# TEACHERS' STRATEGIES IN TEACHING ENGLISH VOCABULARY AT MTSN 1 MOJOKERTO

# **THESIS**

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#### **ABSTRACT**

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Teaching strategy is a generalized plan for a lesson which can be adapted to the material and to the conditions of the class and students. This research his aimed to explore the strategies used by the teacher in teaching new English vocabulary to their students. The research focused on two questions: 1) what are the strategies used by the teachers for teaching English vocabulary in grade 1 at MTsN 1 Mojokerto?; 2) why do teachers use that strategy to teach English vocabulary in grade 1 at MTsN 1 Mojokerto? The research used a qualitative method by using a questionnaire and interview. The subjects of this study were all English teachers who taught in grade 1 in MTsN 1 Mojokerto. There are two teachers who teach English lessons in grade 1 in MTsN 1 Mojokerto. So, the researcher took two teachers. The first data were collected by distributing questionnaires to the teacher. Meanwhile, the second data was obtained from interviews with teachers. The results show that 1) one teacher uses more than two strategies in teaching new English vocabulary to students, such as learning new vocabulary strategies independently without the help of teachers and other students, using strategies that involve teachers and other students, use electronic or tool such as laptops and speakers, or use media such as English films, English books and English songs. 2) The teachers use this strategy because it is considered effective enough for students and can also be carried out by students independently. The findings imply that teacher has a different strategy between one teacher to another teacher. The teacher use more than one strategy to teach new vocabulary. Teacher use the strategy according to the material what he teach.

#### **ABSTRAK**

Nabila, I. (2021). Teachers' Strategies in Teaching English Vocabulary at MTsN 1 Mojokerto. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Hilda Izzati Madjid, M.A Dr. Siti Asmiyah, M. TESOL

Kata kunci: Teaching Strategies, Vocabulary, Teaching Vocabulary

Strategi pengajaran merupakan rencana umum untuk suatu pelajaran yang dapat disesuaikan dengan materi dan kondisi kelas dan siswa. Penelitian ini bertujuan untuk mengeksplorasi strategi yang digunakan guru dalam mengajarkan kosakata bahasa Inggris baru kepada siswanya. Penelitian difokuskan pada dua pertanyaan: 1) Apa saja strategi yang digunakan guru dalam mengajar kosakata bahasa Inggris di kelas 1 MTsN 1 Mojokerto? 2) Mengapa guru menggunakan strategi tersebut untuk mengajarkan kosakata bahasa Inggris di kelas 1 di MTsN Mojokerto? Penelitian ini menggunakan metode kualitatif dengan menggunakan angket dan wawancara. Subjek penelitian ini adalah semua guru bahasa Inggris yang mengajar di kelas 1 MTsN 1 Mojokerto. Ada dua guru yang mengajar bahasa Inggris di kelas 1 di MTsN 1 Mojokerto. Jadi, peneliti mengambil dua orang guru. Pengumpulan data pertama dilakukan dengan menyebarkan kuesioner kepada guru. Sedangkan data kedua diperoleh dari wawancara dengan guru. Hasil penelitian menunjukkan bahwa 1) seorang guru menggunakan lebih dari dua strategi dalam mengajarkan kosakata bahasa Inggris baru kepada siswa, seperti mempelajari strategi kosakata baru secara mandiri tanpa bantuan guru dan siswa lain, menggunakan strategi yang melibatkan guru dan siswa lain, menggunakan media elektronik seperti laptop dan speaker, atau menggunakan media seperti film berbahasa Inggris, buku berbahasa Inggris dan lagu berbahasa Inggris. 2) Guru menggunakan strategi ini karena dirasa cukup efektif bagi siswa dan juga dapat dilakukan oleh siswa secara mandiri. Temuan tersebut menyiratkan bahwa guru memiliki strategi yang berbeda antara satu guru dengan guru lainnya. Guru menggunakan lebih dari satu strategi untuk mengajarkan kosakata baru. Guru menggunakan strategi sesuai materi yang dia ajarkan.

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#### LIST OF ABREVIATION

1. MTsN : Madrasah Tsanawiyah Negeri

2. EFL : English Foreign Language

3. DET : Determination

4. SOC : Social

5. MEM : Memory

6. COG : Cognitive

7. MET : Metacognitive

8. NMSA : National Middle School Association

9. FACES : Family and Child Experiences

10. SPOK : Subjek Predikat Objek Keterangan

11. SPOA : Subject Predicate Object Adjective/Adverb

12. L1 : First Language

### CHAPTER I INTRODUCTION

This chapter presents the background of the study, research questions, problem, objectives of the study, the significance of the study, the scope and limitation of the research and definition key terms.

#### A. Background of the Study

A rich vocabulary collection makes the skills of listening, speaking, reading, and writing easier to perform because vocabulary is the main bridge for us to understand English language. Basically if someone wants to learn English language, then they must understand the vocabulary of that language. If someone wants to learn English, of course they must have a lot of vocabulary so that they can understand what they are going to learn. Vocabulary is the first and foremost important step in language acquisition.¹ So, if someone wants to understand the English language, they must know the language and purpose of the context. If someone has a lot of vocabulary, then he will be easier to learn English. However, if someone does not master a lot of vocabulary, then they will find it difficult to learn vocabulary. This fact confirms Cahyono & Widiati who found that students' limited vocabulary has been the main problem for students in learning English in EFL context. Such lack of vocabulary will bring obstacles in understanding English.²

To enrich vocabulary, someone must be diligent in adding new vocabulary. The teacher's role is also inseparable from vocabulary learning in

<sup>&</sup>lt;sup>1</sup>Naveen Kumar Metha, "Vocabulary Teaching: Effective Methodologies," *The Internet TESL Journal* (March 2009): 15.

<sup>&</sup>lt;sup>2</sup>BambangYudiCahyono and UtamiWidiati, *The Tapestry of English Language Teaching and Learning in Indonesia* (Malang, Indonesia: State University of Malang Press, 2004).

the classroom. Many strategies are used by teachers to teach vocabulary, one of them is by using images. Akbari investigated the effectiveness of teaching vocabulary items through pictures and contextualization to elementary Iran EFL students.<sup>3</sup> In the study, one class is shown a picture. In another class context and sentence models are shown. In the third class, the new vocabulary control group is taught by searching for synonyms and definitions. The results of the post-test show a significant difference between the picture group and group context on the one hand, between this group and on the other hand. Control group shows that although both picture and context provide an increase in student vocabulary, the picture is better than the context. That is, the drawing group is superior to the other two groups. This research by Akbari highlights that picture can be effectively used to teach new vocabulary or difficult words.

Teaching new or difficult words before reading is also good for increasing students' understanding of text. So students do not just read new vocabulary in the text, but also understand the meaning of the word and understand the contents of the text being read. The teacher can give new and difficult vocabulary to students. Thus students can be helped in understanding the text using the new vocabulary that has been given. It is different if the teacher does not provide new vocabulary before reading the text. Students will find it difficult to understand the purpose of the text. So students only use their reasoning to and guess the intent of a text. Some research found that few

<sup>3</sup>Akbari O, "Teaching Vocabulary Items through Contextualization and Picture to Elementary Iranian EFL Student," *Asian EFL Journal* 10 (2008): 53–77.

teachers realize that they can occasionally teach vocabulary during or at the end of a lesson.<sup>4</sup> The conclusion is that it would be better if the teacher introduces new vocabulary and vocabulary that is difficult for students before teaching the text. Because it will help students understand a text. But so far the teacher teaches new vocabulary and vocabulary that is difficult during the lesson, even at the end of the lesson.

Encouraging students to use vocabulary outside the context of learning in text is also important. This is because this way can help students to always remember what has been taught by educators. Beck & McKeown identified several elements of their effective rich vocabulary instruction. The first one is providing clear definitions. Another element is having students "manipulate" words in "rich and varied ways," describing how words relate to each other. The imperative that students need to do is connecting new words they find in different contexts and encourage the use of words outside the vocabulary lesson. From the Beck & Mckenown theory, it can be concluded that helping students enrich new vocabulary can also be done outside the context of learning. One of the examples is teaching new vocabulary based on objects that are on the bench, while the ongoing context is about fable stories. It is vocabulary learning out of context. Translating new vocabulary can be done by translating new vocabulary directly or looking for synonyms.

<sup>4</sup>Susan M. Watts, "Vocabulary Instruction during Reading Lessons in Six Classrooms:," *Journal of Reading Behavior* 27 (September 11, 2016): 399–424.

<sup>&</sup>lt;sup>5</sup>Beck I and McKeown M, *Conditions of Vocabulary Acquisition* (Cambridge: Cambridge University Press, 1990).

In fact, vocabulary is associated with speaking, writing, and listening. Other research has examined the predictive power of second language vocabulary knowledge for the four main language skills (i.e., reading, writing, listening, and, to a lesser extent, speaking). There are also several studies that research teaching vocabulary. <sup>6,7,8,9,10,11,12,13,14,15,16</sup> However their research is not yet specific in grade 1 junior high school. They learn about the relationship between vocabulary and speaking, listening, writing and reading. This brief summary highlights that a majority of the existing studies likely elicit vocabulary knowledge receptively, and compare such knowledge with reading, writing, and listening performance. However, little information research has been done on measuring English teaching vocabulary especially in grade 1 of junior high school. This highlights the need for more research about teaching vocabulary especially at grade 1

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<sup>&</sup>lt;sup>6</sup>Kyoko Baba, "Aspects of Lexical Proficiency in Writing Summaries in a Foreign Language," Journal of Second Language Writing 18, no. 3 (September 2009): 191–208.

<sup>&</sup>lt;sup>7</sup>Mohammad TaghiFarvardin and MansoorKoosha, "The Role of Vocabulary Knowledge in Iranian EFL Students' Reading Comprehension Performance: Breadth or Depth?," *Theory and Practice in Language Studies* 1, no. 11 (November 1, 2011): 1575–1580.

<sup>&</sup>lt;sup>8</sup>Batia Laufer and Tami Aviad–Levitzky, "What Type of Vocabulary Knowledge Predicts Reading Comprehension: Word Meaning Recall or Word Meaning Recognition?," *The Modern Language Journal* 101, no. 4 (2017): 729–741.

<sup>&</sup>lt;sup>9</sup>James Milton, *Measuring Second Language Vocabulary Acquisition*, Second language acquisition (Bristol, UK; Buffalo [N.Y.]: Multiligual Matters, 2009).

<sup>&</sup>lt;sup>10</sup>James Milton, "The Development of Vocabulary Breadth across the CEFR Levels." (n.d.): 22.

<sup>&</sup>lt;sup>11</sup>James Milton, "Measuring the Contribution of Vocabulary Knowledge to Proficiency in the Four Skills" (n.d.): 22.

<sup>&</sup>lt;sup>12</sup>Milton James, Wade J, and Hopkins N, "Aural Word Recognition and Oral Competence in a Foreign Language." (01 2010).

<sup>&</sup>lt;sup>13</sup>David D. Qian, "Investigating the Relationship Between Vocabulary Knowledge and Academic Reading Performance: An Assessment Perspective," *Language Learning* 52, no. 3 (2002): 513–536.

<sup>&</sup>lt;sup>14</sup>Ibid.

<sup>&</sup>lt;sup>15</sup>Rob Schoonen et al., "First Language and Second Language Writing: The Role of Linguistic Fluency, Linguistic Knowledge and Metacognitive Knowledge," *Language Learning - LANG LEARN* 53 (January 1, 2003): 165–202.

<sup>&</sup>lt;sup>16</sup>Lars SteniusStæhr, "Vocabulary Size and the Skills of Listening, Reading and Writing," *The Language Learning Journal* 36, no. 2 (December 1, 2008): 139–152.

junior high school. This is because in grade 1 junior high school learning of English began to be more complicated than in elementary school.

One of Indonesian junior high schools that have a long practice of teaching vocabulary is MTsN 1 Mojokerto. The ways teachers teach in MTsN 1 Mojokerto are varied makes researcher interested. In MTsN 1 Mojokerto there are still teachers who teach not to follow implement 2013 curriculum. While 2013 curriculum has proven to be effective. On the other hand there are teacher who are very innovative and follow the development of technology that has followed 2013 curriculum. Researcher want to explore what strategies are used by teachers in MTsN 1 Mojokerto when teaching new vocabulary in grade 1. This is interesting to explore the strategies of teachers in teaching English vocabulary class 1 in MTsN 1 Mojokerto.

The purpose of this research is hence to explore the strategies used by the teacher for the teaching English vocabulary at MTsN 1 Mojokerto and the reason of using such strategies. This research important to explore what strategy is suitable when the teacher teach new vocabulary to students.

#### **B.** Research Questions

The research questions used as the guide to explore teachers' strategy for teaching English vocabulary in grade 1 at MTsN 1 Mojokerto are the following.

1. What are the strategies used by the teachers for teaching English vocabulary in grade 1 at MTsN 1 Mojokerto?

2. Why do teachers use that strategy to teach English vocabulary in grade 1 at MtsN 1 Mojokerto?

## C. Objectives of the Study

Objectives of the study or goals to be achieved in this research are below.

- To explore the strategies used by the English teacher in teaching English vocabulary in MTsN 1 Mojokerto.
- To explore the reason of using the strategies to teach grade 1 of MTsN 1 Mojokerto.

## D. Significance of the Study

From the objectives of the study written above, this study to explore what are the strategies used by the teacher of instruction vocabulary and the reason of teacher for using those strategies.

#### 1. For theoretical significance

This research is expected to be able to develop and support theories in teaching new vocabulary strategies to students, especially students in grade 1 in junior high school because in class 1 when they begin to study English more deeply, in particular in English as a foreign language such as in Indonesian context.

#### 2. For practical significance

This research is expected to improve teacher understanding in the selection of appropriate strategies for teaching new vocabulary in grades 1 junior high school. That way teacher can be more selective and choose

effective strategies for students in learning new vocabulary. So that it can produce maximum result.

#### 3. For further research

This research is expected to provide information related to the English vocabulary strategies, especially in junior high school grade 1 and to find out the strategies used by teachers teaching diverse student background. Future research can also explore the various strategies of the teachers when teaching new English vocabulary in grade one junior high school.

#### E. Scope and Limitation of the Study

The scope of this study only focused on teacher strategies of teaching vocabulary in English class. Strategies employed by teachers depend on content.<sup>17</sup> When teaching vocabulary, teachers usually use more than one technique. Teachers, furthermore, are suggested to employ planned vocabulary presentations as various as possible.<sup>18</sup> This study to explore what are the strategies used by the teacher for teaching English vocabulary and why the teacher used that strategy to teach English vocabulary.

There is some limitation of this study. This study focused on what strategy used by the teacher who teach English class grade 1 Junior High School at MTsN 1 Mojokerto and consideration of the selection of strategy to teach English vocabulary in grade 1 Junior High School at MTsN 1 Mojokerto.

<sup>&</sup>lt;sup>17</sup>Višnja Pavičić Takač, *Vocabulary Learning Strategies and Foreign Language Acquisition*, Second language acquisition 27 (Clevedon, UK; Buffalo, NY: Multilingual Matters, 2008).

