

**STRATEGIES IN TEACHING VOCABULARY AT BOARDING SCHOOL**

**THESIS**

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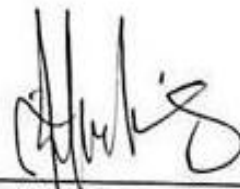
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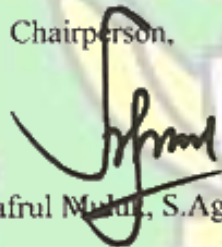
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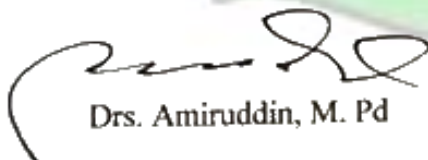
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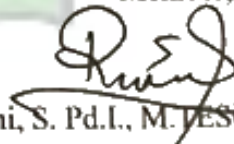
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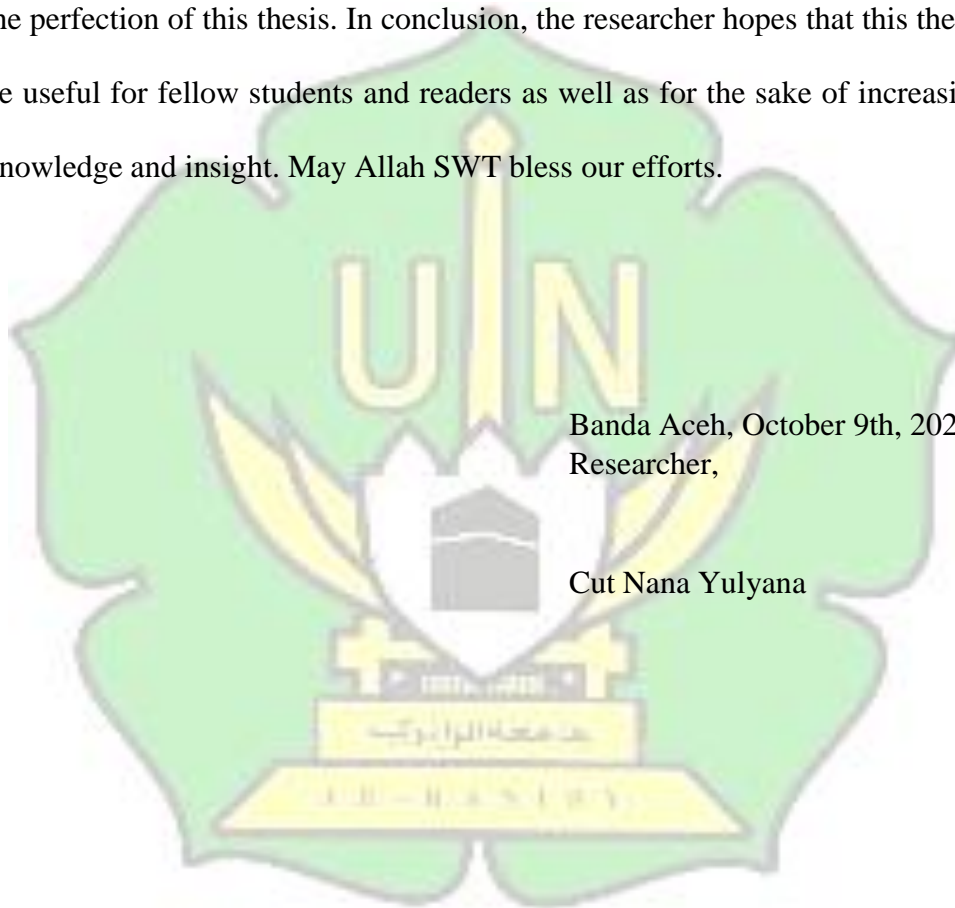
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Maximum effort in the preparation of this thesis is not spared from deficiencies due to limited knowledge and the researcher's oversight. Therefore, the researcher expects input, suggestions and constructive criticism from readers for the perfection of this thesis. In conclusion, the researcher hopes that this thesis can be useful for fellow students and readers as well as for the sake of increasing our knowledge and insight. May Allah SWT bless our efforts.

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## ABSTRACT

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This research study aimed to investigate English teacher strategies in teaching vocabulary and the problems faced by English teachers in this context. The study employed a descriptive qualitative research design, focusing on teachers at MAS Darul Ulum Banda Aceh. Data was collected through structured interviews and documentation, with three English teachers serving as informants. The findings reveal several effective strategies employed by English teachers for vocabulary instruction. These strategies include Vocabulary Corner, Contextual Vocabulary Learning, Introduction via Literacy Materials, Mapping Exercise, Quiz Vocabulary, and Games. These strategies enhance vocabulary comprehension and retention, engage students actively in the learning process, and foster independent learning. On the other hand, the study identifies challenges faced by English teachers in teaching vocabulary. These challenges encompass time constraints, varying memorization abilities among students, and limitations in teaching resources. Teachers struggle to balance comprehensive material delivery within limited class time, address diverse memorization abilities, and overcome students' reluctance to bring physical dictionaries due to school policies.

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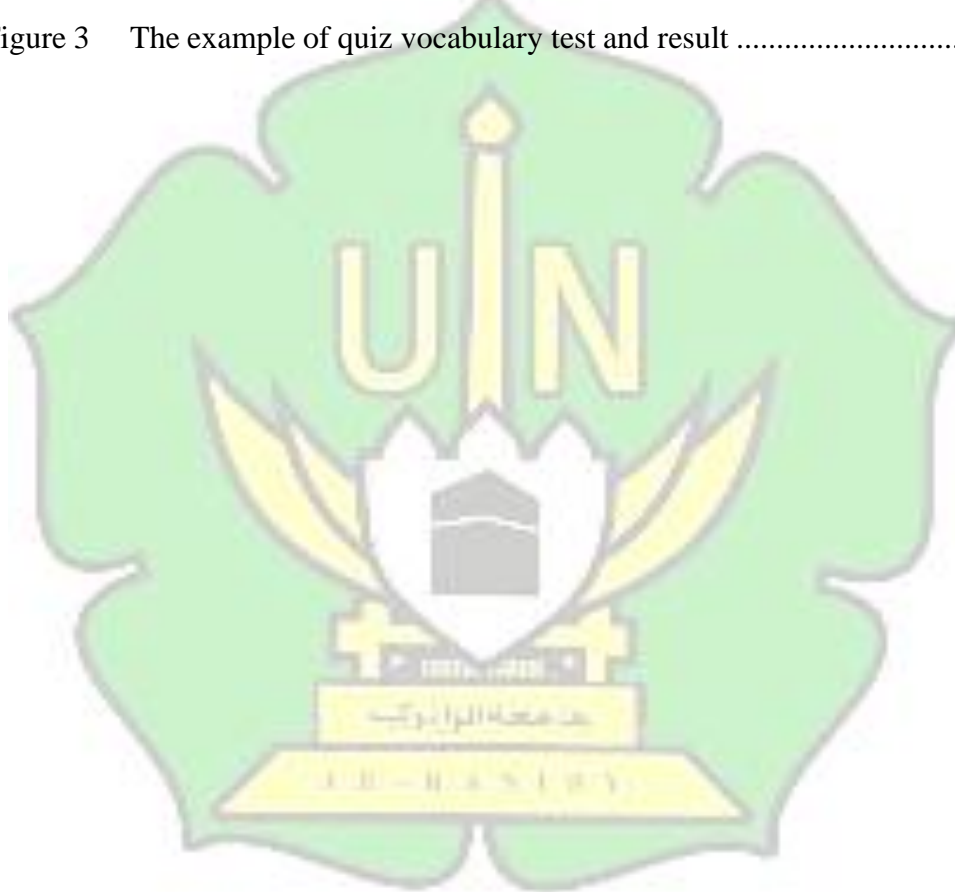


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# CHAPTER I

## INTRODUCTION

This chapter presents the discussion on background of study, research questions, the aim of study, significance of study and terminology.

### A. Background of Study

Vocabulary is crucial in any language since words are essential building blocks. The more words learners become proficient in, the easier it is for them to communicate effectively. As a fundamental component, vocabulary plays a critical role in the acquisition of the English language by foreign learners. The ability to acquire and comprehend vocabulary is directly linked to a student's proficiency level. According to Henry (2006), mastering a language entails comprehending its vocabulary and phonological structure in both speaking and writing. Therefore, foreign language learners of English must understand the meanings of words, which is vital for comprehending what they hear and read and for achieving successful communication with others.

Effective communication requires a strong vocabulary. Vocabulary comprises words that carry meaning, and when people use these words, others can understand them. The Oxford Learner's Pocket Dictionary (2008) defines vocabulary as all the words a person knows or uses, all the words in a language, and a list of words with their meanings. In essence, vocabulary plays a significant role in giving language meaning and making it functional.

Learning and mastering vocabulary can be challenging, especially when considering other aspects of the language such as sound and structure. According to Harmer as cited in Schmitt (2000), grammar or structure provides the skeleton of a language, whereas vocabulary constitutes the vital organs and flesh. Thus, mastering vocabulary is crucial when learning English, as it is impossible to speak the language effectively without it. Regardless of how well one learns grammar or masters the sound of the foreign language, communication cannot take place without vocabulary to convey a broader range of meanings. Clouston (2013) emphasizes the importance of vocabulary in English language teaching, stating that without sufficient vocabulary, students cannot comprehend others or express their own ideas.

In order to understand language skills in real-life activities such as reading, writing essays, answering exam questions, and participating in class discussions, students must have a strong foundation in basic vocabulary. However, there are various factors that contribute to students' limited vocabulary. These factors can be classified as internal or external. Internal factors originate from within the students themselves, such as their level of motivation, interest, intelligence, and so on. External factors, on the other hand, are those that come from outside the students and affect their learning process. Examples of external factors include learning materials and the teacher's performance, including their teaching strategies.

Students often struggle to expand their English language skills, and may avoid answering questions in English, instead remaining silent. As previously stated, the more vocabulary a student acquires, the better their understanding of the

English language will be. Harmer (2002) identifies the challenges of vocabulary teaching, particularly in selecting appropriate vocabulary for a certain level and type of student. Thus, the main issue in vocabulary teaching is determining which vocabulary should be taught at each level of learning, taking into account the needs and abilities of the students. The frequency with which vocabulary is used is a crucial factor to consider when selecting appropriate vocabulary for teaching.

When teaching English, it is advantageous to select a learning strategy that is tailored to the needs of the students. Teachers should implement engaging strategies in the classroom that enable students to comprehend the material more quickly and effectively. As described by Richards and Renandya (2002), a strategy refers to a plan, step, or deliberate action taken by a learner to facilitate learning, making it more efficient, enjoyable, self-directed, effective, and applicable to new situations.

Schmitt (2000) categorizes vocabulary learning strategies into five subgroups: 1) determination strategies, which are individual strategies for learning; 2) social strategies, where learners acquire new words through interaction with others; 3) memory strategies, which involve learners linking new words to their existing or background knowledge; 4) cognitive strategies, which are mechanical strategies that do not require mental processing; and 5) metacognitive strategies, which involve the processes of monitoring, decision-making, and self-evaluation of one's progress.

Moreover, this particular research focus has also attracted the attention of some previous students who conducted research at UIN Ar-Raniry. Fuadi (2012)

conducted a study on the strategies employed by English teachers in teaching English, where he described various strategies of teaching English without focusing on vocabulary learning strategies specifically. Solina (2011) also conducted a study on teaching vocabulary strategies, but only focused on one strategy, which is the use of colorful pictures in teaching vocabulary to young learners. These studies examined the strategies used by teachers in teaching English and English vocabulary, but none have investigated the strategies used by multiple English teachers in several schools in Aceh, particularly in Banda Aceh, in teaching vocabulary.

According to the expert's statement above, vocabulary holds great significance as it requires a continuous learning process. Memorization alone is not sufficient, and it is crucial to understand the meaning of words in context. While some students may think that translating words is enough to comprehend English, it is a more intricate process due to various factors that affect the mastery of vocabulary.

