearly stated that:

The students seldom apply and practice the vocabulary they have known in the classroom. They prefer to speak in Indonesian, but actually they knew the word in English... (Teacher A)

C. Discussion

Based on the analysis of two data collecting above, I explained some brief and clear description focusing on data, which had been acquired through the observation and interview. This research focuses on teaching strategies used by teacher in developing student's vocabulary.

The research questions are "How do teachers teach vocabulary at the junior high school in Al-Muslimun Islamic Boarding?" And "What challenges do teachers encounter in teaching vocabulary?" After conducting observation and doing interview, I got the result as stated below.

Based on observation, I found that there were different teaching strategies between three teachers in developing student's vocabulary. The first is using dictionary as strategy in teaching vocabulary. Dictionary is one of strategy in developing students' vocabulary which can help students to find the accurate meaning of unknown words. This finding is line of Walz (1990) as cited in Shufen Huang &

Zohreh Eslami (2013) which stated that dictionaries are the important basis for information about words in a language.

The second is memorizing as strategy of teaching. Memorizing new words is a huge part of learning a new language. Teacher believes that by memorizing students can remember the words and practice in daily life. And the last is synonym of words as the strategies of teaching vocabulary. In this strategy teacher asked students to guess the meaning of one word by put that word into the sentence.

Based on the result of interviewing the teachers, the teaching strategy generally used by three teachers in teaching vocabulary for the second grade of junior high school in Almuslimun were memorizing, using dictionary and playing game by using cards. According to them the other teaching strategies such as group discussion, playing game, asking question, jigsaw, reflection and response were also used by those teachers. This finding is line of Prezler (2006) which stated that playing games is an innovative way to engage students in learning vocabulary words. In addition, the effective teaching strategies in developing students' vocabulary based on the data of the interview three teachers were learning through the reading text, synonym of words and word detective. This is related to the Cox (2009) who said that word detective as one better way to increase and encourage student's vocabulary. Further, According to Hanson and Padua (2011), word detective strategy guides students through a series of steps to help uncover the meaning of a word and its word parts.

In addition, the answer to the second research question can be seen from the findings which are two teachers in this research felt that students determined use of first-language and passive students became the problems in teaching vocabulary in the classroom. It is relevant to study by Davis (2016) who identified the common problems faced by teacher in teaching vocabulary in classroom; students become overly reliant on the teacher, determined use of first-language, student is disobedient, noisy, or disturbing of others, students unclear what to do, or do the wrong thing, personalities clash, students "hijack lesson", strong student dominance, students are bored, inattentive, or unmotivated, lateness, and students are unprepared. Although, another teacher thought that there had no difficulties or problems in teaching vocabulary so far.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions about the research which has been conducted. The conclusions consist of brief points about the research. Nonetheless, suggestions contain advises for readers and other research in the future.

A. Conclusions

Teaching strategy is very important in developing student's vocabulary, because a teacher is one of many other factors who help students achieve their success. Overall, every vocabulary teaching strategies are not 'good 'or 'bad'. They may in themselves have neither positive nor negative sides; no single method can really achieve the purpose of vocabulary acquisition (Schmitt 2000).

However, after gaining the data by doing observation and interview, I analysed the data and presented the result. I found that teaching strategies generally used by the teachers in developing students' vocabulary in the second grade of junior high school in Almuslimun were memorizing, using dictionary, and playing game by using cards. In addition, the teachers also added the information that they perceive learning through the reading text, synonym of words and word detective were the effective teaching strategies in developing students' vocabulary.

Further, in applying the strategy in teaching and learning process is not always easy. There have been many challenges in the classroom activity whether from the teachers or the students. Based on data showed that there were some difficulties teachers faced in applying their strategy in teaching vocabulary such as determined use of first-language and passive students.

B. Suggestions

The researcher provides some suggestions for both students and teachers in developing vocabulary, and for the future research. The researcher hopes that these suggestions would create the best teaching vocabulary to junior high school students especially for the second grade in the future.

1. Students should encourage themselves to participate in vocabulary lesson, not only reliant on the teacher.
2. It will be a good idea if the teachers can provide various activities for students in developing their vocabulary. Some strategies which can use in teaching vocabulary are *memorizing, using dictionary, and playing game by using cards.*
3. The teacher should not only focus on active students in the class, but the passive students also.
4. Stakeholders have to make some training about English teaching strategy to help teacher in choosing the best approach in teaching.
5. Future research of vocabulary teaching is needed.

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- KEHATIHAN** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;
- KEHATIHAN** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEHATIHAN** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 5 Januari 2017

An. Rektor
Dekan

Dr. Mulliburrahman, M. Ag
NIP. 197109082001121001

- Ditujukan**
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;



KEMENTERIAN AGAMA REPUBLIK INDONESIA

KANTOR KEMENTERIAN AGAMA

KABUPATEN ACEH UTARA

Jalan Banda Aceh – Medan KM. 302 Alue Mudem Lhoksukon 24383

Email : kabacehutara@kemenag.go.id

Nomor : B-3290/K.d.01.06/TL.00/11/2017
Empiran : -
Hal : Izin Mengumpulkan Data

6 November 2017

Kepada
Yth. Kepala MTsS Al Muslimun
Kabupaten Aceh Utara
di
Lhoksukon

Assalamu'alaikum Wr. Wb

1. Dengan hormat, sehubungan dengan Surat Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas Islam Negeri (UIN) Ar-Raniry Banda Aceh Nomor : B-9290/Un.08/TU-FTK/TL.00/10/2017 tanggal 13 Oktober 2017, perihal tersebut di pokok surat.
2. Untuk maksud tersebut kami memberi izin mengumpulkan data kepada :