<sup>&</sup>lt;sup>18</sup>Annamaria Pinter, *Teaching Young Language Learners*, Oxford handbooks for language teachers (Oxford [England]; New York: Oxford University Press, 2009).

#### F. Key Terms

In accordance with the topics discussed, the authors use several terms that are appropriate.

# 1. Vocabulary

Vocabulary is the knowledge of the word not only implies a definition, but also implies how that word fits into the world. It means that vocabulary is knowledge of the definition of a foreign language that fits the world. In this research, vocabulary is defined as English word that is positioned as foreign language in Indonesia that matches the meaning in accordance with the language as it is used in English native speaking countries.

#### 2. Teaching Strategies

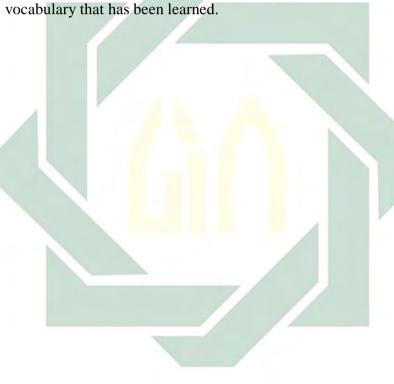
Teaching strategy as a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the learning.<sup>20</sup> From that definition, it can be highlighted that teaching strategy is a plan designed for English lessons particularly vocabulary that are in accordance with the objective of the teaching and learning in the first grade to improve new vocabulary of the students. When the vocabulary of the students increase, students can understand the English lesson more easily.

<sup>&</sup>lt;sup>19</sup>Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (Routledge, 2005).

<sup>&</sup>lt;sup>20</sup>E. Stones and Sidney Morris, *Teaching Practice: Problems and Perspectives: A Reappraisal of the Practical Professional Element in Teacher Preparation* (London: Methuen, 1972).

# 3. Teaching Vocabulary

"Teaching" is defined as giving instruction to somebody's knowledge, skill, etc.<sup>21</sup> Based on that explanation, teaching vocabulary is an activity where the English teacher gives the students' knowledge in English vocabulary about and how to use it in daily life. It is like practicing new vocabulary with their friends or other people to always remember new



<sup>&</sup>lt;sup>21</sup>Albert Sydney Hornby and Jonathan Crowther, Oxford Advanced Learner's Dictionary of Current English, 5. ed., 2. impr. (Oxford: Oxford Univ. Press, 1995).

### CHAPTER II REVIEW OF RELATED LITERATURE

This chapter discusses some issues and theories related to teacher strategy to teach English vocabulary. This chapter is divided into two parts; those are some theories to approach the research questions discussed in this study and the review of some related previous studies.

#### A. Theoretical Background

#### A.1. Teaching Vocabulary

Learning vocabulary is very important if someone want to master English. Teaching vocabulary is a crucial aspect in learning a language as languages are based on words. <sup>22</sup> It is impossible to learn a language without having to know the vocabulary because basically humans communicate using words. Recent research suggests that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning. <sup>23</sup> Teaching vocabulary can be a challenge for a teacher.

The challenge of teaching vocabulary may be because educators must be able to choose the right strategy to teach vocabulary to students so students can easily remember the new vocabulary that educators provide. A teacher must always be up-to-date in a variety of techniques that teach about vocabulary. The creative teacher can also give a plus in teaching vocabulary

<sup>&</sup>lt;sup>22</sup>MofarehAlqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34.

<sup>&</sup>lt;sup>23</sup>Jennifer I. Berne and Camille L. Z. Blachowicz, "What Reading Teachers Say About Vocabulary Instruction: Voices From the Classroom," *The Reading Teacher* 62, no. 4 (2008): 314–323.

such as by using interesting media. So, the students will feel happy and interested when learning English vocabulary. Every teacher must understand the character of their students and prepare everything in order to reach the target of teaching and learning.

Every teacher wants students to remember new vocabularies, then use them and practice them. The teacher needs to be able to select the appropriate strategies to enable students learn and practice their new vocabulary items. Strategies employed by teachers depend on some factors, such as the content, time availability, and its value for the learners.<sup>24</sup> When teaching vocabulary, teachers usually use more than one technique. Teachers, furthermore, are suggested to employ planned vocabulary presentations as various as possible.<sup>25</sup> The conclusion is that each teacher has their own strategy in teaching vocabulary. But with the same goal, which is to increase students' vocabulary. The factors that influence each teacher's strategy are dependent on some factors, such as content, time availability, and its value for the learners. Here are some strategies for teaching vocabulary according to Schmitt.26

#### a. Determination Strategies (DET)

DET is a strategy used by interpreting the meaning of the word without the help of others. This can be called an individual strategy because it does not involve teachers or friends in the vocabulary learning

<sup>&</sup>lt;sup>24</sup>Pavičić Takač, *Vocabulary Learning Strategies and Foreign Language Acquisition*.

<sup>&</sup>lt;sup>25</sup>Pinter, Teaching Young Language Learners.

<sup>&</sup>lt;sup>26</sup>Norbert Schmitt, Vocabulary in Language Teaching, Cambridge language education (Cambridge; New York: Cambridge University Press, 2000).

process. This strategy is rarely used by teachers. Such findings are one of the reasons why the frequency of use of a strategy and its contribution percentage should be determined in the beginning of a class to enable teachers to gain the best outcome from their teaching.<sup>27</sup> He continued that convincing students to learn vocabulary using determination strategies would make improvements in learning.

Other finding from Bennett is determination strategy did not contribute to vocabulary size of the students.<sup>28</sup> He believes that determination strategies are only to find the meaning of new words when students find new words for the first time and are not intended to remember the meaning of words. From the two findings above, it can be concluded that determination strategies can be applied according to students 'needs and students' abilities

Determination strategies are suitable for teaching material related to the text. This strategy is like guessing from the first language (L1), using a dictionary as reference material, analyze part of speech, analyze affixes and roots, guess meaning from textual context. This strategy is usually used when someone has learned a word and knows the meaning of the word but forgets the meaning. So this strategy is commonly used.

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<sup>&</sup>lt;sup>27</sup>Rebecca Oxford, "Language Learning Styles and Strategies: An Overview" (January 1, 2001); Ronald Carter and David Nunan, eds., *The Cambridge Guide to Teaching English to Speakers of Other Languages*, 8. print. (Cambridge: Univ. Press, 2006).

<sup>&</sup>lt;sup>28</sup>Phillip Bennett, "AN EVALUATION OF VOCABULARY TEACHING," *University of Birmingham* (n.d.): 82.

#### b. Social Strategies (SOC)

Oxford defines social strategies as follows: "Language is a form of social behavior; it is communication, and communication occurs between and among people.<sup>29</sup> Learning a language thus involves other people, and appropriate social strategies are very important in this process". Besides, Oxford considers this strategy good for students. Because social strategies match social actions, so students try to interact with each other and that is a good way. So, we can conclude that SOC is a strategy used by involving others in learning new vocabulary and they can answer in a number of ways (synonyms, translation, etc.).

The use of SOC can also be applied when students learning new vocabulary and never been found or trying to remember vocabulary that has been learned but forget the world, like asking a teacher or classmate about new word, named as social strategy because it involves other people. This strategy is suitable for all levels. Because by using this strategy, students can also be more active.

## c. Memory strategies (MEM)

MEM is a strategy used to remember vocabulary that they forgot to remember. Memory strategies, also traditionally known as mnemonics, refer to strategies of retaining new words using some imagery or grouping.<sup>30</sup> MEM can be said as a traditional method used to memorize new vocabulary by combining their previous knowledge by grouping

<sup>&</sup>lt;sup>29</sup>Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (Heinle&Heinle, 1990).

<sup>&</sup>lt;sup>30</sup>Schmitt, *Vocabulary in Language Teaching*.

words according to form or topic, connecting new words with past experience, learning the spelling of words, and saying words out loud while studying. Thus, they help learners associate a new word with something already familiar to them.<sup>31</sup> Generally this method used word grouping. Students will indirectly group these new words to make them easier to memorize.

Furthermore, according to the 'Depth of Processing Theory', the more efforts a learner exerts when manipulating information the better it and remembered. stored This theory was discovered by psychologists.<sup>32</sup> They state that memory is just what happens as a result of processing information, they suggest that memory is the by-product of the depth of processing of information and how to process information can be done with (1) shallow processing which involves rehearsal, i.e., maintenance repetition to help the learners hold information in the shortterm memory and leads to fairly short-term retention or (2) deep processing which involves an elaboration rehearsal based on a more meaningful analysis of information that can be done through images, thinking and associating or linking words meaning to previous knowledge.

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<sup>&</sup>lt;sup>31</sup>Oxford, Language Learning Strategies.

<sup>&</sup>lt;sup>32</sup>Fergus I. M. Craik and Robert S. Lockhart, "Levels of Processing: A Framework for Memory Research," *Journal of Verbal Learning and Verbal Behavior* 11, no. 6 (December 1, 1972): 671–684.

The second one leads to long-term retention. The hypothesis and originally psychological, can be applied to pedagogy since the fields are interrelated. And the deep processing matches memory vocabulary learning strategies in such a way that a deep and elaborate processing of word knowledge (in terms of form, meaning and even collocation) can lead to better retention and minimizes attrition.

#### d. Cognitive strategies (COG)

COG exhibit the common function of "manipulation or transformation of the target language by the learner". This strategy is similar to memory strategies. Cognitive strategies emphasize the mechanical way of understanding known words. This strategy used certain tools to learn vocabulary. Reading comprehension is an area where cognitive strategies are important.

Block explains that in understanding a text, cognitive strategy refers to how the reader seeks to understand what they read, how to make the reading meaningful, and what to do if they encounter difficulties or problems.<sup>34</sup> The use of cognitive strategies can increase the efficiency with which the learner approaches a learning task. These academic tasks can include, but are not limited to, remembering and applying information from course content, constructing sentences and paragraphs, editing written work, paraphrasing, and classifying information to be learned.

<sup>33</sup>Oxford, Language Learning Strategies.

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<sup>&</sup>lt;sup>34</sup>Ellen Block, "The Comprehension Strategies of Second Language Readers," *TESOL Quarterly* 20, no. 3 (1986): 463–494.

Gagne and Briggs explain that cognitive strategy is an internally organized skill that affects the intellectual process of the learner, which includes remembering.<sup>35</sup> The way to repeat or learn new vocabulary with this strategy is by oral or reading on paper such as making a list of words or lists, labeling objects by giving meaning, keep a vocabulary notebook, written repetition, etc.

#### e. Metacognitive Strategies (MET)

According to Cross and Paris "metacognition is the knowledge and control students have over their own thinking and learning activities".<sup>36</sup> Students choose their own good strategy for learning new vocabulary. Greene and R. Azevedo state that metacognitive strategy is often regarded as a key self-regulated learning process critical to developing an understanding of complex information.<sup>37</sup>

This strategy can be applied by doing a word test, Using English language media (songs, movies, newscast, etc.), using spaced word practice (expanding rehearsal), skipping or delivering new vocabulary, learning continuously and using word tests or games are all part of metacognitive strategies.

<sup>36</sup>David R. Cross and Scott G. Paris, "Developmental and Instructional Analyses of Children's Metacognition and Reading Comprehension," *Journal of Educational Psychology* 80, no. 2 (1988): 131–142.

<sup>&</sup>lt;sup>35</sup>Robert M Gagne and Leslie J Briggs, *Principles of Instructional Design* (New York: Holt, Rinehart and Winston, 1979).

<sup>&</sup>lt;sup>37</sup>Jeffrey Alan Greene and Roger Azevedo, "A Macro-Level Analysis of SRL Processes and Their Relations to the Acquisition of a Sophisticated Mental Model of a Complex System," *Contemporary Educational Psychology* 34, no. 1 (January 1, 2009): 18–29.

Of the five strategies discussed, of course there are differences. Determination strategies emphasize individual ways for students to learn new vocabulary without involving others. The teacher trains students to learn the vocabulary individually. For example, students use a dictionary as a reference material. Social strategies are inversely proportional to Determination strategies. If the determination strategies put more emphasis on individuals, then social strategies emphasize more on social activities. The teacher trains students to learn vocabulary by means of social with their friends or social with their teacher.

If determination strategies and social strategies are inversely proportional, then Memory strategies and cognitive strategies have similarities but there are still differences. Both of them stressed how to remind students of the vocabulary they had learned but the students forgot the meaning of the word. The difference is that Memory strategies do not emphasize mechanics and do not involve object labeling. The teacher can help students add vocabulary by directly reading or saying words. However cognitive strategies emphasize more on mechanics and use labeling objects by giving meaning.

In cognitive strategies, the teacher can label objects and give meaning to the fines that are labeled new vocabulary to add to the student vocabulary. The last is metacognitive strategies. The teacher gives freedom to students to choose their own strategies in accordance with the wishes of students. This strategy emphasizes more on the way students

choose their own strategies for learning new vocabulary such as English language media (songs, movies, video) so, the teacher can monitoring the students and make evaluation to know how much new vocabulary students have got.

#### A.2 Vocabulary Learning

In learning English, the thing to learn is to understand the English vocabulary. Because English is foreign language in Indonesia, so if someone wants to learn English, must increase the vocabulary to understand the language itself. As Wilkins puts it without grammar very little can be conveyed: without vocabulary nothing can be conveyed.<sup>38</sup> Therefore vocabulary must continue to be improved to make it easier for someone to understand a foreign language. By having a lot of vocabulary, one can also do many things such as writing well and speaking well. Conversely, if someone has only a little vocabulary, it will be difficult to understand a foreign language, difficult to speak a foreign language and difficult to write a foreign language.

National middle school association (NMSA) in its research summary on Vocabulary Teaching and Learning across Disciplines asserts that vocabulary is at the heart of general language development and conceptual learning and is, therefore, a critical aspect of curricular programs in all disciplines. In its research summary, it highlights relevant studies that support several key understandings of vocabulary learning and

<sup>&</sup>lt;sup>38</sup>D. A. Wilkins, *Linguistics in Language Teaching* (Cambridge: MIT Press, 1972).

teaching. In its summary it emphasizes that word knowledge is important for learning, and it is complex. It also stresses that metacognition is an important aspect of vocabulary learning, and Effective teaching vocabulary moves beyond the definitional level of word meanings, it also focused that vocabulary learning occurs implicitly in classrooms across disciplines, and it also occurs through direct instruction. Finally it lists them as the six key understandings for all teachers across age levels and content areas.

According to Nation vocabulary acquisition includes three processes, namely noticing, retrieval, and creative (generative) use.<sup>39</sup> The more someone adds new English vocabulary, the easier it is to learn English. Researchers such as Laufer; Nation and others have realized that have realized that the acquisition of vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts.<sup>40</sup>,<sup>41</sup> According Nation Learning vocabulary items plays a vital role in all language skills, e.g. listening, speaking, reading, and writing.<sup>42</sup> The conclusion is that if someone often adds to their new vocabulary, then he will more easily learn a foreign language. The use of vocabulary is very important for the use of foreign languages because it involves listening, speaking, writing and reading.

<sup>&</sup>lt;sup>39</sup>I. S. P. Nation, *Learning Vocabulary in Another Language*, The Cambridge applied linguistics series (Cambridge; New York: Cambridge University Press, 2001).