MAS Darul Ulum, an Islamic boarding school located in Banda Aceh, stands out as a islamic educational institution in the Gampong Kuramat subdistrict of Kuta Alam. The choice of this school for the research was not coincidental. Prior to the formal study, preliminary observations were conducted by the researcher, revealing a notable level of English language proficiency among its students. These initial observations involved informal interactions and assessments of the students' language skills. The proficiency demonstrated by the students was remarkable and piqued the researcher's interest. It became clear that the teachers at MAS Darul

Ulum were employing diverse and effective strategies in teaching vocabulary, which not only made the learning process more engaging but also evidently successful.

This prior exposure and realization about the teaching methodologies at MAS Darul Ulum served as a pivotal factor in selecting this institution for a deeper investigation. The research aims to explore and understand the specific strategies used by the instructors that contribute to the high level of vocabulary proficiency observed among the students. Therefore, MAS Darul Ulum, with its distinctive approach to English vocabulary instruction, provides an ideal case study for this research, offering valuable insights into effective teaching practices in the context of Islamic boarding schools in Banda Aceh.

Based on the explanation above, the writer conducted to find out the strategies in teaching vocabulary in MAS Darul Ulum Banda Aceh and to know the problems faced by teacher in teaching vocabulary

## **B. Research Question**

Based on the background above, the problems can be formulated as follow:

1. What are the English teacher strategies in teaching vocabulary?
2. What are the problems faced by English teacher in teaching vocabulary?

## **C. The Objective of Study**

Related to the research question the aim of this study are:

1. To know English teacher strategies in teaching vocabulary.



2. To find the problems faced by English teacher in teaching vocabulary

#### **D. Research Significance**

1. Theoretically

- a. The results of this research will provide valuable insights on the teaching strategies employed by educators in teaching English vocabulary to young learners.
- b. The results of this study offer a valuable depiction for future research studies focusing on the same subject matter. Thus, this study serves as a useful and informative reference for any subsequent research.

2. Practical

- a. For Teachers: This study provides several advantages for teachers, including the opportunity to explore and validate various strategies for improving students' vocabulary skills. It also encourages teachers to be more creative in their teaching and learning processes, allowing them to select the most suitable technique for teaching vocabulary. Developing effective techniques is essential for teachers to keep their students engaged and interested in the subject matter.
- b. For Students: This research is expected to aid students in mastering vocabulary by incorporating various strategies employed by teachers. By using suitable techniques and methods, the researcher hopes to create an enjoyable teaching and learning environment for students. As a result,

students will not feel pressured to learn English but will be happy to learn because they are in a fun and engaging environment.

## **E. Terminology**

To avoid any misinterpretation and misconception, the researcher provides explanations of some important terms, they are:

### **1. Strategy**

According to experts, the term "strategy" originated from the Greek word "strategia," which refers to the "public art" or the art of a commander in warfare. Merriam Webster Dictionary defines strategy as a three-syllable noun (strat-e-gy) that refers to the skill of developing and executing plans to achieve a particular goal. In the context of this study, the term "strategy" pertains to the process of learning vocabulary. Gu (2003) emphasizes that vocabulary learning strategies are crucial in describing and explaining how foreign language vocabulary develops. Hence, designing effective strategies is crucial to ensure the success of the teaching and learning process. English teachers should utilize appropriate strategies that will enable students to understand and master vocabulary effectively.

### **2. Vocabulary**

According to Richards and Renandya (2002), vocabulary is the central element of language proficiency and forms a significant basis for learners' abilities in speaking, listening, reading, and writing. In simpler terms, They suggests that vocabulary is fundamental to constructing sentences, whether for the purposes of speaking, listening, reading, or writing.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the writer literally provided the review and definition of theories from previous studies. In this chapter the writer tries to give clear explanation of theoretical framework which is theory of teachers' strategy, vocabulary, and previous studies.

#### **A. Theory of Strategy**

##### **1. Definition of Strategy**

According to Brown (2003), strategies are particular techniques that are used to tackle a problem or task, and they serve as modes of operation for achieving a specific and planned design for controlling and manipulating certain information. Additionally, Cahyono (2011) suggests that the terms "technique" and "strategy" can be used interchangeably and refer to an action taken by a language teacher or learner to achieve a language teaching or learning objective.

The Oxford online dictionary provides a definition of strategy as a plan of action created to attain a long-term or overall objective. Athapaththu (2016) describes strategy as an action plan that involves setting goals, objectives, and ways to achieve them. In this sense, strategy can be understood as a plan that uses preparations to accomplish desired outcomes. When it comes to teaching speaking, strategy plays a crucial role. According to Lopez (2009), strategy is a valuable tool for foreign language learners to effectively communicate in different situations in

the target language. Generally, strategies are utilized to achieve specific goals. In the context of teaching speaking, strategies refer to the methods and approaches used to facilitate smooth communication that aligns with the desired objectives.

In conclusion, a strategy can be defined as a set of planned actions or specific methods used to accomplish a task. It can take the form of procedures or the application of particular actions and is an essential means of achieving desired goals.

## **2. The important of Strategy**

The important of language learning strategies in the process of acquiring a foreign language cannot be overstated. Unfortunately, many students overlook the importance of learning strategies and tend to simply follow their teacher's instructions without realizing that the right strategies can significantly enhance their language learning experience. Researchers such as Oxford, Cohen, O'Malley, and Chamot have emphasized in the *Shmais* journal that effective language learners utilize a variety of strategies to solve problems and generate language (Shmais, 2003). By using appropriate language learning strategies, students can improve their language skills.

Hismanoglu (2000) emphasizes that language learning strategies are beneficial for teachers as they assist them in understanding how students evaluate situations in the learning process, and aid them in planning and selecting the necessary skills needed to comprehend, learn, or remember information in language classes. In summary, language learning strategies are crucial aspects of foreign

language learning as they are fundamental to language acquisition and can help learners improve their understanding and knowledge of the language.

### **3. Teaching Strategies**

Mastering teaching strategies is an essential initial step for English teachers as there are numerous teaching strategies available, each yielding different outcomes. For instance, English teachers can employ various strategies in the classroom to stimulate students' interest and increase their engagement in the learning process. Effective teaching strategies in the English classroom can significantly enhance the learner's experience and facilitate their learning.

Teaching strategies refer to general lesson plans that outline the desired learner behavior and the tactics required to implement the strategy. According to Sarode (2018), teaching strategies are methods utilized to aid students in comprehending the content of a given course and developing future goals that can be achieved. Therefore, mastery of effective teaching strategies is crucial for English teachers to create a conducive learning environment and optimize student learning outcomes.

According to Sarjan and Mardiana (2017), teaching strategies are broad plans for lessons that involve outlining the desired student behavior and teaching goals, as well as the tactics needed to implement the strategies. It is essential for English teachers to master these strategies to effectively teach students in the classroom. Brown (2005) defines strategies as specific methods or approaches to problem-solving or achieving particular objectives, and as planned designs for controlling and manipulating information. Iskandarwassid and Sunendar (2011)

describe teaching strategies as habitual actions used by teachers to ensure successful, engaging, and effective learning, which can be observed through the teacher's behavior.

In the context of teaching English learners, Herrell and Jordan (1997) emphasize the importance of English teachers adapting their lessons and assessments to meet the unique needs of these students. It is crucial for teachers to provide appropriate scaffolding and assessment methods that enable students to demonstrate their understanding and knowledge comprehensively. Steve (2013) defines teaching strategies as methods used by teachers to help students learn the desired course contents and develop achievable goals for the future.

Based on the explanation above Teaching strategies refer to general plans for lessons, which involve the structure of desired student behavior in terms of teaching goals, and the tactics needed to implement the strategies. It is crucial for teachers to have a well-planned strategy for effective teaching, as it can be challenging to teach students without it. In teaching English, it is essential for the teacher to know different strategies for presenting vocabulary to make sure that the students understand what is expected of them. These strategies not only assist students in comprehending new words quickly but also introduce variation in teaching, thus avoiding a passive classroom environment.

#### **4. Strategy in Teaching Vocabulary**

The success of a teacher in the classroom depends largely on their creativity and ability to make decisions about how to manage the class and teach the material. There are many language teaching methods available, but the effectiveness of

teaching ultimately depends on the teacher's technique and approach. Freeman (1986) suggests that teaching methods consist of principles and strategies, with the latter being the practical manifestation of the former. While some strategies may be associated with certain principles, most can be adapted to any teaching style or situation.

According to Kuhn and Udell (2001), teachers must find ways to provide students with experiences that enable them to build their understanding of the world around them. Teachers must plan and manage the learning environment to ensure that students are challenged and successful. As with Freeman's ideas, the success of a teacher depends on their creativity and decision-making ability when it comes to managing the class and teaching the material. While there are many methods for teaching language, the effectiveness of teaching ultimately depends on the teacher's technique and approach.

Marzano, Pickering, and Pollock (2001) asserted that teachers play a vital role in their students' academic success. They emphasized that the instructional strategies chosen by teachers impact the learning outcomes of their students. Teaching theories and research suggest that teachers should act as guides to enhance their students' learning. The teachers should focus on a specific strategy that suits their teaching style and the students' needs, and they should consider various factors before deciding on a particular strategy, such as learning outcomes, student age, and convenience.

In summary, the researchers concluded that teaching English vocabulary requires teachers to be active, creative, and skillful in managing their class and time

to ensure that their students comprehend the material. The teacher should be aware of various strategies to present vocabulary to students to enhance their understanding of the subject matter. The strategies not only help students to learn new words but also promote active learning to prevent a passive classroom.

## **B. Theory of Vocabulary**

### **1. Definition of Vocabulary**

Retno (2008) defines vocabulary as a collection of words, which are the fundamental units of language used in written form and separated by spaces or hyphens. According to McCarthy (2011), vocabulary refers to the words used in a language, which should be used systematically to convey meaning. This indicates that learners need to have a good command of vocabulary to learn and understand a language. Furthermore, Lehr (2010) describes vocabulary as knowledge of word meanings, which can be categorized into two forms: oral and print. Oral vocabulary refers to words recognized and used during listening and speaking activities, while print vocabulary refers to those recognized and used in reading and writing activities.

According to Puspitasari (2019), vocabulary is an essential element of language, and it is one of the specific aspects that linguists observe. Language and vocabulary are interrelated, and learning a language means acquiring its components, including vocabulary. Although Ur (2012) defined vocabulary as the words of a language, Diamond & Gutlohn (2006) argued that it involves more than



just translation; it also encompasses how words relate to the world, which is known as vocabulary.

The experts' explanations of vocabulary demonstrate that it comprises not only individual words but also lexical units that consist of two or more words conveying a meaning similar to a single word. Vocabulary, therefore, refers to language components that have their own meanings, and they are used in speech, writing, listening, and reading.

## **2. Types of Vocabulary**

Pikulski and Templeton (2004) noted that vocabulary can be categorized into four distinct types: Oral vocabulary, Expressive vocabulary, Written vocabulary, and Receptive vocabulary.

- a. Oral vocabulary refers to the words that are used in speaking, including the actions used in producing and hearing speech.
- b. Expressive vocabulary includes words used to express thoughts and ideas, both in speaking and writing.
- c. Written vocabulary pertains to words used in writing, which are utilized by writers and readers alike.
- d. Receptive vocabulary encompasses the words a person hears or reads and comprehends, without providing any feedback to the speaker or writer. All four types of vocabulary are interrelated and essential components of daily communication.

### **3. The Important of vocabulary**

According to Ur (2009) the important of vocabulary in language teaching, asserting that it is the most crucial aspect to impart. The author emphasized that while one may communicate and comprehend a text with minimal grammar, it is impossible to progress without a rich vocabulary. Furthermore, Ur claimed that vocabulary outweighs reading strategies as a means of understanding a text and serves as the most accurate indicator of language proficiency.

Gough (2002) echoed Ur's sentiments, emphasizing that words are essential for conveying one's intended meaning. Similarly, Richards and Renandya (2002) emphasized the importance of vocabulary in the learning process, stating that learners with inadequate vocabulary often achieve less than their potential and may become discouraged from pursuing language learning opportunities. Therefore, educators should ensure that vocabulary is given due attention in their teaching strategies to help learners acquire and retain new vocabulary effectively.

Acquiring a strong command of vocabulary is essential for individuals to effectively communicate in a language. The significance of vocabulary has been widely recognized in language acquisition, as students must learn the language's vocabulary. While students need to excel in multiple language components, such as grammar and pronunciation, vocabulary is undoubtedly one of the most crucial components for language expansion.