Nama : Nurkhalis
NIM : 231324127
Program Studi : Pendidikan Bahasa Inggris (PBI)
Semester : IX
Alamat : Jl.T.Nyak Arief, Lr. Tunggai Coklat N0. 2
Lingke Kec. Syiah Kuala

Dengan judul skripsi : Examining Teachers' Strategies in Developing Student's Vocabulary at Junior High School of Al Muslimun

3. Demikian atas kerjasama yang baik kami ucapkan terima kasih.



Assalam
Kepala,
Plh. Kepala Seksi Pendidikan Madrasah

Nazariah

Sebaran :
Kepala Kantor Kementerian Agama
Kabupaten Aceh Utara (sebagai laporan)
Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Banda Aceh



**KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH SWASTA
AL-MUSLIMUN**



Desa Manjer Jln Medan Banda Aceh Km 307 Telp/Fax.0645-31237Lhoksukon Aceh Utara

SURAT KETERANGAN PENELITIAN
Nomor : B. 213/MTs.01.06.12/PP.00.2/08/2017

Kepala Madrasah Tsanawiyah Swasta Al-Muslimun Lhoksukon Kabupaten Aceh Utara , dengan ini menerangkan bahwa :

N a m a : Nurkhalis
NIM : 231324127
Fakultas/Jurusan : Pendidikan Bahasa Inggris (PBI)
Alamat : Jl.T.Nyak Arief, Lr. Tunggai Coklat No. 2 Lingke
Kec. Syah Kuala

Benar nama yang tersebut diatas telah melaksanakan pengumpulan data dalam rangka penyusunan Skripsi dengan judul : **“Examining Teacher’s Strategies in Developing Student’s Vocabulary at Junior High School of Al-Muslimun”**.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Lhoksukon, 13 November 2017

Kepala Madrasah



Hasanuddin, S.Pd.I

OBSERVATION SHEET

Date :

Grade:

Time :

Place :

Observer :

There are some criteria that apply to format of course observed.

Review Section	
1. Lesson structure (the way teachers demonstrate the subject)	
2. Classroom management strategies (organize subject matter, meet class at schedule time, summarize main point, monitor the process of learning, teacher's attention)	
3. Types of strategy used (individual activity, group/pair activity, whole class activity)	
4. Teaching strategies (technique of teaching, organizing the lesson practice, uses examples that are simple, group involvement)	
5. Teacher's management (use time wisely, maintain discipline, attend to course interaction)	
6. Presentation (uses a strong voice, create a conducive learning classroom, use of textbook, use of other resources)	
7. Assistance to students (help student with academic problem)	

Source: professorjackrichardscom,2017

INTERVIEW GUIDE

For Teacher

1. What do you think about the teaching strategy? In creating the good atmosphere in the language classroom, is it important to be considered or not?
2. Based on your opinion, what is exactly meant by teaching strategy?
3. How is your way to create the good atmosphere/interesting classroom activity in the EFL classroom, especially in teaching vocabulary?
4. How do you teach vocabulary to your students?
5. Did you always teach your students by using that strategy? What is your reason?
6. According to you what is the most effective strategy in developing student's vocabulary? Why do you think so?
7. What is your strategy to make the students can participate in your class totally? Is it by using model/teaching media, keep the students stay on tasks or divide them into the small group discussions?
8. Have you ever give the students who have the high acquisition capacity the enrichment or velocity about the instructional material that is presented by you in the classroom? What kind of enrichment or velocity did you provide to the students?
9. Do you have some problems/difficulties in applying your strategy in developing student's vocabulary? Can you explain it?

10. How is your way in evaluating the students based on your teaching strategy?
 How to measure the students' comprehension toward the materials you provide in the classroom?

- 1. Test
- 2. Quiz
- 3. Mathematical tests
- 4. Observation
- 5. Address
- 6. Parent's Name
 - a. Father
 - b. Mother
 - c. Father's Occupation
 - d. Mother's occupation
- 7. Parent's Address
- 8. University Background
 - a. Elementary School
 - b. Junior High School
 - c. Senior High School
 - d. University

Grade 7-8, 17 October 2018

18/10/18

AUTOBIOGRAPHY

1. Full Name : Nurkhalis
2. Place/Date of Birth : Mns. Hagu/16 Juni 1995
3. Sex : Female
4. Religion : Islam
5. Nationality/Ethnic : Indonesia/Acehnese
6. Occupation : Student
7. Address : Lingke, kecamatan syiah kuala
8. Parent's Name :
 - a. Father : Saifuddin
 - b. Mother : Asma
 - c. Father's Occupation : Farmer
 - d. Mother's occupation : Housewife
9. Parent's Address : Meunasah Hagu, Kecamatan Baktiya Barat
10. Education Background :
 - a. Elementary School : SDN 4 Baktiya Barat, graduated : 2007
 - b. Junior High School : MTsS Al-Muslimun, graduated : 2010
 - c. Senior High School : MAS Al-Muslimun, graduated : 2013
 - d. University : English Language Education Department of Faculty of Education and Teacher Training, Ar-Raniry State Islamic University Banda Aceh, 2013-2018.

Banda Aceh, 17 Januari 2018

Nurkhalis