<sup>&</sup>lt;sup>40</sup>BatiaLaufer, "Reading, Word-Focused Activities and Incidental Vocabulary Acquisition in a Second Language," *Prospect* 16, no. 3 (2001): 44–54.

<sup>&</sup>lt;sup>41</sup>Nation, Learning Vocabulary in Another Language.

<sup>&</sup>lt;sup>42</sup>lbid.

Vocabulary acquisition includes three processes, namely noticing, retrieval, and creative (generative) use.

In contrast to neither syntax nor phonology, when learning vocabulary there are no rules or formulas that must be used because basically everyone has their own way to add to their vocabulary. Oxford also claimed that vocabulary was by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one's mother tongue, because of tens of thousands of different meanings.<sup>43</sup> Therefore, many students spend their time learning second languages by memorizing vocabulary by relying on their dictionaries.

From the explanation above, it can be concluded that the teacher's role in teaching vocabulary to students is very important to increase students' vocabulary.

## A.3 The Description of Vocabulary

The definition of vocabulary is very numerous. Every person will definitely have their own definition in interpreting vocabulary. However, one can generally define vocabulary is the key to learning English. Or someone else has different definitions. In general, vocabulary will make it easy for us to learn English if someone have a lot of vocabulary. However, if someone does not know enough about vocabulary, they will find it difficult when learning English. To master a word is not only to learn its meaning but also to learn seven other aspects. All these properties are

<sup>&</sup>lt;sup>43</sup>Oxford, Language Learning Strategies.

called word knowledge.<sup>44</sup> The conclusion is that if we have a lot of English vocabulary, then we will find it easier to learn English. But if we do not have enough English vocabulary, then we will have difficulty learning English. Learning English vocabulary is not just learning the meaning, but also other aspects.

Word knowledge also comes in two forms, receptive and productive. Receptive involves when someone hear or see a new word that someone have never known before. While productive is the word someone used when speaking or writing. The use of words can be used in oral forms such as listening and speaking or can also be used with print forms such as writing and reading. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which someone assign some meaning, even if someone don't know their full definitions and connotations - or ever use them ourselves as someone speak and write. We can conclude that the vocabulary is divided into two parts. That is receptive and productive. It is called receptive because someone hears or sees a new vocabulary. Whereas it is called productive when someone speaks or writes. Between the two types of vocabulary, receptive includes more vocabulary given by someone and can also know the connotation.

Each word can have many meanings, depending on the context of its usage. In addition, there are some associations between words. There

<sup>&</sup>lt;sup>44</sup>Schmitt, *Vocabulary in Language Teaching*.

<sup>&</sup>lt;sup>45</sup>Hiebert and Kamil, *Teaching and Learning Vocabulary*.

are four categories of associations.<sup>46</sup> The first one is coordination: words cluster together on the same level of detail. For example: boxing, skateboarding, football are stored together, belonging to the group of *sport*, opposites also belong to this kind, for example: lazy and smart.

The second one is super-ordination: some words cover other words which are subordinate to the upper ones. For example: when people mention the word animal, others can easily associate to cat, goat, horse, dog, and so on. The third one, synonymy: words having the same or similar meanings are stored together. For example, happy and glad, surprise and shock tend to appear together. The last one, collocation: some words are usually stored together to collocate each other. For example, black and white, salt water, bright red are usually matched together based on people's habit of actual use.

#### **B. Previous Study**

Previous researchers have found explicit teaching vocabulary in early childhood classrooms to occur infrequently. 47,48,49 Several studies have examined teachers' self–reported engagement in vocabulary instruction. Using the 2006 cohort of the Head Start Family and Child Experiences

<sup>46</sup>Jean Aitchison, *Words in the Mind: An Introduction to the Mental Lexicon*, 3rd ed. (Malden, MA: Blackwell Pub, 2003).

<sup>&</sup>lt;sup>47</sup>Isabel L. Beck and Margaret G. McKeown, "Increasing Young Low-Income Children's Oral Vocabulary Repertoires through Rich and Focused Instruction," *The Elementary School Journal* 107, no. 3 (January 1, 2007): 251–271.

<sup>&</sup>lt;sup>48</sup>Andrew Biemiller and Naomi Slonim, "Estimating Root Word Vocabulary Growth in Normative and Advantaged Populations: Evidence for a Common Sequence of Vocabulary Acquisition," *Journal of Educational Psychology* 93, no. 3 (2001): 498–520.

<sup>&</sup>lt;sup>49</sup>Anne E. Cunningham et al., "How Teachers Would Spend Their Time Teaching Language Arts: The Mismatch between Self-Reported and Best Practices," *Journal of Learning Disabilities* 42, no. 5 (October 2009): 418–430.

(FACES) dataset, Hindman and Wasik examined teaching vocabulary with sample of 293 teachers in 116 Head Start Centres.<sup>50</sup> Results showed that teachers self-reported associate in teaching vocabulary through discussing new words more or less 3-4 times per week.

Other previous research show that there are some studies which show that by reading story books with conversation that enhance teaching vocabulary. 51,52,53,54 It means that by reading students story books, it can be used for English vocabulary. Where it can make students interested in understanding the meaning of a new word to understand a story line.

A study found an important aspect of teaching vocabulary can help students improve their understanding in reading and help students' academic achievement. It can be concluded that teaching vocabulary is very important to support student learning. 55, 56, 57

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<sup>&</sup>lt;sup>50</sup>Annemarie Hindman and Barbara Wasik, "Vocabulary Learning in Head Start: Nature and Extent of Classroom Instruction and Its Contributions to Children's Learning," *Journal of school psychology* 51 (June 1, 2013): 387–405.

<sup>&</sup>lt;sup>51</sup>Julie Penno, Ian Wilkinson, and Dennis Moore, "Vocabulary Acquisition From Teacher Explanation and Repeated Listening to Stories: Do They Overcome the Matthew Effect?," *Journal of Educational Psychology* 94 (March 1, 2002): 23–33.

<sup>&</sup>lt;sup>52</sup>Lisa Hammett Price, Barbara A. Bradley, and Jana Michele Smith, "A Comparison of Preschool Teachers' Talk during Storybook and Information Book Read-Alouds," *Early Childhood Research Quarterly* 27, no. 3 (2012): 426–440.

<sup>&</sup>lt;sup>53</sup>Barbara A. Wasik, Mary Alice Bond, and Annemarie Hindman, "The Effects of a Language and Literacy Intervention on Head Start Children and Teachers," *Journal of Educational Psychology* 98, no. 1 (February 2006): 63–74.

<sup>&</sup>lt;sup>54</sup>Grover J. Whitehurst et al., "A Picture Book Reading Intervention in Day Care and Home for Children from Low-Income Families," *Developmental Psychology* 30, no. 5 (1994): 679–689.

<sup>&</sup>lt;sup>55</sup>Isabel L. Beck, Charles A. Perfetti, and Margaret G. McKeown, "Effects of Long-Term Vocabulary Instruction on Lexical Access and Reading Comprehension," *Journal of Educational Psychology* 74, no. 4 (1982): 506–521.

<sup>&</sup>lt;sup>56</sup>Andrew Biemiller and Catherine Boote, "An Effective Method for Building Meaning Vocabulary in Primary Grades," *Journal of Educational Psychology* 98, no. 1 (2006): 44–62.

<sup>&</sup>lt;sup>57</sup>Steven A. Stahl and Marilyn M. Fairbanks, "The Effects of Vocabulary Instruction: A Model-Based Meta-Analysis," *Review of Educational Research* 56, no. 1 (1986): 72–110.

Other studies from Gonzalez and Colleagues found that teacher talk after reading was significantly related to expressive vocabulary.<sup>58</sup> It means it would be better if the teacher spoke after reading to form significantly related to expressive vocabulary.

Silverman and Crandell examined the relationship between student and teacher teaching vocabulary in read-aloud and non-read-aloud activities, and found that teaching vocabulary practices during non-read aloud activities were positively related to student's vocabulary. <sup>59</sup> This means that non-read aloud is more effective than read aloud related to student vocabulary.

In a study of 25 teachers and 455 children, Wasik and Hindman found that teachers that received specific professional development in vocabulary used three times as many references to vocabulary as comparison teachers.<sup>60</sup> The children in the study whose teachers referenced vocabulary more frequently had stronger vocabulary skills at post-test. This study was limited by the fact that teachers were only observed during one book reading. Further, Lipsky found that use of vocabulary instructional strategies during book reading activities varied greatly among a sample of 23 teachers.<sup>61</sup> Teachers were found to use anywhere from 0-60 incidences of an

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<sup>&</sup>lt;sup>58</sup>Jorge E. Gonzalez et al., "Developing Low-Income Preschoolers' Social Studies and Science Vocabulary Knowledge Through Content-Focused Shared Book Reading," *Journal of Research on Educational Effectiveness* 4, no. 1 (December 27, 2010): 25–52.

<sup>&</sup>lt;sup>59</sup>Rebecca Silverman, "A Comparison of Three Methods of Vocabulary Instruction during Read-Alouds in Kindergarten," *The Elementary School Journal* 108, no. 2 (2007): 97–113.

<sup>&</sup>lt;sup>60</sup>Wasik, Bond, and Hindman, "The Effects of a Language and Literacy Intervention on Head Start Children and Teachers."

<sup>&</sup>lt;sup>61</sup>Miriam G. Lipsky, "Head Start Teachers' Vocabulary Instruction and Language Complexity During Storybook Reading: Predicting Vocabulary Outcomes of Students in Linguistically Diverse Classrooms," *Early Education and Development* 24, no. 5 (July 1, 2013): 640–667.

instructional strategy during a single book reading session, with 22% of teachers using no vocabulary instructional strategies when reading.

Of all the previous studies above, research on teaching vocabulary is not specific to junior high school grade 1 but on focus on the relationship of vocabulary with listening, speaking, writing and reading. There is still no research that examines teaching vocabulary in grade 1 junior high school.



## CHAPTER III RESEARCH METHOD

The method used by the researcher is very important in every research as a guideline to attain the objective of the study. This chapter elaborates information dealing with the procedure of the research that the researcher applies while conducting this study. It covers approach and research design, the subject of study, research location, the data and source of the data, method of data collection, research instrument and data analysis

#### A. Research Design

This research is a qualitative research. Qualitative research studies underworld condition representing the views and perspectives of the people covering the contextual condition contributing insight into the existing and strives to use multiple sources of evidence rather than relying on a single source alone. <sup>62</sup> Creswell states that qualitative research the researcher collects the data to learn from the participant in the study and develop forms or protocols for recording data as the study process. <sup>63</sup> From the two theories about qualitative research, it can be concluded that qualitative research may explore the perspectives of the participant in their real condition or context using multiple forms and source of data. This research explored strategies used by the teacher, opinions teacher in teaching English vocabulary in grade 1 junior high school. These teachers'

<sup>62</sup>Robert K Yin, "Qualitative Research from Start to Finish" (New York: The Guilford Press, 2011), accessed March 12, 2020, https://trove.nla.gov.au/version/165038440.

<sup>&</sup>lt;sup>63</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Thousand Oaks: SAGE Publications, 2014).

perspectives will represent their views related to their real experience on the strategy of teaching English vocabulary in the real context of their English class. With such an aim, the selection of qualitative design suits the purpose of the research.

It has a wide scope and focused on obtaining data through open-ended and conversational communication. This method is not only about "what" teachers think but also "why" teachers think so.

#### B. Subject of the Research

This research was conducted at MTsN 1 Mojokerto, located on Jalan R.A Kartini No.11 Mojosari, Mojokerto East Java. The participants were teacher teach grade 1. At MTsN 1 Mojokerto there are five English teachers. But researchers only choose teachers who teach in first grade because this research only focus on first grade. There are two teachers who teach the first grade. Meanwhile, the other teachers do not teach in first grade. That was the reason for the selection of the two teachers.

## C. Data and Source of Data

With the research questions of (1) What are the strategies used by the teacher for teaching English vocabulary in grade 1 junior high school in MTsN 1 Mojokerto and (2) Why do the teacher used that strategy to teach English vocabulary in grade 1 junior high school in MtsN 1 Mojokerto?, the data for research are as follows. To answer the first research question, the data needs to be collected are the types or kinds of strategies used by the teachers to teach English vocabulary at grade 1 MTsN 1 Mojokerto in their

English classes. For the second research question relates to teachers' reason and consideration of strategies used by the teachers to teach English vocabulary at grade 1 MTsN 1 Mojokerto in their English classes. Data on the types of strategies used by the teachers to teach English vocabulary at grade 1 MTsN 1 Mojokerto collecting from the English teacher. The source of data for the reason and consideration of strategies used by the teachers to teach English vocabulary at grade 1 MTsN 1 Mojokerto is by interviewing teachers who teaches in MTsN 1 Mojokerto at grade 1.

#### D. Data Collection Technique

To answer the first research question namely what are the strategies used by the teacher for teaching English vocabulary in grade 1 junior high school in MTsN 1 Mojokerto, the researcher shared the link for access to the questionnaire by open-ended questionnaire with the teacher about how the teacher teaches new English vocabulary to students. This link is sent via WhatsApp message. Thus it can be explained that the data collection techniques for research questions 1.

To answer the second research question, why does the teacher use that strategy to teach English vocabulary in grade 1 junior high school in MTsN 1 Mojokerto, the researcher interview by open-ended question with the teacher.

To answer the first research question about the types of teachers strategies in teaching English vocabulary at MTsN 1 Mojokerto used by teachers, all teachers in grade1 who teach English, the researcher choose all the teachers because every teachers may have different ways of teaching

English. The researcher shared the link for access to the questionnaire checklist with the teacher about how the teachers teach new English vocabulary to students by WhatsApp message.

Interview was carried out through online interview with open-ended questions. To corroborate the data from the results of classroom in English class grade 1, online interview also be made to find out why teachers use these strategies. Meanwhile, to answer the second research question, it is only necessary to conduct online interviews with all English teachers who teach grade 1. The data needed is what is the reason the teacher used the strategy to teach English vocabulary in class 1 MTsN 1 Mojokerto.

#### **E.** Research Instrument

The researcher used two research instruments to obtain data. The two instruments that used are questionnaire checklist and interview by openended questions.

#### 1. Questionnaire

In this questionnaire by open-ended question, the researcher shares the link for access to the questionnaire with the teacher about how the teacher teaches new vocabulary to students by WhatsApp message. Questionnaire checklist is conducted to answer research question (1) about the strategies used by the teacher in teaching English vocabulary in class 1 MTsN 1 Mojokerto.

The questionnaire used contained a variety of strategies in accordance with a literature review of 5 strategies. These questions can

be answer by the teacher according to the strategy used by the teacher in teaching new vocabulary to students in grade 1. The teacher can check the type that corresponds to what the teacher does in teaching new vocabulary. When it is not included in the various strategies in the questionnaire, it will be written at the bottom of the list of the types of strategies that already exist (see appendix 3.1 for the list of questionnaire).

#### Interview

Interview is a set of techniques for generating data from individuals and or groups utilizing structured, semi structured, or unstructured questioning formats.<sup>64</sup> When conducting the interview process, the instrument brought is the interview guide (open-ended question) by WhatsApp call and with the recorder as a recording device. An interview was conducted to answer the research question (2) about why teachers use the strategy to teach grade 1 MTsN 1 Mojokerto.