Harmer (2001) emphasized that students' vocabulary knowledge is constantly evaluated to determine their level of progress. If students lack adequate vocabulary knowledge, they may struggle to comprehend content, resulting in poor

performance in vocabulary tests, and potentially losing interest in English as a foreign language. McCarten (2007) supported this claim, stating that it is impossible to comprehend a passage in a foreign language without familiarity with its vocabulary. To conclude, learners who possess a vast vocabulary are better equipped for effective communication as vocabulary is critical for constructing meaning.

#### **4. Problems of Teaching Vocabulary**

Umah (2013) noted that the challenge in teaching vocabulary is determining which words to teach. Recent studies suggest that vocabulary instruction may pose a challenge as numerous educators lack confidence in implementing effective vocabulary teaching practices. Sumarni (2008) found that many teachers struggle with identifying the most appropriate approach to emphasize word learning and may not know where to begin with vocabulary instruction.

Carter (1998) asserts that acquiring vocabulary is a challenging and time-consuming undertaking for students. The process of developing a robust vocabulary is complex, and students encounter numerous difficulties along the way. One of the most common issues students face is the struggle to learn new vocabulary words. This challenge arises due to several factors, including the complexity of the words, their unfamiliarity, and the student's level of proficiency in the language. These factors frequently cause problems in vocabulary acquisition and can lead to difficulties in communication and comprehension.

According to Thornbury (2002), students encounter various obstacles when learning new vocabulary, including issues related to pronunciation, spelling,

grammar, and meaning. Research has shown that some words are challenging to pronounce, and students may struggle to learn them, especially if they contain unfamiliar sounds. Words with silent letters, such as "listen," "honor," "foreign," and "honest," pose a particular challenge to students. In addition, students may face difficulties when the grammar associated with the words differs from that of their first language. Finally, learners are likely to become confused when two words have similar meanings, leading to difficulties in understanding and usage. Overall, learning vocabulary is a complicated process that requires time and effort, and students may encounter multiple challenges along the way.

Learning vocabulary appears to be straightforward when learning a language, but it can also be challenging. This is because learning vocabulary is not only about memorizing the meanings of words. Students must also learn about various other aspects of words, such as usage, pronunciation, grammar, and more. As a result, understanding vocabulary can be challenging for students.

### **C. Theory of Islamic Boarding School**

#### **1. Definition of Islamic Boarding School**

According to Anneski (2022), An Islamic boarding school is an educational institution that provides religious education and is capable of granting certificates that are recognized by the national education system in Indonesia. It is considered as one of the independent Islamic institutions that implements its own culture and learning methods, and has its own unique character. This institution is widely known for its high-quality education, particularly in foreign language learning,

particularly in Arabic and English. In this school, language learning is not just about memorizing grammar and structure, but it also emphasizes the importance of practicing the language itself. Therefore, students who reside in the Islamic boarding school are required to use English in their daily lives, making speaking activities a crucial part of their education.

English holds a significant role in the curriculum of Islamic Boarding Schools. As noted by Zainun et al. (2017), English is considered a fundamental subject that is integrated into both the private and national curricula. Islamic Boarding Schools are educational institutions that cater to the needs of Muslims who require general and religious education. They aim to provide a comprehensive education system that not only includes religious education but also encompasses the development of students' skills and expertise in various fields. These schools constantly strive to enhance the quality of their education. As stated by Tahir (2017), Islamic Boarding Schools, also known as "pesantren," play a vital role in advancing the field of education, particularly in Indonesian society. They offer an alternative solution to address the current issues in education. Therefore, Islamic Boarding Schools hold immense significance in today's era as they can contribute to the educational sector and present a reliable educational pattern to produce competent human resources.

## **2. Historical Development of Islamic Boarding Schools in Indonesia**

Islamic Boarding School or known as "Pesantren" has been recognized as the oldest and first educational institution in Indonesia, inspiring the current educational model and system. Despite the changes in time, pesantren has remained

relevant and has been considered as an alternative educational institution by many experts, both locally and internationally, for its dedication to producing bright future generations (Wargadinata et al., 2019). Historically, pesantren has been deeply rooted in Indonesia for centuries before the independence of Indonesia and the establishment of Islamic kingdoms. Some believe that pesantren embodies both Islamic and Indonesian authenticity since similar institutions existed during the Hindu-Buddhist era, and Islam merely continued and Islamized the existing educational institution (Mul Khan, as cited in Maimunah et al., 2021).

The term "pesantren" means a place for "santri" or students, and "santri" is believed to originate from the Sanskrit term "shastri," meaning literate, or the Javanese term "cantrik," meaning someone who follows their teacher wherever they go. From this, we can understand that pesantren has at least three elements: Santri, Kyai, and Dormitory (Madjid, as cited in Maimunah et al., 2021). The establishment of pesantren began with a Kyai settling in one place, and then students who wanted to learn from him came to live with him. Living and education costs were shared among students with support from the surrounding community, allowing pesantren to operate independently from economic upheavals outside its walls. Therefore, pesantren is a place where the interaction between teachers and students, Kyai and Santri, can intensively transfer Islamic knowledge and experience (Ismail, 2002).

Furthermore, pesantren is a dominant environment that influences a person's growth and development. The educational process in pesantren is similar to that in schools, with both having crucial programs to mature students' physical and psychological potential. Pesantren involves various educators known as Kyai,

students called Santri, and a dormitory as a place of learning, knowledge transfer, and experience. Moreover, several fundamental elements are present in pesantren, including a mosque, Santri, teaching classical Islamic books, and Kyai (Dhofier, 2011). The life in pesantren shapes traditions, habits, and culture that contribute to the formation of Santri and Kyai characters, with Kyai serving as a role model in pesantren.

#### **D. Previous Studies**

There are some previous studies related to this research, the first research was written by Pamungkas (2012), This research aimed to describing the strategies used by the teacher, problem faced by the teacher, and problem solved by the teacher in teaching vocabulary. The subject of this study is the English teacher of SMP N 2 Bringin Kabupaten Semarang. The researcher draws some conclusion about the strategy by the teacher, problem faced and problem solved by the teacher. The strategy committed by the teacher are: (1) memorization, (2) synonym/antonym, (3) translating, and (4) fill in the blank. The problems faced by the teacher are: (1) classroom management, (2) students motivation, and (3) students laziness. The problems solved by the teacher are: she called the students who make noisy and asked them some questions about the material or she ordered the student who was noisy to go out. The strategies used by the teacher are good because the strategies can make the students more active.

The second research was conducted by Jessa Octaviani Rosandi (2020) the aims of this research is to know about what strategies are used by the English

teachers in teaching English vocabulary at SMAN 8 Kota Jambi. The method used in this research is qualitative methods. Based on the analysis, the researcher found some strategies in teaching English vocabulary. The result of data analysis shows that teachers use four strategies in teaching English vocabulary, namely: guessing meaning from context, collocation, mnemonic devices, and synonym. The finding of this research, from observation and interview result is different teachers' strategies when teaching in the class. The conclusion is some strategies of teaching English vocabulary is very useful for teachers when teaching, because with this strategy teachers can know the limits and characteristics of the students. The suggestion is the English teachers also suggested being more creative, developing and varying their strategies in teaching English vocabulary.

Next study was conducted from Liyaningsih (2017), This research aimed to know how to teach vocabulary that implemented by teacher such as the technique, material, media, also the problems and solutions were encounter in the implementation of teaching learning process. On the last study that was from Rahmawati (2019), This research conducted to know the teacher's reason in applying the strategies in teaching English vocabulary at the eleventh grade students of MAN 5 Barito Kuala. Those research above are telling around the strategies that was applied in teaching English by teacher.

Basically, this research has similarity with the previous research which concern on teaching vocabulary. The different between those researches and this research can be seen from what aspect that the researcher studies. In this research,



the researcher want to describe the teachers strategies in teaching English vocabulary to senior high school students.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher generally explained about the research design, the research method, research participants, techniques of data collection and technique of data analysis.

#### **A. Research Design**

This study employs a descriptive qualitative research design, specifically focusing on the teaching strategies employed by teachers to teach vocabulary. The aim is to provide a detailed description of the strategies used by an English teacher at MAS Darul Ulum Banda Aceh. According to Creswell (2008), qualitative research involves exploring and comprehending the meanings that individuals or groups attribute to social or human problems. The research process involves developing relevant questions and procedures, collecting data within the participants' environment, and analyzing the data by deriving general themes from specific instances. Subsequently, the researcher interprets the data to determine its significance, resulting in a flexible structure for the final written report.

As stated by Sugiyono (2007), in qualitative research, the researcher serves as the primary instrument. However, once the research focus becomes clearer, it is possible to develop a simple research instrument to complement the data and compare it with the information obtained from interviews. The researcher immerses themselves in the field, personally collecting and analyzing data, and drawing conclusions. Based on the aforementioned statement, it can be inferred that in

qualitative studies where the problem initially lacks clarity and certainty, the researcher themselves becomes the instrument. However, once the problem to be investigated becomes clear, an instrument can be developed using data measurement tools such as interview sheets.

## **B. Research Participants**

As indicated by Sugiyono (2015), qualitative research does not employ the concept of population. Instead, Spradley refers to the subject of study as a "social situation," which encompasses three essential components: place, actor, and activity that interact synergistically. The aim of qualitative research is not to generalize findings to a population, but rather to apply them to similar social situations. Participants in qualitative research are referred to as informants, friends, participants, or teachers, rather than respondents, to acknowledge their active role in the research process.

In this particular study, three English language teachers from MAS Darul Ulum were selected as key informants for data collection using a purposive sampling technique. The rationale behind this sampling choice was primarily dictated by the limited availability of English language educators at the school. Out of the five English teachers at MAS Darul Ulum, two were unable to participate as they had returned to their hometowns and were not contactable during the study period. Therefore, the selection of the three available teachers was not only a matter of convenience but also aligned with the principles of purposive sampling, which allows for the strategic selection of participants who can provide the most relevant

and in-depth information for the research. This method was particularly suitable for this study, as it focuses on the specific strategies employed by these teachers in teaching vocabulary at MAS Darul Ulum, Banda Aceh. The main objective of this study is to provide a comprehensive description of the teaching strategies utilized by these English teachers, delving into their unique approaches and methodologies in vocabulary instruction. By employing purposive sampling, the study aims to gain a deeper understanding of the effective teaching practices within this specific educational context.

### **C. The Technique of Data Collection**

Data collection method is the way that researcher do for collecting the data in the research. This study will use interview and documentation as the instrument. The detail explanation about the instrument was presented as follows:

#### **1. Interview**

As described by Bungin (2007), interviews are a method of data collection involving the selection of specific individuals as respondents. It is a direct, face-to-face approach aimed at obtaining reliable and valid information through verbal responses from the respondents. Denzin (2018) further categorizes interviews into three types: structured interviews, open interviews, and semi-structured interviews. For this particular research, a structured interview method was employed. According to Ary et al. (2010), a structured interview is guided by the researcher's predetermined question list, providing a general framework for the interview process.

In this study, the researcher conducted structured interviews with English teachers from MAS Darul Ulum Banda Aceh. The questions focused on the strategies utilized by English teachers in teaching vocabulary and the challenges they encountered in the process. Over the course of a week, from August 25 to August 31, 2023, the researcher engaged in a series of investigative activities to explore the teaching strategies of the English Language teachers at Darul Ulum senior high school.

The first stage of the research began on August 25, 2023. On this day, the researcher focused on observing the number of English language teachers available at the school and reviewing the teaching materials used. This observation was crucial in understanding the teaching environment and the resources utilized in the language instruction at Darul Ulum senior high school.

On August 28, 2023, the second phase of the research took place. The researcher conducted the first of the series of interviews, engaging with the first English Language teacher. This interview was designed to delve into the teacher's personal teaching methods, experiences, and perceptions regarding English vocabulary instruction.

The third phase was on August 30, 2023, where the researcher interviewed the second English Language teacher. Similar to the first interview, this session aimed to gather in-depth insights into the teacher's unique approaches and challenges encountered in teaching English.

Finally, the research concluded on August 31, 2023, with the interview of the third and last English Language teacher. This final interview provided an

opportunity to compare and contrast the teaching methodologies and experiences of all three educators, thereby offering a comprehensive understanding of the instructional strategies at Darul Ulum senior high school.

## **2. Documentation**

In this particular research, the documentation technique was diligently applied to supplement and corroborate the data collected through interviews. A detailed exploration was conducted to confirm the number of English teachers at MAS Darul Ulum Banda Aceh, which was found to be only three, as per the school's records. This discovery was crucial in understanding the context of the educational setting. Additionally, the researcher examined teaching materials and lesson plans, providing valuable insights into the instructional approaches and content delivered in the classroom. Observations of the learning process were made by reviewing students' educational materials, further enhancing the understanding of the teaching methodologies in practice.

Moreover, during the interviews, the researcher recorded the conversations and subsequently transformed these recordings into transcripts. This process ensured a meticulous and accurate representation of the participants' perspectives and experiences. Photos were also utilized to capture the dynamic and tangible aspects of the teaching environment and methods. Together, these various forms of documentation were instrumental, serving as comprehensive sources of information. They significantly reinforced and substantiated the research findings, offering a multi-dimensional view of the educational practices at MAS Darul Ulum Banda Aceh.

#### **D. The Technique of Analysis Data**

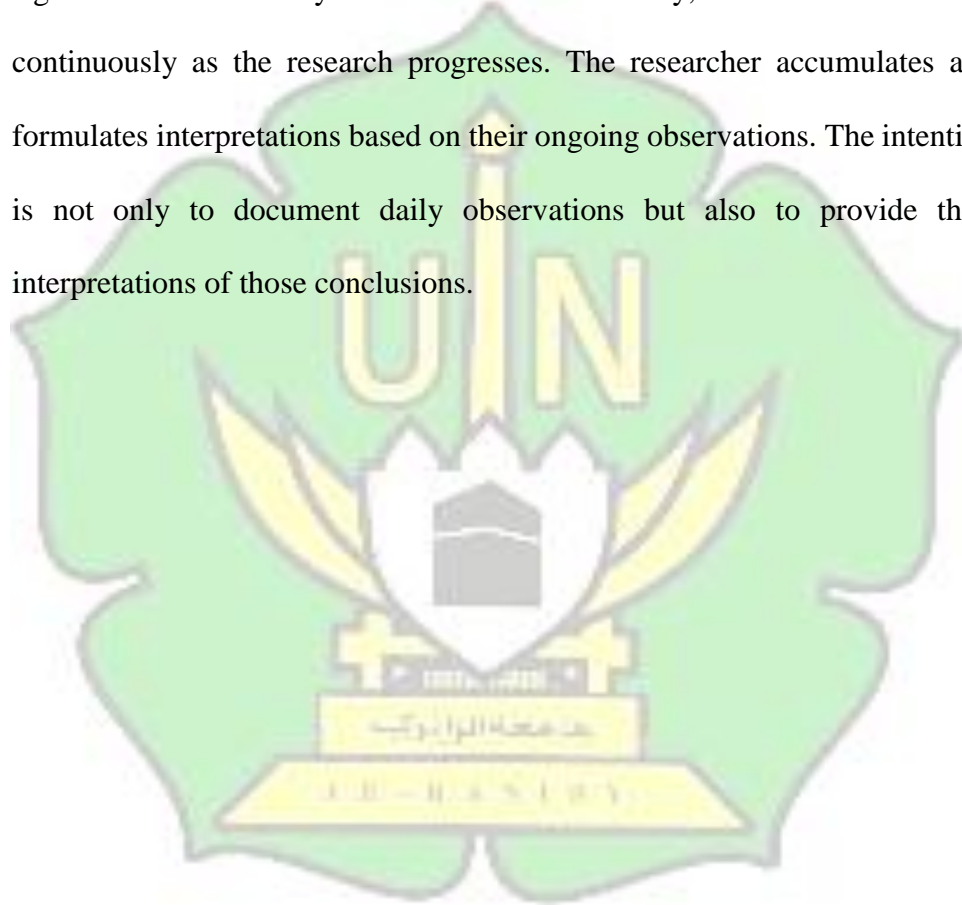
As stated by Sugiyono (2009), data analysis involves systematically examining and organizing the data obtained from interviews, documentation, and observations. This process entails selecting the most significant subjects or aspects to be investigated and drawing clear and comprehensible conclusions for the readers or any other intended audience.

To describe the teacher's strategies in teaching English vocabulary, Miles and Huberman (as cited in Moleong, 2007) suggest conducting data analysis based on the positivism paradigm. The process of data analysis is carried out as follows:

- a. **Data Reduction:** Data reduction involves summarizing field notes by separating the main aspects relevant to the research problems. This helps in systematically organizing the data and facilitates future data retrieval if necessary. Not all obtained data are equally important; therefore, it is crucial to extract the significant information while disregarding the irrelevant details. During the research activities, the researcher selects, focuses on, and abstracts the relevant data in the field notes. Data reduction is an ongoing process that takes place when unimportant or unsupported data is encountered.
- b. **Data Display:** Data display is utilized to present a comprehensive overview of the results, either in the form of a matrix or coding system. After conducting the data display, the researcher can draw conclusions and verify their meaningfulness. This step involves arranging the information, descriptions, or narratives in a way that facilitates drawing conclusions. By

presenting the data, the researcher considers what further actions or analyses can be performed based on their understanding.

- c. **Conclusion and Verification:** To arrive at reasonable conclusions, verification is conducted throughout the research process, employing techniques such as member checks, triangulation, and audit trails. These methods ensure the significance and validity of the results. In this study, conclusions are drawn continuously as the research progresses. The researcher accumulates and formulates interpretations based on their ongoing observations. The intention is not only to document daily observations but also to provide their interpretations of those conclusions.





## **CHAPTER IV**

### **THE FINDING AND DISCUSSION**

In this chapter, the findings of the research described including the data analysis interview, and the discussion of the research.

#### **A. Findings**

This chapter offers a detailed summary of the outcomes and conversations arising from the study involving English Language instructors at Darul Ulum senior high school. The primary aim was to tackle the research inquiries by showcasing the acquired outcomes. The researcher explored the results of the interviews conducted with English Language teachers at Darul Ulum senior high school. The subsequent sections extensively scrutinized and assessed these interview results.

##### **1. English Teachers Strategies in Teaching Vocabulary**

The researcher employed interviews to gather information regarding the techniques utilized by English teachers for vocabulary instruction. In this investigation, the researcher conducted interviews with three English teachers working at Darul Ulum Senior High School, referred to as Participant 1, Participant 2, and Participant 3 to protect their privacy. The initial phase involved interviewing these teachers to understand their vocabulary teaching strategies in the classroom. To ensure the data's validity, the researcher took notes and recorded the teachers' responses using audio-visual recording equipment. Subsequently, after collecting data from the three participants, the researcher transcribed and narratively explained the strategies employed by the teachers.

### 1) Vocabulary Corner

Based on the interview results, it was revealed that some teachers used a strategy known as the "vocabulary corner" in teaching English vocabulary.

Participant 1 stated:

*"The strategy that I use in pursuing English vocabulary is using a vocabulary corner, namely writing vocabulary that they don't know on the blackboard and then students copying it in their notebooks."*

Participant 3 also stated:

*"...usually in that class, there is strategy we call a vocabulary corner, so at least in one day we will try to get 10 new vocabularies."*

The vocabulary corner is a method used to enhance students' understanding of vocabulary in an interactive and visual manner. In this strategy, teachers write down words that students may not know on the chalkboard or in a dedicated section of the classroom known as the "vocabulary corner." Subsequently, students are asked to copy these words into their notebooks. This approach provides students with the opportunity to see and write down new words directly, helping them grasp their meanings and usage in context more effectively. The vocabulary corner also aids in strengthening students' memory, as they actively engage in the learning process and contribute to building their own vocabulary.

According to the teacher, the "vocabulary corner" strategy is highly effective in vocabulary learning. The teacher believes that this strategy can stimulate higher levels of student engagement in the learning process.

As Respondent 1 expressed:

*"...I think this strategy is easier for students to understand than me directly translating a sentence. For example, I give several sentences to the students, then I just translate the sentences, the students don't know the meaning of*

*the vocabulary. That's why I use the vocabulary corner strategy so that they know the meaning of each word."*

By visually presenting new vocabulary and having students write it themselves, students become more actively involved in understanding and retaining these words. Additionally, the teacher notes that this strategy helps reduce repetitive questions from students about the same vocabulary, making the learning process more efficient.

Respondent 1 added:

*"Usually, when students have learned vocabulary, for example in the first meeting they have learned this vocabulary, then in the second meeting they see that they no longer ask the same vocabulary. Even if they ask, I can immediately direct them to these words that we learned at the previous meeting, so they can recall their memory, remembering these words have been learned before."*

On the other hand, according to the students, they may not have initially favored this strategy, but over time, they realized that it helped them remember English vocabulary better. It eliminates their dependency on dictionaries and boosts their confidence in communicating in English.

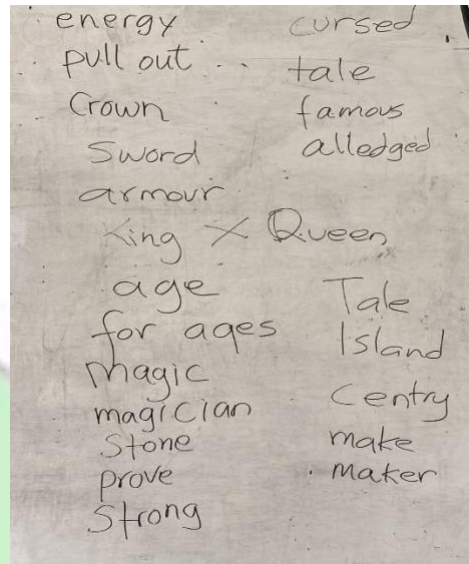
Participant 1 gave her statement:

*"... this strategy can get better results, meaning that the longer the meeting, the more vocabulary is absorbed by students so that teachers don't need to repeat the same vocabulary again because they clearly record it in their notebooks. and students can remember the vocabulary they wrote and don't need to look at the dictionary again. Because for example, in the previous meeting they just had to open their notes."*

In other words, the teacher's and students' perspectives on the "vocabulary corner" strategy indicate that this approach is effective in enhancing comprehension

and mastery of English vocabulary. Below is the example of vocabulary corner used by teachers:

**Figure 1.** *The example of vocabulary corner used by teachers*



## 2) Contextual Vocabulary Learning

Based on the interview findings, the teacher employs a strategy known as "Contextual Vocabulary Learning" in teaching English vocabulary.

Participant 2 stated:

*"The strategy that I use in the classroom in teaching English is usually to ask students to look for vocabulary that they have never seen in a text. For example, I give them a text, then ask them to look for vocabulary that they don't know the meaning of the text in a dictionary."*

Contextual Vocabulary Learning is an approach that encourages students to identify and understand vocabulary words within the appropriate context of the lesson being studied. In this strategy, the teacher assigns students the task of independently seeking the meanings of words they do not know within the text or material being covered before providing explanations. This approach fosters active student engagement in the learning process, stimulates their comprehension of word

meanings within specific contexts, and enhances vocabulary retention. By utilizing Contextual Vocabulary Learning, the teacher provides students with opportunities to develop problem-solving skills and context awareness, which are crucial aspects of understanding and effectively using English vocabulary.

According to the teacher, the Contextual Vocabulary Learning strategy has a significant impact on students' vocabulary learning.

Participant 2 said:

*“So far, the strategy I use really influences students, because when they get the vocabulary and they find out for themselves what the vocabulary means, they remember the vocabulary better because they try to find out the meaning of the vocabulary themselves.”*

The teacher believes that this strategy can trigger a higher level of student engagement in the learning process. By encouraging students to independently seek the meanings of words within a context, this strategy stimulates critical thinking and a deeper understanding of the words. Furthermore, the teacher notes that involving students in problem-solving processes like this makes them more active and motivated in comprehending and remembering vocabulary.