Interviews were conducted after the teachers fill questionnaire to find out the reasons why teachers use these strategies in teaching vocabulary to their students. As well as asking what obstacles are experienced when implementing the strategy. Interview guideline has in total 15 questions that explore about the reasons why the teacher used the strategy as well as matters relating to the strategy

<sup>&</sup>lt;sup>64</sup>Ronald L. Jackson II, Darlene K. Drummond, and SakileCamara, "What Is Qualitative Research?," Qualitative Research Reports in Communication 8, no. 1 (October 15, 2007): 21 - 28.

such as difficulties when teach new vocabulary. There are 16 interview questions. 1 question related to main strategy, 1 question related to the reason the teacher used this method, 1 question related to what teaching materials are used to teach vocabulary, 2 questions related to social strategy, 1 question related to memory strategy, 7 questions related to cognitive strategy, 3 questions related to metacognitive strategy. The source of instrument take from theory by Schmitt<sup>65</sup> (see appendix 3.2 for the list of interview).

### F. Data Analysis Technique

After collecting the data, the researcher analyses the data. The researcher used questionnaire and online interview by open-ended question. Below are the steps to analyze the data.

- 1. The researcher analyzed the data through an questionnaire related to research question (1) what are the strategies used by the teachers for teaching English vocabulary in grade 1 at MTsN 1 Mojokerto by reading the results of the questionnaire for each teacher who had filled in an questionnaire related to the use of strategies in teaching new vocabulary in grade 1 junior high school
- 2. The researcher analyzed the data related to research question (2) why do teachers use that strategy to teach English vocabulary in grade 1 at MtsN 1 Mojokerto by reading and listening to the results of an interview with the teacher regarding the reasons why the

<sup>&</sup>lt;sup>65</sup> Schmitt, *Vocabulary in Language Teaching*.

- teacher used the strategy to teach new vocabulary in grade 1 junior high school
- 3. Identify and focused on the data by referring to formulation of the research problem (1) what are the strategies used by the teachers for teaching English vocabulary in grade 1 at MTsN 1 Mojokerto related questionnaire by open-ended question and (2) why do teachers use that strategy to teach English vocabulary in grade 1 at MtsN 1 Mojokerto related interview by open-ended question. The researcher identified data for the first research question from the questionnaire checklist related what the strategies when the teachers teach new vocabulary to grade 1. Teachers give the checklist in the questionnaire checklist related to their strategies when teaching new vocabulary. For the second research question, the researcher identify when interview the teachers related the reason the teachers when apply that strategies. If in the interview the teacher answers students can answer questions related to new vocabulary by asking friends for help. That means including into a social strategy. Where one student with another student is involved in learning new vocabulary. Even teachers and students are involved in this social strategy. For example, when the teacher said 'if the students do not know the meaning of the word it will be asked to other students. If no one can answer then I help answer', the expression was coded

- with phrase 'social strategy' because social strategy is a strategy that involving others in learning new vocabulary.
- 4. After identify the data, the researcher classifies the data according to the classification of five strategies contained in the instrument, including determination strategy, social strategy, memory strategy, cognitive strategy and metacognitive strategy. The grouping was adjusted according to the results of the questionnaire and interviews with teachers who taught English class 1. After classifying the strategy, the researcher displays the data as detailed as possible according to the classification the researcher has done through the instrument.
- 5. After displaying data, the conclusion is draw as compact as possible without reducing the research results so that readers can more easily understand the results of the research.

# CHAPTER IV RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the result of the research to answer the research problem. There include What are the strategies used by the teachers for teaching English vocabulary in grade 1 at MTsN 1 Mojokerto and Why do teachers use that strategy to teach English vocabulary in grade 1 at MtsN 1 Mojokerto.

#### A. Research Finding

The research has conducted the research from August 22<sup>rd</sup> - September 7<sup>th</sup>, 2020 through the techniques of collecting data which have been explained in the research method. The data collected were aimed to explore the strategies used by the teachers for teaching English vocabulary in grade 1 at MTsN 1 Mojokerto and the reasons of using the strategies to teach English vocabulary in grade 1 at MTsN 1 Mojokerto. The findings of this research are categorized in accordance with the research question.

Finding from questionnaire checklist and online interview highlighted that the two teachers used determination strategy, social strategy, memory strategy, cognitive strategy and metacognitive strategy as their strategy in teaching English vocabulary to the first grade of MTsN 1 Mojokerto. The main strategies used are determination strategy for first teacher and social strategy for second teacher. These strategies were used in pre-teaching and whilst teaching activities of English vocabulary.

The two teachers used a determination strategy. Determination strategy is a strategy used by teachers to teach new vocabulary by not

involving other students or teachers in learning vocabulary. Students look for the meaning of the new vocabulary by themselves. The first teacher used this strategy as the main strategy in teaching new vocabulary. The first teacher taught new vocabulary in the middle of the lesson. If there is a word that is difficult, students are asked to open their dictionary to find the meaning of the word. All students are expected to have a dictionary. Because whatever the lesson is, if there is no dictionary, it will be more difficult.

This narration can be confirmed by the following statement by first teacher

"I teach vocabulary not specific to vocabulary. But that is part of the learning itself. So it's different from lectures where there are vocabulary subjects. So vocabulary is included in the context of learning. In particular it may be text structure, linguistic elements and so on. So it is not teaching fully about vocabulary. If there are words that are difficult for them, I ask them to open a dictionary. I usually do it as a child, suggesting always having a dictionary, always carrying a dictionary. Learning anything if there is no dictionary is more difficult. Still have to bring a dictionary"

The teacher's statement that 'I ask them to open a dictionary and if there is no dictionary is more difficult. Still have to bring a dictionary' show that he used determination strategy. That is allowing students to find the meaning by themselves by looking up in the dictionary. The teacher asks students to search for new vocabulary meanings individually without the help of their teacher or friends.

The characteristics of determination strategies, namely students independently learn new vocabulary without the help of teachers or other students. So, here students are asked to independently translate the

vocabulary using a dictionary. The teacher does not teach specifically about vocabulary because vocabulary is included in the context of learning, especially in the language element. So there is no specific way of teaching vocabulary.

The second teacher also used a determination strategy but this strategy not main strategy for second teacher. The second teacher asked the students to underline the words they have just recognized. After that the teacher asks who knows the meaning of the word mentioned by the teacher. If no one knows the meaning of the word, the teacher asks the students to search the dictionary individually.

The second teacher stated that

"There are some words that children may not understand. So, there later I asked the children to underline the vocabulary, then I asked who knew that. If no one knows, then I will let you know or I will ask them to look into the dictionary first."

The teacher's said 'I asked the children to underline the vocabulary' shows that students are asked individually to learn new vocabulary by asking students to underline new vocabulary. When the teacher 'asked who knew that' and let [them] know or ask them to look into the dictionary'. This teacher does not involve the help of teachers and other students. In this sense, the teacher used determination strategy. However, this strategy is not the main strategy for the second teacher.

The teaching materials used by first teacher when teaching new vocabulary using determination strategy was paper or cardboard and the medium and also a blackboard. The paper and cardboard are pasted on the

blackboard. However it is rarely used by teachers. Teachers often use electronic media such as laptops and speakers in the learning process. For electronic media, teachers often listen with Microsoft Word or PowerPoint teaching materials. This narration can be proven by the following statements

"For teaching materials or learning media, for media I usually use audio media. Especially the speakers. There I usually use listening media. Then of course the teaching material is in the form of Microsoft word or maybe a power point. So the media is in the form of speakers or audio and also a laptop. That's what I use the most. The rest usually used teaching materials in the form of paper or cardboard and the medium can be a blackboard and I stick it there. That's what I also use but rarely. Because I use my laptop more often in the learning process. So my media is mostly to electronics. Especially laptops and speakers"

The main strategy used by the second teacher is social strategy. Social

strategy is a strategy used by teachers to teach new vocabulary by involving other people such as teachers and students in the teaching and learning process. The second teacher spoke that "There is no special vocabulary lesson, so the material is comprehensive. There is no special vocabulary for learning. Only if it is to teach it, maybe there are some difficult words that are straightforward. This is the word that I have not introduced, I told the children. So it was later during the lesson when I mentioned that, the children already knew". It can be confirmed by the quote 'I told the children, so it was later during the lesson when I mentioned that' shows that there is involvement of other people in learning new vocabulary. When the teacher finds some new words that have never been conveyed, the teacher will be delivered before the teaching and learning process at that time in the hope that students will more easily understand the current lesson. The teacher involves

himself in discovering the meaning of new vocabulary. It means the teacher used social strategy.

The teaching material used by second teacher when teaching new vocabulary using a social strategy is to use worksheets in accordance with the material at that time. By highlighting words that have never been taught before and then giving the meaning of the word. So that students will more easily grasp the material. This narration can be confirmed by the following statements

"So we teach according to the material what it is, there are words that we have never taught before, then that is what we underline, then we convey their meaning. So that children will more easily catch it."

The teacher's statement that 'there are words that we have never taught before, then that is what we underline, then we convey their meaning. So that children will more easily catch it' shows that the teacher used a social strategy by involving other people. That is, involving the teacher when learning new vocabulary. The teacher gives the meaning of difficult words at the beginning of the lesson in order to make it easier for students to understand the material to be given.

Involving other people (social strategy) is applied using jumble words, jigsaw and discussion. For example in seventh grade there is material about recognizing objects in class. The teacher makes groups then the students complement each other. From some of these groups a presentation about what has been mentioned. Another example is the presentation students mentioning objects in the house. Especially in the room. Students or other groups

responded roughly without text they could or could not. If the other groups can respond, the points of the presentation move to those who respond. This statement can be strengthened by the words of the second teacher who said,

"We make it like the other methods, for example, there is a jumble word, then there is also, for example, we use jigsaw for several things, then for material, for example, in seventh grade, we recognize objects in class. Yes, if I make it can also be in the form of a discussion, so I form a group then the children complement each other, then from some of the groups then a presentation about what has been mentioned and that can also be in the form of a simulation like for example the children whose presentation earlier mentioned the objects in the house, in the room, the other children responded roughly without the aforementioned text, they understood what it didn't mean. Then one more thing, if there are students who respond and it turns out that they can name objects that were not mentioned by the presentation, then the points from the presentation will move to those who respond or other groups"

The first teacher also used a social strategy by playing audio. At that time the students will guess the vocabulary in the audio. After everything was finished, the vocabulary found was discussed together with the aim of teaching the pronunciation as well. Besides knowing the meaning of the word, students also know how to pronounce the word. So that what is heard in the audio can understand what is in the writing. Sometimes students know the meaning of the word, but when it is heard in the audio they will feel confused. Because when played in audio with writing will be different. In audio it is usually more difficult. So children must still be taught how to pronounce it repeatedly. As the teacher talked "Usually I listen to the audio for children. Now, from the audio, I will ask the children to guess the vocabulary in the audio. After everything is finished, the vocabulary is discussed together as well as I teach how to pronounce the word to children.

In addition to knowing the meaning of the word, children also know how to pronounce it. So that what is in the audio and writing can be understood by both. Sometimes children already know the meaning of the word, but when they listen to it in the audio, they will be confused. Because the audio and writing are different. In the audio, it is more difficult to understand the meaning of the word, so children must be trained in pronouncing it repeatedly' sentence fragments 'After everything is finished, the vocabulary is discussed together' show that he used social strategy by involving others in learning new vocabulary, Namely involving other students and the teacher. That is the teacher asks students to listen to audio and guess new vocabulary words. When finished listening to the audio, the new vocabulary is discussed together involving teachers and students. This shows the teacher used social strategy.

The two teachers also sometimes apply a memory strategy. Memory strategy used to remember vocabulary that they forgot to remember. The first teacher said to remember and apply new vocabulary from the learning content by carrying a dictionary, because the teacher never asks students to memorize vocabulary specifically, because memorization in the 2013 curriculum is not allowed. The purpose of carrying a dictionary is in addition to understanding, students will also know. The first teacher's statement can be strengthened by the teacher's words

"I teach vocabulary not teach specifically, because it's part of learning. I usually do it as students, suggesting always having a dictionary, always carrying a dictionary. Learning anything if there is no dictionary is more difficult. Still have to carry a

dictionary. Have I ever taught kids to memorize? Never, because that's not allowed. In learning vocabulary memorization is not allowed. Vocabulary not a special course, So the vocabulary is delivered as part of learning. Especially the linguistic element. In the linguistic element, vocabulary is mentioned, then pronation, we enter the material. So vocabulary is part of the learning process. Not maple vocabulary. So my emphasis is usually on children so they can be encouraged to always carry a dictionary. Because that's the only way to both understand and know."

The sentence that reads 'Still have to carry a dictionary and my emphasis is usually on children so they can be encouraged to always carry a dictionary' shows that teachers help students remember new vocabulary by asking students to always carry a dictionary. The teacher also said 'Because that's the only way to both understand and know by bringing a dictionary, students can understand as well as know. Even though the teacher does not ask students to memorize in the actual context, the teacher asks students to remember the new vocabulary by always carrying a dictionary. This sentence shows that the teacher used a memory strategy.

The second teacher used a memory strategy by repeating new vocabulary that has been learned in interactions during learning. So indirectly students will remember and understand. This can be proven by the words of the first teacher,

"the method is only going to use or repeat in interactions during the learning time. Only when I tried to use that interaction. So the child will indirectly remember what they learned beforehand, to understand it."

Pieces of sentences that 'only going to use or repeat in interactions during the learning time' the teacher repeats when interacting with students. Another sentence says 'So the child will indirectly remember what they learned beforehand, to understand it' by way of interaction, students will automatically remember the new vocabulary and will understand it. The teacher used interaction with students to help students remember new vocabulary that has been learned. This sentence proves that the teacher used memory strategy.

Apart from determination strategy and social strategy, the two teachers also used cognitive strategy. Cognitive strategy is remember vocabulary that they forgot to remember by combining their previous knowledge by grouping words. One of the characteristics of the cognitive strategy is to train students to compose sentences or paragraphs that the two teachers do while teaching. The first teacher used cognitive strategy by training students to compose sentences or paragraphs by using dialogue. First, the teacher provides the situation to students, then students are asked to create a dialogue based on the situation that has been given.

Second, to make paragraphs the teacher makes an outline. Within the outline of the essay there are keywords, and then students will connect one keyword to another so that it becomes a paragraph. So one keyword is made into one sentence. After that the students can connect into one paragraph from a combination of sentences made from keywords. So develop one keyword into a sentence. Then the sentences are connected so that they become a paragraph. This is in accordance with the teacher's words,

"If I usually improve the children's ability to make sentences, I usually use dialogue. I create situations, create dialogue based on situations. That's the first. The second is, if I make a paragraph, I usually outline an essay. This means that there are

key words, then they will connect one key to become a paragraph. So maybe one keyword is made up of one sentence, one sentence, and one sentence. So later they can connect it into one paragraph from that sentence. As is usually the case, so stringing one keyword is developed into several sentences and then another keyword is developed into several sentences, eventually meeting the paragraph"

Pieces of sentences that 'if I make a paragraph, I usually outline an essay mean that there are key words, then they will connect one key to become a paragraph' the teacher helps students compose sentences by providing keywords. With these keywords students can compose sentences with their vocabulary skills. After the sentence is made, it will be easier for students to compose paragraphs. This sentence proves that the teacher is using cognitive strategy by training students to compose sentences or paragraphs.