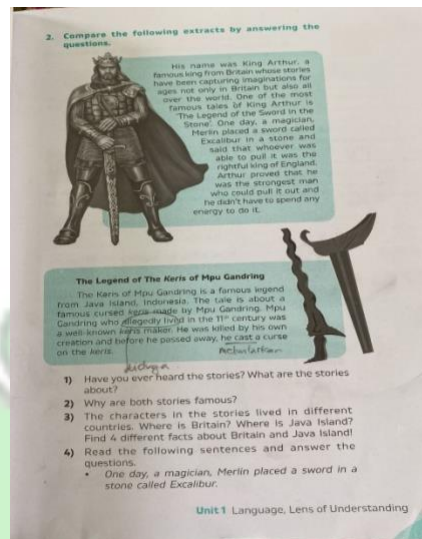
Participant 2 added:

*“...let students find out for themselves what vocab they don't know, the result is that students remember more of the vocabulary they look for themselves, the memorization lasts longer. There are my students after finding out the meaning of vocabulary for themselves, make easier for them to remember than the vocab given by the teacher.”*

According to the students, the strategy makes them enthusiastic and realizes that the process of finding word meanings within context helps them understand and retain vocabulary better. This alignment in the perspectives of the teacher and students indicates that the Contextual Vocabulary Learning strategy has a positive

impact on enhancing comprehension and retention of English vocabulary. Below is the example of text for contextual vocabulary learning strategy:

**Figure 2.** *The example of text for contextual vocabulary learning strategy*



### 3) Introduce the material by literacy

Based on the interview results, the teacher the Introduce the class using Literacy Materials. Introduce the class using Literacy Materials involves the use of various literacy materials such as quotes, pictures, or videos as the starting point for the lesson.

Participant 3 stated:

*"...usually when teaching vocabulary, firstly I give some kind of literacy, whether that literacy is in the form of a quote, picture or video, then we will try to ask questions and answers about what is happening in the quote, picture or video. then automatically those who don't know the vocabulary, they will try to ask me..."*

In this process the teacher employs a strategy known as "Introduce the class using Literacy Materials" to kickstart the vocabulary learning process. This strategy involves the utilization of diverse literacy materials, such as quotes, pictures, or videos, as the foundation for each lesson. As Participant 3 elaborated, the teacher

initiates the lesson with these literacy materials, setting the stage for an interactive and engaging learning experience.

During this phase, the teacher not only captures the students' attention but also fuels their inquisitiveness and motivation to delve into new words. By presenting quotes, pictures, or videos, the teacher piques students' interest and curiosity, encouraging them to actively participate in a subsequent question-and-answer session. This session serves as a platform for students to discuss, inquire, and explore topics related to the presented materials. Importantly, it empowers students to proactively seek out and learn unfamiliar vocabulary words.

This approach essentially places students in the driver's seat of their own learning journey, fostering a sense of curiosity and self-driven exploration. It encourages students to take charge of expanding their vocabulary, promoting not only the acquisition of new words but also the development of critical thinking and analytical skills. Overall, the "Introduce the class using Literacy Materials" strategy harnesses the power of literacy to ignite students' passion for vocabulary learning and enables them to become active, engaged learners.

#### **4) Mapping Exercise**

Other strategies employed by a teacher was the "Mapping Exercise" in teaching English vocabulary.

Participant 3 explained:

*"...for example, we learn about "beach", we use a kind of mapping regarding what the beach is, whether there is sea, it is blue, there are fishes, and so on. I try to get as much vocabulary as possible from the material I teach..."*

The "Mapping Exercise" was an approach where the teacher helps students connect and illustrate vocabulary words with specific topics or concepts. The teacher guides students in identifying, categorizing, and illustrating words related to the given topic. For example, if the topic is "beach," the teacher would assist students in identifying words related to the beach such as "ocean," "blue color," "fish," "scenery," and so on. Through this exercise, students not only learn new vocabulary words but also understand how these words relate to broader concepts. The "Mapping Exercise" helps students visualize vocabulary words in relevant contexts, making it easier for them to comprehend and remember. In this way, teachers create a more engaging and effective learning experience for students to expand their vocabulary.

According to the teacher, the Mapping strategy significantly influences students' vocabulary learning.

Participant 3 explained:

*"...students respond well to the strategies I use, sometimes there are friends who answer wrong, which becomes a joke too. When mapping, we make it look like a chart on the blackboard, so they will usually scramble to get to the front ..."*

The teacher observed that students responded positively to this method. They were generally okay with it and displayed enthusiasm when participating in Mapping activities. Students appeared to enjoy and feel comfortable when answering questions and engaging in vocabulary mapping. Even when there were moments of incorrect answers, the classroom atmosphere remained relaxed and even included some humor. When the teacher applied the mapping strategy by creating visual representations of vocabulary concepts on the whiteboard, students



actively engaged in the process. They seemed eager to participate and sometimes even competed to contribute. Despite the competitive spirit, the teacher made efforts to maintain a conducive classroom environment and encouraged students, especially during more leisurely periods when students were given the opportunity to search for relevant vocabulary words related to the current topic.

### 5) Quiz Vocabulary

Some teachers employ the strategy known as "Quiz Vocabulary" in their English vocabulary teaching approach.

Participant 3 stated:

*"...we did something called a vocabulary quiz. Vocabulary quizzes are usually vocabularies related to material that we have previously studied..."*

"Quiz Vocabulary" involves conducting quizzes or assessments that focus on testing students' knowledge of the vocabulary words they have learned. Typically, these quizzes include questions related to the vocabulary words associated with the specific topic or theme covered in the lesson. The purpose of these quizzes is to reinforce students' understanding of the newly acquired vocabulary and assess their retention. They can take the form of written tests, oral assessments, or even group competitions, depending on the teacher's preference.

By implementing the "Quiz Vocabulary" strategy in their teaching approach, educators can significantly enhance the students' motivation and commitment to learning new vocabulary. When students know that their performance on these quizzes directly affects their grades, it creates a sense of responsibility and urgency. The fear of receiving a low score or facing potential

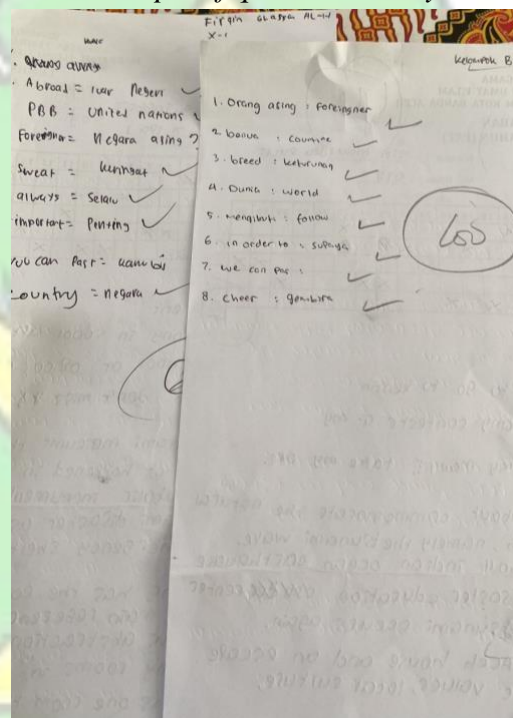
embarrassment in front of their peers serves as a powerful incentive for them to study and retain the vocabulary taught in class.

As participant 3 stated:

*“...when we try the vocabulary quiz, they will automatically learn. Because otherwise the grades will be low and sometimes we like to stick their grades, so they know what the grades are and sometimes there is also embarrassment if the grades are low, so it can trigger them to study...”*

Below is the example of quiz vocabulary test and result:

**Figure 3.** The example of quiz vocabulary test and result



## 6) Games

Based on the interview, the teacher employed various games to create an engaging and enjoyable learning environment for vocabulary acquisition. Those games were strategically integrated into the teaching process to make the classroom more interesting and interactive for the students.

Participant 3 stated:

*“...I have a game called Snakes and Ladders, which is specifically for enhancing vocabulary. And there is also a game called giving instruction, where student A gives instructions and student B carries out the instructions directed by the child. And automatically they will also increase their vocabulary here. But when giving these instructions, usually I will give them first. There is a square, there is a triangle, there is a rectangle, there is a corn, there is a star shape, there is a go back, there is a go left, a go right, a go up, a go down. And there is another game that we often use, it's called TTS. Where students also pair A and B, A asks, B answers. In TTS there are clues in the TTS. ”*

The teacher used three vocabulary-enhancing games: the Snake and Ladder Game, Giving Instruction Game, and TTS (Tabletop Simulator) Game. The Snake and Ladder Game is a classic board game that can be adapted for vocabulary learning. It offers an enjoyable way for students to acquire new words as they move their game pieces across the board. The Giving Instruction Game involves students taking turns as instructors, providing instructions that require specific vocabulary usage, which the other students must follow. This game encourages the active application of vocabulary in practical contexts. Lastly, the TTS Game, played in pairs (A and B), is a versatile game where one student asks questions or provides prompts related to vocabulary, and the other student responds. This game not only reinforces vocabulary but also promotes communication skills. These games are valuable tools for educators to make vocabulary learning more engaging, interactive, and effective for students.

According to the teacher, the Games strategy significantly impacts students' vocabulary learning. This strategy engages students by incorporating various vocabulary-related games into the classroom. games not only make learning

enjoyable but also prompt students to actively participate and enhance their vocabulary. These games encourage students to use new words and phrases while having fun, ultimately boosting their vocabulary retention. The teacher believes that this strategy is effective because it motivates students to learn and apply vocabulary actively. Overall, the Games strategy enriches the vocabulary learning experience and fosters a dynamic and engaging classroom environment.

## **2. The problems faced by English teacher in teaching vocabulary**

In the realm of English language teaching, educators often contend with several significant challenges. One major issue is the constraint of time, which limits the depth and breadth of instructional activities. Additionally, students' varying memorization abilities pose a considerable hurdle, as mastering extensive vocabulary requires substantial cognitive effort. Furthermore, the scarcity of teaching resources, such as dictionary, can hinder educators in creating engaging and diverse learning experiences, impacting the overall effectiveness of language instruction.

### **1) Time Constraints**

The constraint of time is one of the primary challenges in the teaching process, especially when attempting to implement various strategies to enhance students' vocabulary. In a context with limited class time, teachers must adapt their teaching activities to remain effective without sacrificing the comprehensiveness of the material.

Participant 1 stated:

*“...spend time to re-record the vocabulary in the vocabulary corner, then spend time for students to copy the words again...”*

Participant 2 added:

*“I think the problem is students in searching for the vocabulary have spent a lot of time.”*

Participant 3 added:

*“Sometimes the time we design for this strategy is only 10 minutes. because the students move a little slowly, it will end up walking a little longer.”*

The implementation of this strategy, as highlighted in the interview, introduces a significant challenge in terms of time management. The process of recording and copying vocabulary words in the vocabulary corner consumes substantial class time. Students are required to spend time re-writing these words to aid in retention, which adds to the overall time dedicated to this activity. While this duplication may contribute to better memorization, it also extends the duration of the exercise. This time-intensive approach can be problematic as it competes with the need to cover other essential content within a single class session. Additionally, the strategy may not fully address the issue of students struggling to memorize vocabulary, particularly those with weaker memory capacities. In sum, the strategy's time-consuming nature poses practical challenges for educators and students alike.

## **2) Memorization Ability**

Another problem faced by teachers is the varying aptitude of students when it comes to memorizing new vocabulary words. This diversity in memorization capabilities adds complexity to the teaching process and demands innovative strategies to cater to the needs of all learners. As illuminated in the interview with experienced English language teacher.

Participant 1 stated:

*“...sometimes not all students have a strong memory for memorizing vocabulary. So they have to repeat it several times so that they memorize the vocabulary.”*

Participant 2 added:

*“The problem is that students easily forget after memorizing vocabulary.”*

The strategy employed in teaching vocabulary also brings to light the challenge of students' memorization abilities. As mentioned in the interview, not all students possess strong memory capacities, and this can hinder their ability to effectively memorize new vocabulary words. Some students may struggle to retain the words, necessitating repetition and additional practice to ensure they commit the vocabulary to memory. This often requires teachers to allocate extra time and effort to help students with weaker memory recall. Furthermore, the instructor sometimes conducts impromptu vocabulary recall sessions at the end of the class, where a few students are asked to recite and memorize the vocabulary they've learned. This approach aims to address memory lapses and reinforce the importance of retention, but it underscores the challenge some students face in this aspect of language learning.

### **3) Resource Limitation**

Another problem is students tend to be too lazy to carry a dictionary. Sometimes, they want to learn, but they are reluctant to put in extra effort when it comes to expanding their vocabulary, and this becomes a challenge.