The second teacher used cognitive strategy to train students in composing paragraphs in a way that students must first recognize sentence patterns. Students must understand the Part of speech first. Then the teacher simulates as in Indonesian. We can compare in Indonesian there is SPOK (Subjek Predikat Objek Keterangan), then in English there is SPOA (Subject Predicate Object Adjective/Adverb). The teacher also teaches how to make positive, negative and interrogative sentences. The teacher said

"There are several versions to compile it for me. If I do teach that for sentences, you have to know the word pattern first. So they know at least that part of speech. So where is a noun, which is a verb, which is an adjective, they know first. Then what is the use of the parts, whatever the subject is, then the verb is what, then the object is from any word, at least that knows it first. Now then I introduce at least at least I almost simulate it like Indonesian. In Indonesian there is SPOK (Subject Predicate Object Description), in English there is SPOA (Subject

Predicate Object Adjective / Adverb. So, I apply it. How about positive sentences, then negative, then interrogative, so to compose a sentence like that first"

The fragment of the sentence that 'If I do teach that for sentences, you have to know the word pattern first' before the teacher asks students to compose sentences, the teacher will first introduce the sentence structure. Another sentence said 'I introduce at least at least I almost simulate it like Indonesian. In Indonesian there is SPOK (Subject Predicate Object Description), in English there is SPOA (Subject Predicate Object Adjective / Adverb. So, I apply it. How about positive sentences, then negative, then interrogative, so to compose a sentence like that first' The teacher simulates sentence structure using Indonesian language structure, then applies it to the sentence structure in English such as positive, negative and interrogative. In this way students can arrange sentences or paragraphs according to the new vocabulary they are learning. This sentence shows that the teacher is using cognitive strategy by training students to compose sentences or paragraphs.

Another way in cognitive strategy is to edit the paper. Both teachers did not train students to edit written papers. The first teacher just trains students to compose a dialogue based on the situation and context. Sometimes students are asked to make paragraphs based on pictures. For example the material about the description text. For example, suppose a picture of an animal, the picture is shown to students. To make it easier for students, the teacher provides instructions about the characteristics or parts of these animals. Suppose an elephant has a short tail, small eyes, and so on. Described one by one the parts and characteristics of the elephant. From

there students will assemble using the characteristics and characteristics that have been given. It becomes a kind of raw material for making sentences.

This statement can be strengthened by the teacher's words

"So to make students able to be creative in their own language based on an example, this is usually something I rarely do. Usually the children just made the situation based on the context, then sometimes I asked the children to make a paragraph based on the picture. Suppose the material is description text. So in the description text let's say for example an animal, now I show the animal a picture of that animal. There, so that it is easier for the children to make text or paragraphs, they are usually given instructions about the characteristics of the animal or the parts of the animal first. Suppose an elephant has a short tail, small eyes and so on. Described one by one first, its parts and characteristics. From there the children will assemble using it. So it's a kind of raw material for making sentences."

The teacher's statement that 'So to make students able to be creative in their own language based on an example, this is usually something I rarely do. Usually the children just made the situation based on the context, then sometimes I asked the children to make a paragraph based on the picture' show that he just explains how to train students to compose sentences or paragraphs based on situations. Does not teach students to edit written work.

The second teacher has never been taught edit papers because it is a little difficult for students who are still in the first grade. This is reinforced by the second teacher's statement

"I have never had to edit paper. Because in my opinion it is still too difficult for seventh graders"

The teacher's statement that 'I have never had to edit paper' shows that he never had to edit paper. There is paraphrasing in the cognitive strategy. The first teacher used the method by training students to paraphrase. However, the second teacher did not train students to paraphrase. The way the first teacher trained students to paraphrase was by asking students to read a paragraph. After that the teacher asks students to understand the contents of the text. If there is a vocabulary that is found difficult, the teacher asks students to open their dictionary to find the meaning of the word. After students understand the content of the text, the teacher asks students to paraphrase using their own language. Either in person or in writing. This narration can be confirmed by said the first teacher

"Usually I give a paragraph. I asked the children to read and understand the text. If there are words that are difficult for them, I ask them to open a dictionary. After understanding the text, I will ask students to paraphrase it orally or in writing. It just depends on the situation"

The sentence that said 'After understanding the text, I will ask students to paraphrase it orally or in writing' The teacher trains students to understand a reading in paragraphs which then asks students to compose sentences or paragraphs using their own language orally or in writing by using their vocabulary knowledge. This sentence proves that the teacher used cognitive strategy by training students to paraphrase.

The second teacher did not train students to paraphrase. The teacher just introduces what the word function is for. So without any special meaning, just knowing. This is used by the teacher for general things, such as when having dialogue with students, the vocabulary will be used by the teacher and the teacher indirectly introduces the new vocabulary. Because in seventh grade, it wasn't as detailed as to paraphrase. This statement can be supported by the teacher's words

"for that phrase, children must be special. What I said earlier was an understanding of the word already there, so I just introduced it, so without any special meaning. That part is just getting to know. So far, I teach in seventh grade, so I haven't gone into details so far. I will only use it for things that are general in nature. Examples for dialogue are often used, so I will introduce"

The teacher's statement that 'So far, I teach in seventh grade, so I haven't gone into details so far' show that he does not train students in paraphrasing. As long as the teacher teaches in seventh grade, the teacher is never as detailed as to paraphrase.

In cognitive strategy, the two teachers did not used a written vocabulary list. The vocabulary list is one of the features of cognitive strategy. The first teacher used the direct method without having to write it down. This can be proven by the teacher's statement that 'no, but spoken directly. I prefer to say it directly, not written on paper' show that he does not use written vocabulary in teaching new vocabulary. Meanwhile, the second teacher said

"there is nothing like that. But we do have a reference, whether it's a guidebook, then in lessons I use power points, maybe use games or something. So there is no specific time for vocabulary

The teacher's statement that 'there is nothing like that. But we do have a reference' show that he do not use vocabulary in teaching new vocabulary. So, the second teacher only reads through reference books, Microsoft Word, PowerPoint or games.

Another feature of cognitive strategy is the labeling of objects. For the labeling of objects, the two teachers did not do this. The first teacher did not do this was because the teacher preferred to say it directly orally by pointing

at the object directly. Do not used written instructions. This statement can be proven by the words of the first teacher,

"No, I've never been like that. So just get on with it. What is this, what is this, just pointing at it. So immediately point to the object. Directly, the instructions are not written"

The teacher's statement 'no, I've never been like that that. just pointing at it. So immediately point to the object' show that he does not use labeling objects in teaching new vocabulary. The teacher points directly at the object and asks the students. Meanwhile, the second teacher said

"I've never been like that. Because specifically for items like that, I organized a discussion group then had games and questions and answers. Many people already understand the average for surrounding objects in the class"

The teacher's statement that 'I've never been like that, I organized a discussion group then had games and questions and answers' show that he does not used object labeling in teaching new vocabulary because the teacher preferred to used discussion groups and then a question and answer game.

The two teachers said that did not used a vocabulary notebook. Vocabulary notebooks are one strategy for teaching new vocabulary, namely cognitive strategy. For the used of new vocabulary notebooks, both teachers did not used them either. As the first teacher said.

"There is none. Once again, I never specifically taught vocabulary or vocabulary. So I don't have to write, I have to find certain words for the kids to memorize. Usually I go straight when I want to practice vocabulary, just translate it there, and if something is wrong the student over there, over there. Or I just translate them. So there is a translated text, which will be corrected together. If indeed I want to test vocabulary"

The teacher's statement that 'there is none. So I don't have to write, I

have to find certain words for the kids to memorize' show that he do not used

vocabulary notebooks to teach new vocabulary words. The first teacher never specifically teaches vocabulary. So don't have to search for new vocabulary words then write them down and memorize them. The first teacher train students' vocabulary in a direct way orally. If there is something wrong, it will be argued with someone else. Or the teachers give them the text to be translated there and corrected together.

The second teacher said regarding not using a new vocabulary notebook

"I never asked children to make vocabulary books. Because as I said that there is no specific vocabulary lesson. Usually I use games or dictionaries. I have never used a vocabulary book" A sentence says 'I never asked children to make vocabulary books' So second teacher do not used the new vocabulary notebook is almost the same as the first teacher, because there really is no specific way to teach new vocabulary. The second teacher usually used games or even translates directly together. Sometimes also used a dictionary.

The first teacher said that never doing written repetition in learning new vocabulary. Written repetition falls into the category of cognitive strategy. For written repetitions, the first teacher does not. If the vocabulary has been repeated, it is sufficient. If the new vocabulary is repeated later, time will run out and the material will not be finished because vocabulary is part of the learning context, namely the language element. There are many linguistic elements, not only vocabulary, but also stress, pronunciation and grammar. So there is no special treatment in vocabulary. All the same, so that all can, because vocabulary is not the full responsibility of the teacher, but the

responsibility of the student, more fully to the student. This is in accordance with what the teacher said,

"No, I don't use repetitions. In essence, when the vocabulary has been said many times, it will be a matter for the children. Those who observe his writing. Because if the vocabulary is repeated later it will run out of time. Once again I say that vocabulary is part of the learning context, namely the language element. Because there are many linguistic elements, not only vocabulary, there are stresses, pronunciation, and grammar. So there is no special treatment of vocabulary. Everything is the same, so everyone can get it when the vocabulary is focused, the time will run out and the material won't be finished. Busy just taking care of vocabulary. I think that vocabulary is not the full responsibility of the teacher, but also the responsibility of students, more fully to the students"

Sentences that said 'no, I don't use repetitions, In essence, when the vocabulary has been said many times, it will be a matter for the children' show that he do not used written repetition in teaching new vocabulary. If you only discuss new vocabulary, the lesson time will run out.

Meanwhile the second teacher used written repetition. The second teacher said,

"Yes, writing is used when applying, for example learning simple present, so what vocabulary we made, we also use it in the sentence pattern. So as I said earlier, don't memorize directly. Suppose that this is the list, but I also repeat it in every lesson according to the material earlier"

A sentence stating 'Yes, writing is used when applying, for example learning simple present, so what vocabulary we made, we also use it in the sentence pattern' Meanwhile, the second teacher did a written repetition during implementation. For example, the simple present tense. The vocabulary learned at that time is used to create sentence patterns. So don't memorize directly. Repetition is carried out when learning according to the

current material. In this way, students can indirectly remember the new vocabulary that has been taught by the teacher. This sentence proves that the teacher used cognitive strategy using methods written repetition.

The two teachers said they were teaching new vocabulary used language media in the form of music, films and magazines. This can be categorized into a metacognitive strategy. The first teacher said

"Yes of course. I still ask them to listen to western songs or western films that is also a learning process. Besides getting entertainment, you can also get knowledge. So for specific activities, vocabulary activities are not available. For example, memorizing today, tomorrow we check who hasn't memorized it. It's not like that. Missing the English later. We are busy discussing vocabulary, even though it is not in KD. So in the context of learning, vocabulary does not exist in KD. What is discussed is only the structure of the text, linguistic elements, now vocabulary is part of the language element. So it is not mentioned in the basic competency, only it is mentioned or only becomes a part of the learning process"

Sentences that said 'yes of course. I still ask them to listen to western songs or western films: that is also a learning process. Besides getting entertainment, you can also get knowledge' show that he used song or film to teach new vocabulary. The first teacher used western films and western songs for the learning process. By using music or films, in addition to getting entertainment, students also gain knowledge of new vocabulary. This sentence shows that the teacher used a metacognitive strategy by using music or films in English.

The second teacher used music in English. The second teacher adapts to the text and material. If the current material is a song, it will play the song. Automatically, students also recognize vocabulary. The second teacher also did not memorize vocabulary. If there is a word that is not understood, the students will be asked to underline the vocabulary and the teacher will ask who knows the meaning of the word. If no one knows, the teacher will answer. This is reinforced by the teacher's words

"Yes, in accordance with the text and material. If that was the song material, then I did make a song. But if it is to memorize, yes something I have never before. But if the material is a song, I will automatically teach the song and automatically recognize vocabulary. Yes, the same as before. This is for understanding the song. There are some words that children may not understand. So, there later I asked the children to underline the vocabulary, then I asked who knew that. If no one knows, then I will let you know or I tell them to look for the dictionary first, then it means together"

Pieces of sentence that say 'if the material is a song, I will automatically teach the song and automatically recognize vocabulary' show that he used song or film to teach new vocabulary. He automatically teaches the song and automatically recognizes vocabulary. This sentence proves that the teacher used a metacognitive strategy by using films or music in English.

For Extending student practice related to new vocabulary, the first teacher do not extending student practice related to new vocabulary. But the second teacher did Extending student practice related to new vocabulary. The first teacher do not used Extending student practice related to new vocabulary, the teacher immediately gave orders to make sentences not necessarily referring to new vocabulary. Student's practice by giving direct commands to make sentences. If there are any of these sentences that are not quite right, then the teacher will justify right away by explaining that the vocabulary used is not correct, so you have to use another word. However, if

the selection of diction is correct, the choice of words is correct, there will be no problem. So the context is general, not specific. For example, the teacher provides narrative material, students will be asked to listen to the audio and the vocabulary being tested is the past tense verb by the way students fill in the gaps in the text. This statement is reinforced by the teacher's words,

"In my experience, I have never used a set of vocabulary to make sentences. Children usually immediately command to make sentences. Then maybe from that sentence there is a new vocabulary that doesn't quite fit. But when the sentence has been chosen, the diction is correct, the choice of words is correct, no problem. If the choice of new vocabulary is corrected. Don't use this vocabulary but use this vocabulary because this one doesn't match. So the context is in the form of a sentence like this. So the context is general, not specific. Again, not specifically discussing vocabulary. For example, let's say that today the material is narrative text, the children are told to listen to the audio and the vocabulary being tested is a verb, past tense, for example, there will be ten blanks, all past tenses, for example. When and so on, that's all. So there are no specifics. So that's all I do"

Pieces of sentences said 'In my experience, I have never used a set of vocabulary to make sentences' The teacher stated that he had never used a new set of vocabulary for Extending student practice related to new vocabulary. Another sentence reads 'Children usually immediately command to make sentences. Then maybe from that sentence there is a new vocabulary that doesn't quite fit. But when the sentence has been chosen, the diction is correct, the choice of words is correct, no problem. If the choice of new vocabulary is corrected' show that the teacher do not used Extending student practice related to new vocabulary. The teacher immediately asks students to make sentences. If the vocabulary selection is correct, then there is no

problem. If the vocabulary selection is not correct, then the teacher will correct it.