As participant 3 stated:

*“The problem is that students are too lazy to bring dictionaries.”*

Participant 2 added:

*“Sometimes I tell students to bring a dictionary, some of them don't bring a dictionary, and here they're not allowed to bring cellphones.”*

Resource limitations pose a significant challenge in implementing this strategy. Despite teachers ask students to bring dictionaries, some of them still fail to do so. This issue is compounded by the fact that Darul Ulum Islamic Boarding school does not permit students to bring cellphones, which could serve as digital dictionaries. Therefore, when students do not have physical dictionaries, and electronic alternatives are not available, teacher got problems in implementation some strategies in teaching vocabulary. This limitation hinders students' ability to fully engage with, making it a persistent challenge for both teachers and students.

## **B. Discussion**

This part compares and contrasts the findings from the previous section with this research findings. The discussion focuses on the two research questions listed in chapter one.

The first research question is “what are the English teacher strategies in teaching vocabulary?”. Based on the interviews conducted, researchers sought to find out the strategies used by English teachers at the senior high school of Darul Ulum. The research findings shed light on several effective strategies employed by English teachers for vocabulary instruction, as derived from interviews with three teachers at Darul Ulum Senior High School. The study identified six main strategies used by these educators, each contributing to enhanced vocabulary comprehension and retention.

Firstly, Vocabulary Corner: One prominent strategy utilized by teachers is the "Vocabulary Corner." In this approach, teachers write unfamiliar words on the blackboard or a designated area in the classroom, prompting students to copy them into their notebooks. This interactive and visual method not only allows students to see and write down new words but also engages them actively in the learning process. Teachers found this strategy effective in reducing repetitive questions about vocabulary and increasing student engagement. The findings of this research align with the results of a previous study conducted by Andini (2017). Her study demonstrated a significant positive effect on students' vocabulary mastery through the implementation of the Corners strategy on Students' Vocabulary Mastery.

Secondly, Contextual Vocabulary Learning: Another valuable technique is "Contextual Vocabulary Learning." Teachers encourage students to identify and understand new words within the context of the lesson or text. This approach promotes independent learning as students seek word meanings before explanations are provided. It fosters critical thinking and deeper comprehension of vocabulary within specific contexts, enhancing retention. The findings of this research are further corroborated by the study conducted by Huang and Eslami (2013). Their research emphasized the significance of vocabulary learning strategies, particularly contextual learning related to word components and global context, in the process of vocabulary development.

Thirdly, Introduction via Literacy Materials: Teachers employ the "Introduce the class using Literacy Materials" strategy, which initiates lessons with quotes, pictures, or videos. These materials capture students' attention, stimulate



curiosity, and encourage active participation. By introducing new vocabulary within the context of these materials, students become more engaged and self-driven in their vocabulary exploration. Many previous research findings have indicated the use of literacy strategies such as quotes, pictures, or videos in English vocabulary learning. One of the studies that encompassed this approach was conducted by Fetria (2016).

Fourthly, Mapping Exercise: The "Mapping Exercise" involves connecting and illustrating vocabulary words with specific topics or concepts. Teachers guide students in categorizing and visualizing words related to a given topic. This approach enhances students' understanding of how words relate to broader ideas, making vocabulary comprehension more accessible and memorable. The findings of this research are further supported by the study conducted by Marianca, Liando, and Mamentu (2022). Their research also concluded that the application of the word mapping strategy effectively enhances students' vocabulary. These consistent results across different studies emphasize the significance and efficacy of employing word mapping as a valuable strategy for vocabulary development in educational settings.

Furthermore, Quiz Vocabulary: "Quiz Vocabulary" is another effective strategy that motivates students to study and retain vocabulary. Teachers conduct quizzes or assessments focusing on recently learned vocabulary. The fear of lower grades or potential embarrassment encourages students to actively engage with and remember the vocabulary taught in class.

Lastly, Games: teachers integrate various games into the learning process to create an engaging and enjoyable environment for vocabulary acquisition. Games such as the Snake and Ladder Game, Giving Instruction Game, and TTS Game make vocabulary learning interactive and fun. They encourage students to actively apply vocabulary while enhancing communication skills. Numerous previous studies have explored the effectiveness of incorporating games as a vocabulary teaching strategy. For instance, Ningrum (2020) demonstrated the positive impact of utilizing games in vocabulary instruction.

In summary, these strategies not only enrich the vocabulary learning experience but also promote active student engagement and independent learning. The findings indicate that a combination of these approaches can be effective in enhancing vocabulary comprehension and retention among students. The teachers' perspectives align with those of the students, suggesting that these strategies positively impact vocabulary learning.

The second research question is “what are the problems faced by English teacher in teaching vocabulary?”. The research findings shed light on several problems faced by English teachers in their efforts to teach vocabulary effectively. These challenges encompass time constraints, varying memorization abilities among students, and limitations in teaching resources.

Firstly, the constraint of time emerges as a substantial obstacle in vocabulary instruction. Teachers must strike a delicate balance between delivering comprehensive material and adhering to the constraints of limited class time. The "vocabulary corner" strategy, as highlighted in the interview, exemplifies this issue.

While it aims to enhance vocabulary retention, it also consumes a significant amount of class time, impacting the coverage of other essential content within a single class session. Moreover, the time-intensive nature of the strategy may not fully address the memorization challenges faced by students, particularly those with weaker memory capacities.

Secondly, students' varying abilities in memorizing new vocabulary words present a multifaceted challenge. Not all students possess strong memory capacities, necessitating repeated practice and reinforcement to commit new words to memory. This diversity in memorization abilities requires teachers to employ innovative strategies tailored to the needs of all learners. The interviews underscored the importance of repetition and review for effective vocabulary acquisition, highlighting the need for additional time and effort to support students with weaker memory recall.

Lastly, resource limitations, particularly students' reluctance to carry physical dictionaries, add another layer of complexity to vocabulary instruction. Some students exhibit resistance to putting in extra effort to expand their vocabulary, such as bringing dictionaries to class. Furthermore, the prohibition of cellphones at Darul Ulum Islamic Boarding School compounds this issue, as electronic dictionaries are not readily accessible. This limitation restricts students' engagement with vocabulary learning strategies that rely on external resources, posing an ongoing challenge for both teachers and students.

In conclusion, the challenges faced by English teachers in teaching vocabulary encompass time constraints, varying student memorization abilities, and

limitations in teaching resources. These challenges call for creative and adaptive teaching strategies to address the diverse needs of students and maximize the effectiveness of vocabulary instruction. Additionally, educators may consider exploring alternative approaches to vocabulary learning that mitigate the impact of these challenges while promoting students' language development. The findings of this research align with the results of a study conducted by Amalia (2022), which also emphasized the challenge of limited learning time when employing strategies in teaching English. her study highlights how these time limitations can impact the depth and breadth of instructional activities. Together, these studies emphasize the need for innovative approaches that optimize the use of available class time while ensuring comprehensive vocabulary instruction.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the conclusion and suggestion of the research is discussed. The conclusion contains the important points of the research, along with the suggestions of the research.

#### **A. Conclusions**

Based on the research that has been conducted and the analysis of the data in previous chapter, the researcher puts forward conclusion as follows:

1. Based on the findings from the interviews, this research sheds light on strategies employed by English teachers at Darul Ulum Senior High School for effective vocabulary instruction. Through interviews with three experienced educators, six main strategies emerged as key contributors to improved vocabulary comprehension and retention among students. These strategies include Vocabulary Corner, Contextual Vocabulary Learning, Introduction via Literacy Materials, Mapping Exercise, Quiz Vocabulary, and Games. Each of these approaches was found to not only enhance the vocabulary learning experience but also foster active student engagement and independent learning. The collective evidence from this research, along with support from previous studies, underscores the significance and efficacy of these strategies in promoting successful vocabulary development in educational settings. Furthermore, the alignment of teacher and student

perspectives emphasizes the positive impact of these strategies on vocabulary learning.

2. Based on the findings from the interviews, this research sheds light on the significant challenges confronted by English teachers in their pursuit of effective vocabulary instruction. These challenges encompass the constraints of limited class time, the diverse memorization abilities among students, and the constraints imposed by resource limitations, such as the reluctance of some students to carry physical dictionaries. These findings underscore the need for teachers to employ innovative and adaptable teaching strategies to cater to the varying needs of their students and to maximize the impact of vocabulary instruction. Furthermore, educators should explore alternative approaches to vocabulary learning that mitigate the influence of these challenges while simultaneously fostering students' language development. In conclusion, addressing these challenges requires a multifaceted approach, combining creative teaching methods with a deep understanding of students' individual learning needs.

### **B. Suggestion**

The researcher offers suggestions at the end of this chapter. The suggestions in this part may be useful for the teacher, students, and school. Researcher make suggestions as follows:

1. For the teachers

Every student possesses unique abilities, creativity, characteristics, and interests. Consequently, it is imperative for educators to recognize these individual

differences among their students. In order to facilitate their students' learning effectively, teachers should tailor their instructional strategies to accommodate these differences. This personalized approach will better assist students on their path to becoming proficient language learners.

## 2. For the students

It is encouraged for students to take a more proactive and creative role in their English language learning journey, particularly in the acquisition of vocabulary. Students can explore and apply the strategies taught by their teachers for vocabulary acquisition. Embracing new methods of learning should be met without fear or hesitation.

## 3. To other researchers

Researchers interested in the field of teaching strategies should consider incorporating the findings of this study as an additional point of reference for future research endeavors, especially when delving into distinct aspects of teaching beyond the scope of this study. The insights garnered here can serve as valuable supplementary information for research in various domains related to teaching practices.

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## APPENDIX A

## Appointment letter of supervisor



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**  
 Nomor : B-7633/UN.08/FTK/KP.07.6/07/2023

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011, tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 13 Juni 2023
- MEMUTUSKAN**
- Menetapkan** :  
**PERTAMA** : Menunjuk Saudara:  
 1. Prof. Dr. Safrul Muluk, M.A. Sebagai Pembimbing Pertama  
 2. Fitriah, S. Ag., M.Pd. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi:  
 Nama : Cut Nana Yulyana  
 NIM : 180203158  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Strategies in Teaching Vocabulary at Boarding school
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
- KEEMPAT** : 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: 21 Juli 2023  
 Dekan,

Safrul Muluk

**Tembusan**

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;
5. Arsip.

## APPENDIX B

Recommendation letter from FTK to conduct field research



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBIIYAH DAN KEGURUAN**  
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
 Telepon : 0651- 7357321, Email : utn@ar-raniry.ac.id

Nomor : B-9063/Un.08/FTK.1/TL.00/08/2023  
 Lamp : -  
 Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Kantor Kementerian Agama Kota Banda Aceh
2. Kepala MAS Darul Ulum Banda Aceh

Assalamu'alaikum Wr.Wb.  
 Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : CUT NANA YULYANA / 180203158  
 Semester/Jurusan : / Pendidikan Bahasa Inggris  
 Alamat sekarang : Desa Blang Oi, Kecamatan Meraxa, Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Strategies in Teaching Vocabulary at Boarding School**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 25 Agustus 2023  
 an. Dekan  
 Wakil Dekan Bidang Akademik dan  
 Kelembagaan,



Berlaku sampai : 25  
 September 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

## APPENDIX C

Confirmation letter from MAS Darul Ulum Islamic Boarding School


**YAYASAN PEMBANGUNAN UMAT ISLAM BANDA ACEH**  
**MADRASAH ALIYAH DARUL ULUM**

(STATUS DISAMAKAN/Wa/6-d/PP.03.2/587/1998)

NSM: 131211710006 NPSN: 10106286

Jalan Syiah Kuala No. 5, Gampong Keuramat, Kuta Alam, Banda Aceh 23123

Telpon (0651) 33312; Pos-el: [masdarululumypui@gmail.com](mailto:masdarululumypui@gmail.com); laman: <https://masdubna.sch.id>

Nomor : MA.a/DU/PP.00.6/059/10/2023  
 Perihal : Penelitian An. CUT NANA YULYANA

10 Oktober 2023

Kepada Yth.  
 Dekan Bidang Akademik dan Kelembagaan  
 Universitas Islam Negeri Ar-Raniry  
 di-  
 Banda Aceh

Assalamu'alaikum Wr. Wb.