Meanwhile, the second teacher expand students practice related vocabulary in new ways used how to make sentences according to the current material and the vocabulary used was the vocabulary that was just taught earlier. According to the second teacher, repeating is not only making sentences, even when speaking for dialogue using new vocabulary also includes repetition. This is in accordance with what was said by the second teacher

"Oh yes. If indeed the material on that day, then what was the vocabulary, the repetition according to the material. Then make up a word like that. Repeating not only when making sentences, even when speaking for dialogue using the new vocabulary, I try to use it often"

what was the vocabulary, the repetition according to the material' the teacher repeats the new vocabulary by repeating the material that has been learned. Another sentence says 'Repeating not only when making sentences, even when speaking for dialogue using the new vocabulary, I try to use it often' the teacher states that repeating new vocabulary does not have to be written. Dialogue using new vocabulary also includes repetition. The two sentences show that the teacher is using a metacognitive strategy by doing Extending student practice related to new vocabulary.

Learn continuously related to new vocabulary for students which is applied by both teachers. This is included in the metacognitive strategy. As the first teacher said,

"Yes off course. Because the key to speaking smart people is in vocabulary. If the vocabulary is minimal, it means that he is proficient in the language, so it is lacking or minimal. People, if their vocabulary is good, it means that their mastery of foreign languages is also definitely good. It's a correlation, so when that person already has a lot of vocabulary with others, it means that he can be sure he is good at that language, whether it's English, Arabic, Spanish, whatever language. The point is in vocabulary. It is vital, that vocabulary is a fundamental part of language acquisition worldwide. If you can't collect or have or the vocabulary is just barely enough automatically the language skills of the country are automatically minimal and just right."

The sentences said 'yes off course. Because the key to speaking smart people is in vocabulary' the teacher says that vocabulary is very important to speak English. Another supporting sentence says 'If the vocabulary is minimal, it means that he is proficient in the language, so it is lacking or minimal. People, if their vocabulary is good, it means that their mastery of foreign languages is also definitely good' show that the teacher used the way learn continuously related to new vocabulary for students. The first teacher asked students to study continuously. The key to a smart language person was in the vocabulary. If the vocabulary is minimal, the person's language skills will also be minimal. If the vocabulary of the person is large, then it can be ascertained that the person's language skills are also good, be it English, Arabic, Spanish or other languages. Because vocabulary is such a vital and essential part of language acquisition around the world. The two sentences above prove that the teacher is using a metacognitive strategy in the Learn continuously related to new vocabulary.

The second teacher said

"Yes. Always motivation. Just a demand to memorize our vocabulary, it doesn't teach it, just ask for it. So I just motivate,

sometimes I also ask the children if those who like songs please learn with songs. Then yes that means it automatically understands. It is also permissible to use English magazines, if in the past, hello magazine, yes, the English language is to be understood"

sentences that said 'yes. Always motivation. Just a demand to memorize our vocabulary, it doesn't teach it, just ask for it. So I just motivate' the teacher ask students learn continuously related to new vocabulary for students. The second teacher asks students to learn continuously related to new vocabulary in a motivated way to learn vocabulary. The second teacher does not oblige to memorize vocabulary, but asks. The second teacher suggested to western song and English magazine Students will automatically understand the vocabulary in the songs and magazines they are learning. The sentence above proves that the teacher used a metacognitive strategy by means of Learn continuously related to new vocabulary.

# A.2. Consideration of the selection of strategy to teach English vocabulary in grade 1

The first teacher used determination strategy as the main strategy in teaching new vocabulary. The first teacher asks students to look up new vocabulary meanings by using the dictionary individually. This method is categorized into determination strategy because students learn new vocabulary individually without the help of teachers or other students. The reason the teacher used determination strategy as the main strategy is learning new vocabulary is something that is easy to do on your own. So students can do it independently without the help of teachers or other students. This narration can confirm by the following statement "The reason why not

involving students or teachers is because it is something quite simple to do."

The teacher's statement that 'because it is something quite simple to do' show
the teacher's reason for using determination strategy. Students can learn
vocabulary independently because learning new vocabulary is easy.

The second teacher also used determination strategy. However, this determination strategy is not the main strategy for the second teacher. The reason of the second teacher also used determination strategy shows that students can also try by themselves in learning new vocabulary. In accordance with what the teacher said,

"There are some words that the children may not understand. So, there later I asked the children to underline the vocabulary, then I asked who knew that. If no one knows, then I will let you know or I will ask them to look into the dictionary first"

The teacher's statement that 'I asked who knew that. If no one knows,

then I will let you know or I will ask them to look into the dictionary first' The sentence shows the teacher's reason for using determination strategy to train students' independence in learning new vocabulary. The teacher feels students are capable of themselves without the help of others.

The second teacher used social strategy as the main strategy in teaching new vocabulary. The second teacher gives new vocabulary meanings at the beginning of the lesson. This is categorized as a social strategy because of the involvement of other people in learning new vocabulary, both the involvement of teachers and other students. The reason of the teacher used a social strategy is because according to the teacher that strategy is more effective because most students have minimal language skills. Now in

elementary school English has been eliminated. So teachers have to teach English really from the basics. The teacher's goal is to give the meaning of new vocabulary at the beginning because if the meaning is not explained at the beginning of the lesson, students will find it difficult because it is also important to understand. However, due to the lack of time in learning, it cannot be done comprehensively, only related to the material at that time. The vocabulary is one part of that overall learning. This statement is supported by the teacher's words

"Because I think it's effective way. Because most of the children, their ability to understand the language is minimal. But for the children who are now in elementary school, they don't have the basics, right, because they were removed for the English language material. So it really has to be from the basics. So I thought it would be difficult to learn something if the meaning was not explained from the beginning from the basics, the children would have difficulty in those few words. Because it is also important to understand, but because of the lack of time in learning it can't be the whole thing because the essence of the lesson is there, so what is the material, related to that. The vocabulary is one part of that whole learning"

Fragments of sentences that said 'because I think it's effective way. I thought it would be difficult to learn something if the meaning was not explained from the beginning from the basics, the children would have difficulty in those few words' show the reason why teacher used social strategy. That is the teacher introducing new vocabulary at the beginning of the lesson if it is difficult for students with the aim of making it easier for students to understand the material during the lesson.

The first teacher also used a social strategy in teaching new vocabulary. However, social strategy is not the main strategy used by the first

teacher. The reason the first teacher used a social strategy is so that students know how to pronounce the new vocabulary when the teacher guides students how to pronounce it. In addition to students knowing the meaning of new vocabulary, students also know how to pronounce the new vocabulary. As the first teacher said,

"Usually I listen to the audio for children. Now, from the audio, I will ask the children to guess the vocabulary in the audio. After everything is finished, the vocabulary is discussed together as well as I teach how to pronounce the word to children. Besides knowing the meaning of the word, children can also know how to pronounce it. So that what is in the audio and writing can be understood by both. Sometimes children already know the meaning of the word, but when they listen to it in the audio they will be confused. Because the audio and writing are different. In the audio, it is more difficult to understand the meaning of the word, so children must be trained in pronouncing it repeatedly."

The teacher's words that said 'Besides knowing the meaning of the

word, children can also know how to pronounce it' show the teacher's reasons for using a social strategy. Because social strategy is a strategy that involves other people in the process of learning new vocabulary.

Another strategy used by the two teachers is memory strategy. In memory strategy there are characteristics of students who remember new vocabulary to be applied to learning content. The reason of the first teacher used this strategy was to emphasize more so that students get used to opening their dictionary. So students are required to always carry a dictionary during English lessons. A dictionary is the only way to both understand and know. This reason is supported by the words of the first teacher,

"If I am conventional, yes. Because back again, I teach vocabulary not teach specifically. Because it's part of learning. I usually do it as a child, suggesting always having a dictionary,

always carrying a dictionary. Learning anything if there is no dictionary is more difficult. Still have to carry a dictionary. Have I ever taught kids to memorize? Never, because that's not allowed. In learning vocabulary memorization is not allowed. Because we are not a vocabulary course. So the vocabulary is delivered as part of learning. Especially the linguistic element. In the linguistic element, vocabulary is mentioned, then pronation, we enter the material. So vocabulary is part of the learning process. Not maple vocabulary. So my emphasis is usually on children so they can be encouraged to always carry a dictionary. Because that's the only way to both understand and know"

The teacher's words that said 'my emphasis is usually on children so they can be encouraged to always carry a dictionary. Because that's the only way to both understand and know' show the teacher's reasons for using memory strategy. The feature of memory strategy is to recall the vocabulary that has been learned. The teacher asks students to always bring a dictionary to remember and understand the vocabulary.

The second teacher has other reasons why used memory strategy. The reason the second teacher used memory strategy is so that students will indirectly remember what was previously learned by using or repeating in interactions when learning. This reason is reinforced by the teacher's words

"For teachers, yes, I said earlier that there is no special time for vocabulary learning. Then we are just going to use or repeat in the interaction when the learning time is all. Only when I tried to use that interaction. So the child will indirectly remember what they learned beforehand, to understand it"

What the teacher said 'So the child will indirectly remember what they learned beforehand, to understand it' show the teacher's reasons for using this method in order for students to remember new vocabulary that has been taught at that time. Another strategy used by the two teachers is cognitive strategy. In cognitive strategy, the two teachers trained students to compose sentences or paragraphs. The reason the first teacher used cognitive strategy in training students to compose sentences or paragraphs is so that students can arrange or develop sentences into paragraphs from the keywords that the teacher has given. This reason can be strengthened by the teacher's statement,

"If I usually improve the children's ability to make sentences, I usually use dialogue. I create situations, create dialogue based on situations. That's the first. Second, if I make a paragraph, I usually outline an essay. This means that there are key words, then they will connect one key to become a paragraph. So maybe one keyword is made into one sentence, one sentence, one sentence. So later they can connect it into one paragraph from that sentence. As is usually the case, so stringing one keyword is developed into several sentences and then another keyword is developed into several sentences, eventually meeting the paragraph"

What the teacher said 'As is usually the case, so stringing one keyword is developed into several sentences and then another keyword is developed into several sentences, eventually meeting the paragraph' show the teacher's reasons for using cognitive strategy by composing paragraphs or sentences. This method is used so that students are able to compose sentences or paragraphs from the key words that have been given by the teacher.

The second teacher has other reasons for using cognitive strategy in training students to compose sentences or paragraphs. The second teacher's reason is that students are able to compose sentences or paragraphs in accordance with the SPOA (Subject Predicate Object Adjective / Adverb) in positive, negative and interrogative forms. The teacher provides an example in Indonesian which is simulated by using SPOK (Subject Predicate Object

Description) in making sentences. This reason is in accordance with what the teacher said,

"There are several versions to compile it for me. If I do teach that for sentences, they have to know the word pattern first. So they know at least that part of speech. So where is a noun, which is a verb, what is an adjective, they know first. Then what are the parts used, whatever subject is, then the verb is what, then the object is from any word, at least that knows it first. Now then I introduce at least, at least, I almost simulate it like Indonesian. In Indonesian there is SPOK (Subjek Predikat Objek Keterangan), in English there is SPOA (Subject Predicate Object Adjective/Adverb). Now that, I implemented that. How about positive sentences, then to negative, then to the interrogative, so to construct sentences like that first"

The teacher's statement that 'If I do teach that for sentences, they have

to know the word pattern first. So they know at least that part of speech. I almost simulate it like Indonesian. In Indonesian there is SPOK (Subjek Predikat Objek Keterangan), in English there is SPOA (Subject Predicate Object Adjective/Adverb)' shows that the teacher's goal is to teach students to compose sentences or paragraphs by introducing word pattern first. Then give an example in Indonesian using the SPOK (Subject Predicate Object Description) arrangement so that students can compose sentences according to SPOA (Subject Predicate Object Adjective / Adverb).

In cognitive strategy, there are ways to train students to edit written papers. Both teachers did not used this method. The reason the first teacher does not used this method because the first teacher just trains students to compose a dialogue based on the situation and context. Sometimes students are asked to make paragraphs based on pictures. This reason is reinforced by the teacher's statement

"So to make students able to be creative in their own language based on an example, this is usually something I rarely do. Usually the children just made the situation based on the context, then sometimes I asked the children to make a paragraph based on the picture. Suppose the material is description text. So in the description text let's say for example an animal, now I show the animal a picture of that animal. There, so that it is easier for the children to make text or paragraphs, they are usually given instructions about the characteristics of the animal or the parts of the animal first. Suppose an elephant has a short tail, small eyes and so on. Described one by one first, its parts and characteristics. From there the children will assemble using it. So it's a kind of raw material for making sentences"

Pieces of sentences that said 'to make students able to be creative in their own language based on an example, this is usually something I rarely do. Usually the children just made the situation based on the context, sometimes I asked the children to make a paragraph based on the picture' indicates that the teacher did not mention the reasons for not using this method. The teacher only teaches students to make sentences or paragraphs according to context or pictures.

Meanwhile, the second teacher did not train students to edit written papers. The reason the second teacher did not practice editing written papers was because it was too difficult for grade 1 students. This reason was reinforced by the teacher's words "I have never edited written papers because in my opinion it is still too difficult for seventh graders". The teacher's words that said 'Because in my opinion it is still too difficult for seventh graders' show the teacher's reasons for not using the strategy.

In cognitive strategy there is a section to train students to paraphrase.

The first teacher used paraphrasing. However, the second teacher did not used

paraphrasing. The reason the first teacher used this strategy was so that students could paraphrase either verbally or in writing. This reason is reinforced by the words of the first teacher,

"Usually my children give a paragraph. I asked the children to read and understand the text. If there are words that are difficult for them, I ask them to open a dictionary. After understanding the text, I will ask students to paraphrase it orally or in writing. It just depends on the situation"

The sentence the teacher said 'I will ask students to paraphrase it orally or in writing' shows why the teacher teaches students to paraphrase. With the aim that students are able to paraphrase directly or write.

The reason of the second teacher doesn't used this strategy because the teacher just introduces what the word function is for. So without any special meaning, just knowing. This is used by the teacher for general things, such as when having dialogue with students, the vocabulary will be used by the teacher and the teacher indirectly introduces the new vocabulary. Because in seventh grade, it wasn't as detailed as to paraphrase. This reason can be strengthened by the teacher's words,

"For that phrase, children really have to be special. What I said earlier was an understanding of the word, right? So I just introduced what is this? What does this mean for? that's all. So without any special meaning. That part is just getting to know. So far, I teach in seventh grade, so I haven't gone into details so far. I will only use it for things that are general in nature. Examples for dialogue are often used, so I will introduce"

Sentences that said 'I just introduced what is this? What does this mean for? that's all. So without any special meaning. That part is just getting to know. So far, I teach in seventh grade, so I haven't gone into details so far' shows the reason that teachers don't teach paraphrasing. The teacher only

introduces what the word function is for. So without any special meaning, just knowing because in seventh grade it wasn't as detailed as to paraphrase.

Reading a new vocabulary list is getting into cognitive strategy. Both teachers did not use the new vocabulary lists in the teaching and learning process. The reason the first teacher did not used the new vocabulary list is because the teacher prefers to speak it directly. Not written on paper. This reason can be strengthened by the words of the first teacher

"No. But spoken directly. I prefer to say it directly, not written on paper"

Sentences that said 'I prefer to say it directly, not written on paper' show the teacher's reasons for not using the reading of a new vocabulary list.

Teachers prefer to speak directly rather than reading from a list or writing.

Meanwhile, the reason the second teacher did not used the new vocabulary list was because the teacher used manuals, power points, or games. For vocabulary there is no specific time for learning. This reason can be strengthened by the second teacher's words

"There is nothing like that. But we do have a reference, whether it's a guidebook, then in lessons I use power points, maybe use games or something. So there is no specific time for vocabulary"

The teacher's statement that 'we do have a reference, whether it's a guidebook, then in lessons I use power points, maybe use games or something' shows the teacher's reason for not using the vocabulary list.

Teachers have other ways, namely guidebooks, power points or games.

Both teachers did not label objects related to new vocabulary. The labeling of objects falls into the category of cognitive strategies. The reason the first teacher did not used object labeling was because the teacher pointed

to the object directly did not used written instructions. The reason for this can be seen from the words of the first teacher,

"No, I've never been like that. So just get on with it. What is this, what is this, just pointing at it. So immediately point to the object. Directly, the instructions are not written"

The teacher said in sentences 'no, I've never been like that. So just get on with it' shows the teacher did not used the labeling of object in teaching new vocabulary. The teacher points directly to the object to be tested on students.

The reason the second teacher did not label objects was because the second teacher created discussion groups which were then carried out by games and questions and answers. This reason is reinforced by the teacher's statement

"I've never been like that. Because specifically for items like that, I organized a discussion group then had games and questions and answers. Most of the objects around in the class already understand"

The teacher said in sentences 'I've never been like that. I organized a discussion group then had games and questions and answers' indicates that the teacher used discussions or games in teaching new vocabulary did not used labeling of the object.

For the use of vocabulary notebooks by students, both teachers did not used this method. The student vocabulary note book was included in the cognitive strategy category. The reason the first teacher did not used the vocabulary notebook was because the teacher directly appointed students to translate the new vocabulary there. Correcting together new vocabulary that

has been searched from the text is also the reason for the teacher did not use the vocabulary notebook. This reason is reinforced by the teacher's words

"Nothing. Once again, I never specifically taught vocabulary or vocabulary. So I don't have to write, I have to find certain words for the kids to memorize. Usually I go straight when I want to practice vocabulary, just translate it there, if something is wrong the student over there, over there. Or I just translate them. So there is a translated text, which will be corrected together. If I really want to test my vocabulary"

The teacher's statement that 'nothing. I don't have to write. when I want to practice vocabulary, just translate it there' shows the reasons for the teacher not using the vocabulary notebook. The teacher translates the new vocabulary right away. Without the need for a vocabulary notebook.

The second teacher gave another reason for not using the new vocabulary list. The second teacher's reason is because there are no special vocabulary lessons. The teacher used a game or a dictionary. This reason was reinforced by the second teacher's words,

said that there is no specific vocabulary lesson. Usually I use games or dictionaries. I have never used a vocabulary book yet"

The sentence that said 'Because as I said that there is no specific vocabulary lesson. Usually I use games or dictionaries. I have never used a vocabulary book yet' shows the reason the teacher did not use this method because the teacher has another way, namely games or using a dictionary.

"I never asked children to make vocabulary books. Because as I

In cognitive strategy there is written repetition of learning new vocabulary. Here the first teacher does not do the written repetition. However, the second teacher did written repetition in learning new vocabulary. The reason the first teacher did not do written repetition in learning new

vocabulary was because if in learning kept repeating new vocabulary, later time would run out, only discussing vocabulary and learning material was not finished. Another reason for the first teacher is because vocabulary is part of the learning context, namely the language element. So there is no special treatment in teaching new vocabulary. The teacher also believes that learning new vocabulary is not entirely the responsibility of the teacher. However, it is more down to student responsibility.

This reason can be strengthened by the teacher's words

"No, I don't use repetitions. In essence, when the vocabulary has been said many times, it will be a matter for the children. Those who observe his writing. Because if the vocabulary is repeated later it will run out of time. Once again I say that vocabulary is part of the learning context, namely the language element. Because there are many linguistic elements, not only vocabulary, there are stresses, pronunciation, grammar. So there is no special treatment of vocabulary. Everything is the same, so everyone can get it when the vocabulary is focused, the time will run out and the material won't be finished. Busy just taking care of vocabulary. I think that vocabulary is not the full responsibility of the teacher, but also the responsibility of the students, more fully to the students. If we are a teacher, we can do it, but later the other materials are neglected if we only take care of one thing, even though there are ten things that we have to take care of, if we take care of one, it will run out of time. The key figure remains in children. So the vocabulary is only one of the parts"

The sentence that said 'no, I don't use repetitions. In essence, when the vocabulary has been said many times. Because if the vocabulary is repeated later it will run out of time. I say that vocabulary is part of the learning context, namely the language element.' Shows the reason why the teacher didn't write a repetition as it would take too much time. Meanwhile, vocabulary is part of the context, namely the language element.

Meanwhile, the second teacher used written repetition in learning new vocabulary. The reason the teacher used written repetition in learning new vocabulary is because the use of the new vocabulary will be used to make sentences whether simple present tense. So the teacher repeats each lesson according to the material at that time. This reason is reinforced by the second teacher's words

"Yes, the writing is used when applying, for example learning simple present, so what vocabulary was made, we also use it in the sentence pattern. So as I said earlier, don't memorize directly. Suppose earlier this list, but I also repeat it in every lesson according to the material earlier"

The sentence the teacher said 'for example learning simple present, so what vocabulary was made, we also use it in the sentence pattern' indicates that the teacher did written repetition to construct sentences.

The last strategy is metacognitive strategy. In the metacognitive strategy there is learning to used music or films. Both teachers used this method. The reason the first teacher used this method was because in addition to entertainment for students, students could also learn about new vocabulary. This is reinforced by the teacher's words

"Yes, of course. I still ask them to listen to western songs or western films, that is also the learning process. Besides getting entertainment, you can also get knowledge. So for specific activities, vocabulary activities are not available. For example, memorizing today, tomorrow we check who hasn't memorized it. It's not like that. Missing the English later. We are busy discussing vocabulary, even though it is not in KD. So in the context of learning, vocabulary does not exist in KD. What is discussed is only the structure of the text, linguistic elements, so vocabulary is part of the language element. So it is not mentioned in the basic competency, only it is alluded to or is only one part of the lesson"

The teacher said in sentences 'Besides getting entertainment, you can also get knowledge' show the reasons teachers used music and films in teaching vocabulary. In addition to entertainment, students also gain knowledge.

The reason the second teacher used this method is almost the same as the first teacher's reason. In addition to listening to songs, students learn new vocabulary indirectly. The second teacher used this method to adjust to the learning material. This reason is reinforced by the words of the second teacher

"Yes, in accordance with the text and the material. If that was the song material, then I did make a song. But if it is to memorize, yes something I have never before. But if the material is a song, I will automatically teach the song and automatically recognize vocabulary. Yes, the same as before. This is for understanding the song. There are some words that children may not understand. So, there later I asked the children to underline the vocabulary, then I asked who knew that. If no one knows, then I will let you know or I tell them to look for the dictionary first, then it means together"

The teacher's statement that 'I will automatically teach the song and automatically recognize vocabulary' shows the reason the teacher used music to teach vocabulary, namely when using music, the vocabulary will automatically be conveyed.

In metacognitive strategy there are ways to expand student practice. The first teacher did not used expand student practice related to new vocabulary. However, the second teacher used expanding student practice related to new vocabulary. The first teacher did not used this method because there are no specifics in the new vocabulary. The teacher used this method in

general, not specifically teach new vocabulary. This reason is reinforced by the words of the first teacher,

"In my experience, I have never used a set of vocabulary to make a sentence. Children usually immediately order to make sentences. Then maybe from that sentence there is a new vocabulary that doesn't quite fit. But when the sentence has been chosen, the diction is correct, the choice of words is correct, no problem. If the choice of new vocabulary is corrected. Don't use this vocabulary but use this vocabulary because this one doesn't match. So the context is in the form of a sentence like this. So the context is general, not specific. Again, not specifically discussing vocabulary. For example, let's say that today the material is narrative text, the children are told to listen to the audio and the vocabulary being tested is a verb, past tense, for example, there will be ten blanks, all past tenses, for example. When and so on, that's all. So there are no specifics. So that's all I do"

The sentence that said 'Children usually immediately order to make sentences. Maybe from that sentence there is a new vocabulary that doesn't quite fit. But when the sentence has been chosen, the diction is correct, the choice of words is correct, no problem. If the choice of new vocabulary is corrected. Don't use this vocabulary but use this vocabulary because this one doesn't match. The context is in the form of a sentence like this. So the context is general, not specific. Again, not specifically discussing vocabulary.' show the reason teachers do not train students is because vocabulary is a general context, not specific to teaching new vocabulary. The teacher only trains students to make sentences without paying attention to the new vocabulary is used or not. If the word selection is correct, then it doesn't matter. If the choice of words is not quite right, it is corrected by the teacher.

The reason the second teacher used the way to expand student practice is because to repeat the new vocabulary that has been taught. Repeating not

only when making sentences, even when speaking for dialogue using new vocabulary is also attempted by the teacher. This reason is reinforced by the words of the second teacher

"Oh yes. If indeed the material on that day, then what was the vocabulary, the repetition according to the material. Then make up a word like that. Repeating not only when making sentences, even when speaking for dialogue using the new vocabulary, I try to use it often"

The teacher said in a sentence 'Repeating not only when making sentences, even when speaking for dialogue using the new vocabulary, I try to use it often' shows the teacher extends the student's practice in order to repeat the vocabulary that has been taught. The application can be in the form of making sentences, speaking or dialogues using the new vocabulary that has been taught at that time.

Asking students to continually learn new vocabulary words is one category of metacognitive strategy. Both teachers used this method for learning. The reason the first teacher used this method is because the key to someone who is good at language is in the vocabulary. If the vocabulary is minimal, the person's mastery of dangerous is minimal. If a person's vocabulary is good then his language skills are also good. Whether it's English, Arabic or Spanish. Because vocabulary is such a vital and essential part of language acquisition worldwide. This reason is reinforced by the words of the first teacher

"Yes, sure. Because the key to speaking smart people is in vocabulary. If the vocabulary is minimal, it means that he is proficient in the language, so it is lacking or minimal. People, if their vocabulary is good, it means that their mastery of foreign languages is also definitely good. It's a correlation, so when that

person already has a lot of vocabulary with others, it means that he can be sure he is good at that language, whether it's English, Arabic, Spanish, whatever language. The point is in vocabulary. It is vital, that vocabulary is a fundamental part of language acquisition worldwide. If you can't collect or have or the vocabulary is just barely enough automatically the language skills of the country are automatically minimal"

The teacher says in a sentence 'Because the key to speaking smart people is in vocabulary. If the vocabulary is minimal, it means that he is proficient in the language, so it is lacking or minimal. People, if their vocabulary is good, it means that their mastery of foreign languages is also definitely good. The point is in vocabulary. It is vital, that vocabulary is a fundamental part of language acquisition worldwide' shows the reason the teacher asks students to continually learn new vocabulary words. The teacher explains that vocabulary is vital in language. If a person's vocabulary mastery is good, then their language skills are also good. However, if someone's vocabulary is not good enough, then the person's language skills are also not good.

The reason the second teacher asks students to continually learn new vocabulary words is because vocabulary is important. The second teacher always motivates the students. Not required to memorize, just ask. Students can learn from songs or magazines in English. This reason is reinforced by the second teacher's words

"Yes. Always motivation. Just a demand to memorize our vocabulary, it doesn't teach it, just ask for it. So I just motivate, sometimes I also ask the children if those who like songs please learn with songs. Then yes that means it automatically understands. You can also use English magazines, if in the past it was the hello, the English magazine was to be understood"

The teacher's statement that 'sometimes I also ask the children if those who like songs please learn with songs. Then yes that means it automatically understands. You can also use English magazines, if in the past it was the hello, the English magazine was to be understood' shows the reason the teacher asks students to study continuously so that it is easy to understand vocabulary. Therefore, the teacher allows students to learn vocabulary from songs or magazines in English. Italicized sentences indicate the reason of the teacher used metacognitive strategy.

#### **B.** Discussion

### A.1. Teacher's Strategies to Teach English Vocabulary in Grade 1

Based on research finding, the researcher concludes that the teachers used many strategies to teach new English vocabulary. When teaching vocabulary, teachers usually used more than one technique. Strategies employed by teachers depend on some factors, such as the content, time availability, and its value for the learners. There is also, teacher used many strategy to teach their students there are determination strategy, social strategy, memory strategy, cognitive strategy and metacognitive strategy as their strategy in teaching English vocabulary to the first grade of MTsN 1 Mojokerto.

The two teachers used a determination strategy. Determination strategy did not contribute to vocabulary size of the students.<sup>67</sup> He believes that determination strategies are only to find the meaning of new words when

<sup>&</sup>lt;sup>66</sup>Pavičić Takač, *Vocabulary Learning Strategies and Foreign Language Acquisition*.

<sup>&</sup>lt;sup>67</sup>Bennett, "AN EVALUATION OF VOCABULARY TEACHING."

students find new words for the first time and are not intended to remember the meaning of words. This strategy is like guessing from the first language (L1), using a dictionary as reference material, analyze part of speech, analyze affixes and roots, guess meaning from textual context.

The first teacher used determination strategy as the main strategy in teaching new vocabulary by asking students to bring a dictionary and translate new vocabulary independently. Meanwhile, the second teacher used determination strategies in which students underline difficult words and then the teacher will ask them. If no one knows the student is asked to open the dictionary.

Another strategy used by the two teachers is a social strategy. Oxford defines social strategies as follows: "Language is a form of social behavior; it is communication, and communication occurs between and among people. 68 This means that the involvement of other people in learning new vocabulary occurs. Both the involvement of teachers and other students. Answering synonyms or translating directly is one way of a social strategy. The second teacher made social strategy in teaching new vocabulary as the main strategy by giving new words meanings at the beginning of the lesson. Watts in his research found that few teachers realize that they can occasionally teach vocabulary during or at the end of a lesson. The conclusion is that it would be better if the teacher introduces new vocabulary and vocabulary that is difficult

<sup>68</sup>Oxford, *Language Learning Strategies*.

for students before teaching the text.<sup>69</sup> The use of jumble words, jigsaw and discussion is also used. The first teacher used a social strategy using audio.

Another strategy used by the two teachers is the memory strategy. Memory strategies, also traditionally known as mnemonics, refer to strategies of retaining new words using some imagery or grouping. Memory strategy can also be called a traditional strategy. Both teachers used memory strategy in the teaching process. The first teacher asks students to bring a dictionary to memorize new vocabulary so that students understand and know. The second teacher used the new vocabulary when interacting with students. So that students will indirectly remember.

Cognitive strategy is used by both teachers. Gagne and Briggs explain that cognitive strategy is an internally organized skill that affects the intellectual process of the learner, which includes remembering. The way to repeat or learn new vocabulary with this strategy is by oral or reading on paper such as making a list of words or lists, labeling objects by giving meaning, keep a vocabulary notebook, written repetition, remembering and applying information from course content, constructing sentences and paragraphs, editing written work, paraphrasing, and classifying information to be learned. The first teacher used this strategy by composing sentences or paragraphs, and paraphrasing. The first teacher did not used the method of editing written papers, did not make new vocabulary lists, did not label objects, did not ask students to make vocabulary books and did not do written

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<sup>&</sup>lt;sup>69</sup> Watts, "Vocabulary Instruction during Reading Lessons in Six Classrooms."