Sehubungan dengan surat saudara nomor: B-9063/Un.08/FTK.1/TL.00/08/2023, tanggal 25 Agustus 2023, perihal sebagaimana tersebut pada pokok surat, maka dengan ini Kami menyatakan bahwa:

n a m a : CUT NANA YULYANA  
 NIM : 180203158  
 semester : XI  
 Jurusan : Pendidikan Bahasa Inggris  
 alamat : Desa Blang Oi, Kecamatan Meuraxa, Kota Banda Aceh

telah selesai mengadakan penelitian pada tanggal 05 s/d 8 September 2023 untuk bahan penulisan disertasi dengan judul:

*"Strategies in Teaching Vocabulary at Boarding School"*

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan seperlunya.



RIANI, S.Ag., M.A  
 NIP 197309141999052001



## APPENDIX D

### Interview Questions

1. Apa strategi yang anda gunakan dalam mengajar kosakata bahasa Inggris?
2. Mengapa anda menggunakan strategi ini dalam mengajar kosakata bahasa Inggris?
3. Bagaimana cara anda mengaplikasikan strategi ini dalam mengajar kosakata bahasa Inggris?
4. Apakah strategi ini mempengaruhi siswa dalam mempelajari kosakata bahasa Inggris?
5. Bagaimana strategi tersebut bisa mempengaruhi siswa dalam mempelajari kosakata bahasa Inggris?
6. Apa pendapat anda tentang hasil dari menggunakan strategy ini?
7. Apakah strategy ini memiliki kelemahan dalam pelaksanaannya?
8. Apa masalah yang anda temukan dalam menggunakan strategi ini?
9. Bagaimana respon siswa pada saat anda menggunakan strategi ini dalam mengajar kosakata bahasa inggris?
10. Apa manfaat strategi tersebut bagi guru dan siswa?
11. Adakah kesulitan yang anda hadapi dalam mengajar kosakata Bahasa inggris ? dan bagaimana untuk mengatasinya ?

## APPENDIX E

### Interview Transcript

#### Participant 1

R : Apa strategi yang anda gunakan dalam mengajar kosakata bahasa Inggris?

I : Strategi yang saya gunakan dalam mengejar kosa kata bahasa Inggris itu menggunakan vocabulary corner Atau biasa ketika saya mengajar grammar atau mengajar expression atau text itu ketika ada anak anak yang ketika anak anak dapat kosakata mereka tidak tahu saya tuliskan di vocabulary corner di papan kemudian santri atau siswa menyalinnya di buku catatan masing masing.

R : Oke itu mengapa anda menggunakan strategi ini dalam mengajar kosakata bahasa Inggris?

I : Oke baik karena saya rasa strategi ini lebih mudah dicerna oleh peserta didik daripada saya langsung menerjemahkan suatu kalimat. Jadi misalkan saya memberikan beberapa kalimat pada peserta didik. Kemudian saya menerjemahkan kalimatnya saja, maka peserta didik tidak tahu arti perkosa, katanya. Makanya saya menggunakan strategi vocabulary corner atau Sudut kosa kata di papan tulis.

R : Oke bagaimana cara anda mengaplikasikan strategi ini dalam mengajar kosakata bahasa Inggris?

I : Strategi ini biasa Sebelum belajar itu saya sudah Sebelum Mencatat pembelajarannya saya sudah. Memberikan Sudut khusus untuk kosa kata ini vocabulary corner namanya. Kemudian ketika saya memberikan catatan kepada santri, saya belum menterjemahkannya. Ketika saya menjelaskan ketika santri ada yang bertanya ini misalnya miss what doesn mean atau miss ini artinya apa? Baru saya tuliskan di sudut kosakata itu oke?

R : Apa strategi ini mempengaruhi siswa dalam mempelajari kosa kata Inggris.

I : Sangat mempengaruhi siswa.

R : Bagaimana strategi tersebut bisa mempengaruhi siswa dalam mempelajari kosa kata bahasa Inggris?

I : Siswa biasanya ketika sudah dapat kosakata, misalnya di pertemuan pertama mereka sudah dapat kosakata ini di pertemuan kedua terlihat mereka tidak lagi bertanya kosakata yang sama. Kalaupun mereka bertanya, saya bisa langsung mengarahkan kata kata ini sudah kita dapatkan di pertemuan sebelumnya seperti itu, jadi mereka bisa recall memory mereka ya, mengingat kalau misalnya kata kata tersebut sudah dipelajari sebelumnya.

R : Apa pendapat Anda tentang hasil dari menggunakan strategi ini?

I : Hasilnya menurut saya baik karena. Peserta didik jadi tahu arti kosa kata mereka asing sebelumnya.

R : Apa strategi ini memiliki kelemahan dalam pelaksanaannya?

I : Iya tentu saja memiliki kelemahan karena menghabiskan waktu menghabiskan waktu untuk mencatat kembali kosa katanya di vocabulary corner kemudian menghabiskan waktu juga untuk anak anak kembali menyalin kata kata tersebut. Tapi tetap saja menurut saya ini. Bagus ya karena mereka harus menuliskan ulang supaya mereka harus menuliskan 2 kali supaya mereka lebih ingat gitu.

R : Apa masalah yang anda temukan dalam menggunakan strategi ini?

I : Masalahnya yang seperti saya jelaskan di kelemahan tadi yaitu menghabiskan banyak waktu karena terkadang misalnya dalam satu pertemuan itu ada banyak kosakata yang umum. Peserta didik tidak tahu sehingga tidak tercover. Semuanya tidak dapat tertulis. Semua kosa kata mereka enggak tahu.

R : Oke bagaimana respon siswa pada saat anda menggunakan strategi ini dalam mengajar kosakata bahasa Inggris.

I : Respon siswa pada awalnya kurang baik karena mereka merasa kenapa harus menuliskan kembali seperti itu. Tapi lama kelamaan mereka sadar kalau misalnya cara ini bisa membuat mereka jadi ingat kosa kata dalam bahasa Inggris.

R : Apa manfaat terjadi tersebut bagi guru dan siswa?

I : Manfaatnya adalah bagi guru itu. Bisa mendapatkan hasil yang lebih baik artinya dipertemuan semakin lama semakin banyak kosakata yang diserap oleh peserta didik sehingga guru juga tidak perlu mengulang lagi kosa kata yang sama karena mereka mencatatnya jelas jelas mencatatnya di dalam buku catatan mereka. Kemudian untuk siswa manfaatnya juga hampir sama. Mereka jadinya bisa mengingat kosa kata yang mereka tulis tersebut dan tidak perlu juga melihat kamus lagi. Karena misalnya oh ini ada di pertemuan sebelumnya mereka tinggal membuka catatannya dan melihat kesempatan.

R : Adakah kesulitan yang anda hadapi dalam mengajar kosakata bahasa Inggris dan bagaimana untuk mengatasinya?

I : Kesulitannya segi waktu juga dan dari segi hafalan peserta didik anak terkadang tidak semua peserta didik punya memori yang kuat untuk menghafal kosakata jadi terkadang ya harus bagi beberapa peserta di harus mengulang beberapa kali sehingga mereka hafal kosakata tersebut.

## Participant 2

R : Untuk pertanyaan pertama, apa strategi yang anda gunakan dalam mengajar konsep kota bahasa Inggris?

I : Kalau strategi yang saya gunakan di dalam kelas dalam mengajar bahasa Inggris, biasanya kalau misalnya sebelum memulai pelajaran misalnya ada hari ini materinya itu bisa naratif teks. Nanti kalau misalnya dibuku itu ada tes, saya menyuruh mencari mereka itu kosa kata apa yang belum pernah mereka dapat Misalnya dia ada ada ada sesuai itu dia tahu artinya ada siswa yang begitu dia nggak tahu artinya, jadi kan beda beda nanti dalam proses itu bisa menghancurkan 10 atau bisa jadi 20 kata yang mereka dapat baru kemudian mereka akan mencari secara mandiri. Di kamus atau di mana yang mereka dapatkan ya. Sejauh ini strategi itu yang saya gunakan.

R : Oke nah, mengapa anda menggunakan strategi ini dalam mengajar kosakata bahasa Inggris?

I : Menurut saya kalau misalnya kosa kata yang diberikan oleh gurunya langsung misalnya nih ada nih vocabulary Itu mereka nggak pernah nggak pernah tahu ya maksudnya tentang keterkaitan di materi hari itu. Jadi saya misalnya tergantung materi hari itu apa nanti kalau misalnya adanya faktor ya mereka cari tahu sendiri jadi lebih nyambung gitu.

R : Bagaimana cara anda mengaplikasikan strategi dalam mengajar kosakata bahasa Inggris?

I : Saya secara mengaplikasikan ya seperti saya bilang tadi kalau misalnya ada teks ataupun ada yang mereka mereka dapatkan dari tentang materi hari itu ataupun misalnya terserah di luar ataupun mereka enggak pernah dengar seperti itu, nanti saya enggak langsung kasih tahu dulu apa itu ada, tapi saya suruh mereka itu mencari dulu sendiri kalau mereka enggak dapat, karena nanti saya yang kasih tahu arti dari kata itu apa.

R : Apakah Prediksi ini mempengaruhi siswa dalam pelajaran kosa kata bahasa Inggris?

I : Sejauh ini yg sangat mempengaruhi karena ketika mereka mendapatkan vocabulary. Iya mereka Mencari tahu sendiri apa artinya jadi lebih mereka ingat gitu vocabularynya karena mereka mencari tahu sendiri arti dari vocab itu.

R : Bagaimana strategi tersebut bisa mempengaruhi siswa dalam belajar kosakata bahasa Inggris?

I : Biasanya kalau misalnya seperti itu nanti saya suruh hafal surah hapal di akhir pertemuan saya di hari itu juga sebelum mengakiri pelajaran nanti ada satu atau 2 orang yang saya suruh maju ke depan untuk Hafal vocab yang mereka dapatkan.

R : Apa pendapat Anda tentang hasil dari menggunakan strategi ini?

I : Menurut saya Ya lumayan efektif lah karena anak anak bisa lebih Mengingat sendirian karena vocab yang mereka dapatkan dan mereka langsung mencari tahu apa arti dari itu.

R : Apakah strategi ini memiliki kelemahan dalam pelaksanaannya?

I : Ya kalau kelemahannya itu ya habis waktu ya maksudnya saya di dalam materi itu ya mungkin sudah habis waktu dia mencari vokep itu sudah habis waktu. Barang 20 menit jadi memang waktunya. Iya saya banyak jadi materi hari itu akhirnya ya.

R : Apa masalah yang anda temukan dalam menggunakan strategi ini?

I : Kalau seperti Ini ya yang pertama di waktu. Kalau yang kedua anak2 ya kadang saya suruh kok kamu sih itu ya kadang ada yang gak mau kamu jadi harus tunggu Giliran sama sama kawan yang lain kayak gitu Karena karena di sini kan enggak boleh bawa hp

R : Oke bagaimana respon siswa pada saat anda menggunakan strategi ini telah mengajar kosa kata bahasa Inggris?

I : Iya mereka cukup ada yang antusias juga ya karena tapi kadang kadang mereka juga rebutann maksudnya ada teks yang. Kadang mereka udah tahu semua artinya.

R : Apa strategi ini memiliki kelemahan dalam pelaksanaannya?

I : Kalau kelemahan Anak anak Dia lebih banyak makan waktu. Kalau misalnya saya ajarkan strategi.

R : Apa manfaat strategi tersebut bagi guru dan siswa?

I : Kalau bagi guru ya berarti. Anak anak itu dia enggak banyak guru yang kasih tahu materi vocabnya. Jadi mereka bisa mencari tahu sendiri vocab apa yang mereka enggak tahu. Jadi siswa itu dia lebih mengingat kosakata yang mereka cari sendiri. Lebih memoris lah lebih mengingat oh, saya enggak tahu siapa. Setelah media cari tahu di kos yang dia lebih mengingatnya ketimbang vocab yang dikasih sama guru.

R : Adakah kesulitan yang anda hadapi dalam mengajar kosakata bahasa Inggris dan bagaimana untuk mengatasinya?

I : Kalau misalnya kosa kata ya lebih ke ini ya. Misalnya hari ini kita udah udah mereka gitu depan ya lupa gitu ataupun apa ya kesulitannya ya itulah namanya juga menghafal ada yang lupa

### Participant 3

R : Halo, Assalamualaikum Wr. Wb.

I : Iya, Waalaikum salam

R : Strategi apa yang anda gunakan dalam mengajar kosa kata bahasa inggris?

I : Kalau saya di kelas, seringnya dalam mengajarkan kosa kata itu, yang pertama saya kasih semacam literasi dulu apakah literasi itu berupa quote, berupa gambar atau berupa video, nanti kami akan coba bertanya jawab tentang apa yang terjadi dalam apakah quote, apakah dalam gambar, apakah dalam video, nanti otomatically, kosa kata yang anak-anak tidak tahu, mereka akan coba tanya ke kita, nanti biasanya saya kalau di kelas itu, tetap ada yang namanya kita sebut dengan vocabulary corner jadi minimal dalam satu hari, kami akan mencoba untuk mendapatkan 10 kosa kata baru dan biasanya dalam pelajaran misalkan hari ini kita belajarnya tentang beach misalnya, nanti dalam beach itu kan, bisa juga cara yang, sorry maksudnya walaupun tadi kita kasih dalam bentuk kita tanya jawab bisa juga kadang-kadang apabila kita mengajarkan tentang beach atau adjective, nanti kita pakai kayak semacam mapping yang berkenaan dengan beach itu apa saja, apakah ada lautnya, ada warna birunya ada ikan ada view-nya dan yang lain-lain jadi kami mencoba menarik sebanyak mungkin kosa kata yang bisa mereka dapatkan dari materi yang kita ajarkan. Pada hari itu selanjutnya untuk menguatkan materi itu di pertemuan berikutnya seringnya, kami melakukan yang namanya quiz vocabulary quiz vocabulary itu biasanya vocab-vocab yang berkenaan dengan materi-materi yang sudah kita pelajari sebelumnya misalnya, di minggu ini kita belajar tentang beach nanti, akan banyak kosa kata yang kita dapat di pepan tadi dan kita sudah buat list-nya tadi kan di sudut di vocabulary corner jadi nanti soal-soal itu juga yang akan kita tanyakan kembali di quiz vocabulary corner di quiz vocabulary, dan biasanya quiz vocabulary ini tidak lama, hanya sekitar 5 atau 10 menit, dan soalnya sekitar 10 per kelompoknya, biasanya sih saya bagi antara kelompok A dan kelompok B they will have different question for different group

R : Mengapa Anda menggunakan strategi ini dalam mengajar kosa kata bahasa Inggris?

I : Karena sementara ini kalau dalam menurut pengamatan saya, cara-cara yang sudah kita terapkan di kelas itu efektif. Jadi anak-anaknya otomatis mereka akan berusaha untuk mencoba memikirkan tentang, taruhlah seperti tadi materi kita tentang beach atau pemandangan alam, mereka akan mencari tahu sebanyak mungkin kata-kata yang berkenaan dengan alam atau beach tadi misalkan. Jadi mereka kita arahkan untuk mencari kosa kata sebanyak-banyaknya tentang alam, tapi kita batasi hanya mengenai alam saja, tidak mengenai yang lain-lainnya. Dan terlebih lagi pada saat kita coba dengan kuis vocabulary, otomatis mereka akan belajar. Karena kalau tidak nilainya akan rendah dan lebih-lebih kadang-kadang

kami suka menempelkan nilai mereka itu, jadi mereka tahu nilainya berapa dan kadang-kadang ada rasa malunya juga apabila nilainya rendah, jadi otomatis mereka akan terus belajar.

Nah, strategi lain untuk kosa kata sendiri, saya punya yang namanya ular tangga game, itu memang khusus untuk enhance vocabulary. Dan biasanya itu mereka main, tapi mereka belajar. Dan ini kita khususkan memang untuk vocabulary. Dan ada juga, ada giving instruction namanya. Ada game yang namanya giving instruction, di mana siswa A memberikan instruksi dan siswa B mengerjakan instruksi yang diarahkan oleh si anak tadi. Dan otomatis mereka juga akan nambah vocabulary-nya di sini. Tapi dalam yang memberikan instruction ini, biasanya saya akan ngasih duluan. Karena ini lebih ke bentuk-bentuk matematika. Ada square, ada triangle, ada rectangle, ada corn, ada bentuk star, ada go back, ada go left, go right, go up, go down. Itu awalnya saya akan kasih dulu biasanya, nanti mereka akan aplikasikan. Karena kalau saya punching kosa katanya dulu, lama. Dan apabila tidak kita beritahukan di awal, kadang-kadang nanti mereka akan terkendala dalam mengerjakan tugas. Ini memang game sebenarnya, tapi bagus untuk kosa kata. Dan ada satu lagi game yang sering kita gunakan, itu yang namanya kayak TTS. Di mana siswa juga berpasangan A dan B, yang si A bertanya, yang si B menjawab. Di TTS misalnya, kan ada petunjuknya di TTS-nya. Boleh nanti saya tunjukkan bukunya. Kebetulan saya punya buku yang berisi game-game memang khusus untuk vocabulary.

Sebenarnya yang sudah kita lakukan itu sangat mempengaruhi terhadap penambahan vokabel di anak-anak tersendiri, cuman akhirnya balik lagi ke si anak, apakah mereka mau selalu mencoba untuk mempraktekkan, apakah mereka mau selalu berusaha untuk Menggunakan itu dalam keadaan mereka sehari-hari. Kadang-kadang mereka mencoba menggunakan kata-kata itu dalam ngomong atau juga dalam menulis, jadi terpakai Kata-katanya itu akan terpakai. Dan kadang-kadang kita kan ada nonton juga tuh kadang-kadang nonton apakah nonton film atautkah lagu itu kadang-kadang kan ada juga kata-kata yang mereka dapat dan baru dan kadang-kadang kata-kata itu, Nanti akan kita coba untuk mencari sinonim dan antonimnya itu salah satu cara juga untuk menambah perbendaharaan kosa kata anak-anak. Jadi kadang-kadang ada kata-kata yang memang kayak empty itu kan mereka tahu artinya kosong, Tapi saya kan bilang untuk tingkat SMA jangan pakai empty lagi, gayanya akan lebih profesional pada saat kamu itu bilanganya vacant, vacant room misalnya vacant room akan lebih bagus daripada empty room kurang lebih seperti itu dan Biasanya anak-anak cewek itu suka pakai kalau di asrama. Untuk pelaksanaan kuis vocabulari itu sendiri, jelas kelemahannya ada. Kadang kadang waktu yang kita desain hanya 10 menit. Tapi kalau memang anaknya

geraknya agak lambat, akhirnya akan jalan lebih lebih lama sedikit. Kalau kelebihannya ya automaticly, mereka akan lebih banyak foke yang mereka tahu dan. Dan yang bisa mereka aplikasikan dan biasanya kebutuhan foke itu sangat terasa pada saat mereka itu menulis. Kalau salah kalau salah tulis otomatic salah. Tapi kalau dalam berbicara salah salah sikit sejauh kawan ngomongnya itu mengerti gak masalah kan?

Sebenarnya kalau ditanya strategi, saya enggak tahu strategi apa yang saya gunakan. Saya rasa strategi yang kira kira anak anaknya enak, kami jalan aja yang jelas kalau mungkin malah saya nggak tahu nama nya apa. Yang jelas saya sering pakai yang namanya kayak bikin mapping yang kayak tadi. Misal kita hari ini belajarnya tentang pahlawan aceh, kita akan coba cari kata sebanyak banyaknya tentang pahlawan aceh atau kita hari ini mau kasih song.

Tapi sebelum song itu kita juga akan cari.

Sebanyak banyaknya kata yang berkenaan dengan song apa itu nanti anak anak akan jawab entertain, happy, sad song. Ada singer mungkin situ ada backsound ada loud speaker. Laboratory dan biasanya kalau memang kita kasih kesempatan ke anak untuk satu persatu menjawab, biasanya itu akan keluar tuh, Minimal 40 kata itu kita akan dapat dalam seharinya. Memang kita paksa anak berpikir walaupun nanti kadang kadang kata kata yang keluar juga sama.

Kan ada juga cara yang saya gunakan juga, tapi ya enggak tahu strateginya apa ya itu pada saat absen pada saat absen pagi misalkan pada saat kita sebut nama anak nanti saya akan bilang wow.

Wow well hari ini kita berbicara masalah verb jadi masing masing anak menyebutkan satu WIB, misal saya panggil ahmad si ahmad nanti akan mengucapkan satu verb drink kita lanjut ke b misal si fadil fadil akan menjawab nanti go jadi apabila ada 36 anak di kelas itu otomatis di pagi itu pada saat absen kita akan menemukan 36 verb. Karena kita dari awal sudah kasih tahu enggak boleh ada same verb. Enggak boleh ada kata yang sama harus tetap berbeda. Mereka akan nyeri. Biasanya akan coba cari cari cari cari tapi ya itu kelemahannya kadang kadang next time karena memang satu persatu. Absen yang mungkin hanya bisa kita lakukan 5 menit bisa jadi 15 menit ya itu kekurangannya.

Kalau respon siswa sih oke oke aja mereka enggak masalah, mereka suka suka aja pada saat menjawab. Oke, oke aja karena kan kadang kadang ada kawan yang jawab salah, salah atau kadang kadang Ada kawannya yang menjawab yang sudah itu bahan guyon juga dan pada saat kayak mapping kalau mapping otomatis kita kan bikin kayak semacam.



Gambar bagan kan di papan tulis nah itu mereka akan berebut biasanya untuk ke depan. Cuma kadang kadang saya biar tidak terlalu anaknya berebut. Kadang kadang mereka yang ucapkan saya yang tuliskan. Kecuali memang waktunya agak senggang. Baru saya suruh si anak itu mencari masing masing.

Kesulitan dalam kosakata. Anak anak kita itu terlalu malas untuk bawa kamus Kadang kadang. Jadi mereka. Mereka mau tahu, tapi mereka tak mau tak mau berbuat lebih kosakata itu ya akhirnya yang yang jadi kendala. Jadi kadang kadang cara mengatasinya, misalkan memang pelajaran yang membutuhkan kosakata banyak, misal kita mau menulis atau membaca itu kita akan kasih tahu sehari sebelumnya. Bahwa kamus Minimal satu meja ada satu. Kalau memang tidak sanggup kamus yang bagus kamus yang biasa boleh lah. Atau memang kalau memang sama sekali enggak ada juga kita akan. Adanya di pustaka jadi bisa memakai fasilitas yang ada di pustaka.

Kalau manfaat dari cara cara yang sudah saya. Explain tadi. Udah pasti anak anaknya fun. Anak anaknya fun kita juga juga tidak terlalu kaku karena di situ kan kita berusaha menciptakan kelas itu. Enggak lah kaku sangat jadi kelas itu enak untuk diajak diskusi. Tapi pada dasarnya

Walaupun kurang sekali kosakata anak. Pada saat kita coba paksa mereka. Hanya bisa juga walaupun ada ada yang kurang kurang dan kalau memang mereka sudah betul betul stuck atau lagi gimana paling saya bilang udah kamu pakai Indonesia aja nggak papa. Silahkan pakai Indonesia aja. Nanti kita coba pahami sendiri lah daripada memang stuck mereka enggak bisa lanjut. Kira kira dari yang sudah saya paparkan tadi strateginya apa ya, atau tolong di di apa namanya, di completekan itu strategi apa, saya gx tau itu namanya apa. Oke kalau mau kita conclude yang biasanya saya lakukan untuk kosa kata yang pertama, tiap pertemuan kami tetap ada yang namanya fokebulary corner terus pada saat mengabsen kadang kadang apakah hari ini kita ejektif? Apakah kita nanti menyebutkan feeling kamu hari ini? Apakah kita menyebutkan apakah verb / naun jadi itu insidental? Suka saya, cuma kita tidak beritahukan, jadi anak anak juga akan berusaha untuk mencoba cari tahu. Jadi hari ini yang pada saat diabsen setiap anak itu menyebutkan satu verb satu ejektif, satu feeling atau apa terserah. Kemudian yang kami lakukan juga adalah kami tetap seringnya saya melakukan kuis vocab khusus di next meeting dan disamping itu ada beberapa game memang yang kita khususkan untuk vocabulary.

**APPENDIX F**

Documentation