<sup>&</sup>lt;sup>70</sup>Schmitt, *Vocabulary in Language Teaching*.

<sup>&</sup>lt;sup>71</sup>Gagne and Briggs, *Principles of Instructional Design*.

repetitions. The second teacher applies this strategy by composing sentences or paragraphs and repetition of written words. The second teacher did not edit written papers, did not teach paraphrases, did not ask students to make new vocabulary lists, did not label objects and did not make vocabulary books.

The last strategy used by the two teachers is the metacognitive strategy. Greene and R. Azevedo state that metacognitive strategy is often regarded as a key self-regulated learning process critical to developing an understanding of complex information. This means that students are asked to learn vocabulary with their own strategy. In metacognitive strategy there are several ways, namely teaching using music or films. Extend student practice of new vocabulary and continually learn new vocabulary. The first teacher used a way of teaching with music or films, asking students to learn continuously, but not using ways to expand student practice. The second teacher used a way of teaching with music or films, expands students' practice of new vocabulary and asks students to learn continuously.

# A.2. Consideration of the selection of strategy to teach English vocabulary in grade 1

Based on the research finding, the researcher presents reasons why do teachers used that strategy to teach English vocabulary in grade 1. The first teacher chooses determination strategy as the main strategy. According to the first teacher, learning new vocabulary could be done by students independently without the need for help from other people such as teachers

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<sup>&</sup>lt;sup>72</sup>Greene and Azevedo, "A Macro-Level Analysis of SRL Processes and Their Relations to the Acquisition of a Sophisticated Mental Model of a Complex System."

and other students. Students can used their dictionary as study material.<sup>73</sup> Convincing students to learn vocabulary using determination strategies would make improvements in learning. The second teacher also used determination strategy. However the second teacher did not make determination strategy. The second teacher used determination strategy because so that students can also try themselves in learning new vocabulary.

The second teacher used a social strategy as the main strategy because according to the second teacher, this strategy is more effective. Oxford considers this strategy good for students. He acho other and strategies match social actions, so students try to interact with each other and that is a good way. The teacher engages others in the process of learning new vocabulary. Both involve the teacher himself, and involve other students. The first teacher also used a social strategy. However, social strategy is not included in the main strategy for the first teacher. The reason the first teacher used a social strategy is so that students know how to pronounce the new vocabulary when the teacher guides students how to pronounce it. In addition to students knowing the meaning of new vocabulary, students also know how to pronounce the new vocabulary.

The next strategy used by the two teachers is a memory strategy. Memory strategies, also traditionally known as mnemonics, refer to strategies of retaining new words using some imagery or grouping.<sup>75</sup> Craik and Lockhart state that memory is just what happens as a result of processing

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<sup>&</sup>lt;sup>73</sup>Oxford, "Language Learning Styles and Strategies."

<sup>&</sup>lt;sup>74</sup>Oxford, *Language Learning Strategies*.

<sup>&</sup>lt;sup>75</sup>Schmitt, Vocabulary in Language Teaching.

information, they suggest that memory is the by-product of the depth of processing of information and how to process information can be done with deep processing which involves an elaboration rehearsal based on a more meaningful analysis of information that can be done through images, thinking and associating or linking words meaning to previous knowledge. Both teachers used this strategy. The reason the first teacher used this strategy was so that students get used to opening their dictionary. The teacher requires students to always carry a dictionary. The reason the second teacher used a memory strategy is because students will indirectly remember what was previously learned by using or repeating in interactions when learning.

The two teachers also used cognitive strategy. Gagne and Briggs explain that cognitive strategy is an internally organized skill that affects the intellectual process of the learner, which includes remembering.<sup>77</sup> The way to repeat or learn new vocabulary with this strategy is by oral or reading on paper such as making a list of words or lists, labeling objects by giving meaning, keep a vocabulary notebook, written repetition, etc. both teachers used cognitive strategy by training students to compose sentences or paragraphs. The reason the first teacher trains students to compose sentences or paragraphs is because students can arrange or develop sentences into paragraphs from the keywords that the teacher has given. The reason the second teacher used this method is because so that students are able to compose sentences or paragraphs in accordance with the SPOA (Subject

<sup>&</sup>lt;sup>76</sup>Craik and Lockhart, "Levels of Processing."

<sup>&</sup>lt;sup>77</sup>Robert M. Gagné, Leslie J. Briggs, and Walter W. Wager, *Principles of Instructional Design*, 4th ed. (Fort Worth: Harcourt Brace Jovanovich College Publishers, 1992).

Predicate Object Adjective / Adverb) in positive, negative and interrogative forms. The teacher provides an example in Indonesian which is simulated by using SPOK (Subjek Predikat Objek Keterangan) in making sentences.

In the cognitive strategy there are ways to train students to edit written papers. Both teachers did not edit the paper. The reason the first teacher do not used this method is because teacher just train students to compose a dialogue based on the situation and context. Sometimes students are asked to make paragraphs based on pictures. The reason the second teacher did not used this method was because it was too difficult for grade 1 students. Another way of cognitive strategy is paraphrasing. The first teacher taught students to paraphrase. Meanwhile, the second teacher did not teach his students to paraphrase. The reason the first teacher used this method was so that students could paraphrase either orally or in writing. Meanwhile, the reason the second teacher do not used this method because in seventh grade it is not as detailed as to paraphrase. The teacher just introduces what the word function is for. So without any special meaning, just knowing. This is used by the teacher for general things, such as when having dialogue with students, the vocabulary will be used by the teacher and the teacher indirectly introduces the new vocabulary.

Another way of using cognitive strategies is to read new vocabulary lists. Neither teacher used this method. The reason the first teacher did not used this method was because the teacher preferred to speak it directly. Not written on paper. Meanwhile, the reason the second teacher did not used this

method was because the teacher used manuals, power points, or games. For vocabulary there is no specific time for learning. Another way of cognitive strategy is to use object labels. The two teachers did not label objects. The reason the first teacher did not label objects was because the teacher directly pointed at the object directly did not used written instructions. Meanwhile, the reason the second teacher did not label objects was because the second teacher created a discussion group which then played games and questions and answers.

In cognitive strategy, there are ways to used vocabulary notebooks. Neither teacher used this method. The reason the first teacher did not used this method was because the teacher directly appointed students to translate the new vocabulary there and corrected together the new vocabulary that had been searched from the text also included the reason the teacher did not used the vocabulary notebook. The reason the second teacher did not used the vocabulary notebook was because there were no special vocabulary lessons. The teacher used a game or a dictionary. The last way is to do a written repetition of new vocabulary. The first teacher didn't do it this way. But the second teacher did it this way. The reason the first teacher did not used this method was because if you keep repeating new vocabulary, later time will run out, only discussing vocabulary and learning material is not finished. Study from Hindman and Wasik examined teaching vocabulary with sample of 293 teachers in 116 Head Start Centers. Results showed that teachers self-reported associate in teaching vocabulary through discussing new words more or less

3-4 times per week.<sup>78</sup> From that study we can conclude that vocabulary did not specific aspect but very important for students. Another reason for the first teacher is because vocabulary is part of the learning context, namely the language element. So there is no special treatment in teaching new vocabulary. The teacher also believes that learning new vocabulary is not entirely the responsibility of the teacher. However, it is more down to student responsibility. The reason the second teacher used this method is because the use of the new vocabulary will be used to make sentences whether simple present tense. So the teacher repeats each lesson according to the material at that time.

The last strategy is the metacognitive strategy. According to Cross and Paris "metacognition is the knowledge and control children have over their own thinking and learning activities". Students choose their own good strategy for learning new vocabulary. This strategy can be applied by doing a word test, Using English language media (songs, movies, newscast, etc.), using spaced word practice (expanding rehearsal), skipping or delivering new vocabulary, learning continuously and using word tests or games are all part of metacognitive strategies. The first teacher and the second teacher used music and film in implementing this strategy. The reason the first teacher used music and films was because in addition to entertainment, students could also learn new vocabulary. The reason the second teacher used music is almost the same as the first teacher's reason, namely that apart from listening

<sup>&</sup>lt;sup>78</sup> Hindman and Wasik, "Vocabulary Learning in Head Start."

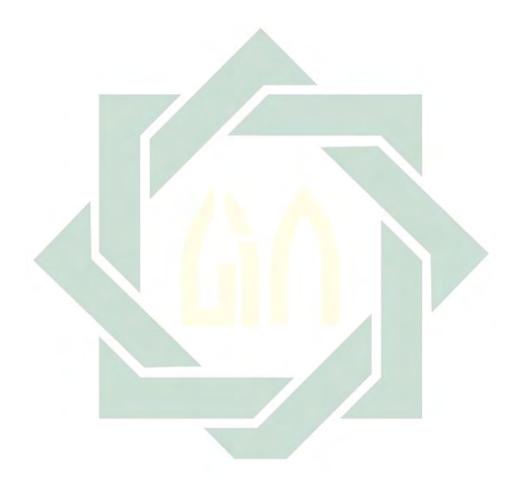
<sup>&</sup>lt;sup>79</sup>Cross and Paris, "Developmental and Instructional Analyses of Children's Metacognition and Reading Comprehension."

to songs, students indirectly learn new vocabulary. The second teacher used this method to adjust to the learning material.

In metacognitive strategy there are ways to expand student practice. The first teacher didn't do it this way. But the first teacher used this method. The reason the first teacher did not used this method was because if the new vocabulary is repeated later, time will run out and the material will not be finished because vocabulary is part of the learning context, namely the language element. The reason the second teacher used this method is because repeating it is not only when making sentences, even when speaking for dialogue using new vocabulary is also attempted by the teacher.

In the metacognitive strategy, there is a way for the teacher to ask students to learn continuously regarding vocabulary, both teachers used this method. The reason the first teacher used this method was because the key to someone who was fluent in language was in the vocabulary. If the vocabulary is minimal, the person's mastery of dangerous is minimal. If a person's vocabulary is good then his language skills are also good. Whether it's English, Arabic or Spanish. Because vocabulary is such a vital and essential part of language acquisition worldwide. The reason the second teacher used this method is because vocabulary is important. The second teacher always motivates the students. Not required to memorize, just ask. Students can learn from songs or magazines in English. Some previous study show that there are some studies which show that by reading story books with conversation that

enhance teaching vocabulary.<sup>80</sup> It means that by reading students story books, it can be used for English vocabulary. Where it can make students interested in understanding the meaning of a new word to understand a story line.



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<sup>&</sup>lt;sup>80</sup> Penno, Wilkinson, and Moore, "Vocabulary Acquisition From Teacher Explanation and Repeated Listening to Stories"; Price, Bradley, and Smith, "A Comparison of Preschool Teachers' Talk during Storybook and Information Book Read-Alouds"; Wasik, Bond, and Hindman, "The Effects of a Language and Literacy Intervention on Head Start Children and Teachers"; Whitehurst et al., "A Picture Book Reading Intervention in Day Care and Home for Children from Low-Income Families."

## CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and the suggestion for teachers and for the further research. The result of the finding and discussion can be concluded as the following representation.

#### A. CONCLUSION

Based on the research finding and discussion, the researcher concluded the research on this section. The conclusion represent in the following.

# A.1. Teacher's Strategies to Teach English Vocabulary in Grade 1

Based on the research finding, the researcher concludes that the teacher used many methods in teaching new vocabulary; there are five strategies used by the two teachers. In each strategy, there are ways to teach new vocabulary to students. The first strategy, namely determination strategy. Both teachers used this strategy to apply determination strategy. The second strategy is social strategy. Both teachers used this strategy in teaching new vocabulary. The third strategy is memory strategy. Both teachers used this method in teaching new vocabulary. The fourth strategy is cognitive strategy. There are several way in cognitive strategy. There are train students to compose sentences or paragraphs. Both teachers used this way. The second way is to edit the paper. The two teachers didn't do it this way. The third way is to train students to paraphrase. The first teacher used this method, but the second teacher does not do this method. The

fourth way is to read a new vocabulary list. Both teachers did not used this way. The fifth way is the use of object labels by students. The two teachers didn't do it this way. The sixth way the use of students' vocabulary notebooks. The two teachers didn't do it this way. The seventh way is to do a written repetition. The first teacher didn't do it this way. But the second teacher used this way. The last strategy is metacognitive strategy. There are three ways in the metacognitive strategy. The first way is to use music, films or literature in English. Both teachers used this way. The second way is to expand student practice. The first teacher did not used this way, but the second teacher used this way. The last way is to ask students to continually learn new vocabulary. Both teachers used this way.

# A.2. Consideration of the selection of strategy to teach English vocabulary in grade 1

The last question, Consideration of the selection of strategies to teach English vocabulary in grade 1. In the five strategies, each teacher has different reasons. The first strategy is determination strategy. The reason the first teacher used this method was because the teacher thought this method was easy enough to do independently. Second teacher felt that the students were capable of learning new vocabulary independently. The second strategy is a social strategy. The reason the first teacher used this strategy was so that students also knew how to pronounce the new vocabulary. The reason the second teacher used this strategy is because introducing new vocabulary at the beginning of the lesson is important.

The third strategy is memory strategy. The reason the first teacher used this strategy was to emphasize more so that students get used to opening their dictionary. The reason the second teacher used this strategy is so that students will indirectly remember what was previously learned by using or repeating in interactions when learning. The fourth strategy is cognitive strategy. In cognitive strategy, there are several ways that the teacher used. The first way is trained students to compose sentences or paragraphs. The reason the first teacher used trained students to compose sentences or paragraphs is that students can arrange or develop sentences. The reason the second teacher used trained students to compose sentences or paragraphs is that students are able to compose sentences or paragraphs.

The second way of metacognitive strategy is train students to edit written papers. Neither teacher used this strategy. The reason of first teacher did not used this method was the first teacher just train students to compose a dialogue based on the situation and context. The reason the second teacher did not used this method is because it was too difficult for grade 1 students. The third way of cognitive strategy is train students to paraphrase. The reason the first teacher used this method was so that students could paraphrase either verbally or in writing. The reason the second teacher did not used this method is the teacher just introduces what the word function is for. The fourth way of cognitive strategy is reading a new vocabulary list. The reason the first teacher did not used this strategy was the teacher prefers to speak it directly. The reason the second teacher

did not used this method is the teacher used manuals, power points, or games. The fifth way of cognitive strategy is labeling objects related to new vocabulary. The reason the first teacher did not used this way is the teacher pointed to the object directly. The reason the second teacher did not used this method was the second teacher created discussion groups which were then carried out by games and questions and answers.

The sixth way of cognitive strategy is the use of vocabulary notebooks by students. The reason the first teachers did not used this method was the teacher directly appointed students to translate the new vocabulary there. The reason the second teacher did not used this method is that there are no special vocabulary lessons. The seventh way of cognitive strategy is written repetition of learning new vocabulary. The reason the first teacher did not used this way later time would run out, only discussing vocabulary and learning material was not finished. Another reason for the first teacher is because vocabulary is part of the learning context, namely the language element. The reason the second teacher used this method because the use of the new vocabulary will be used to make sentences whether simple present tense.

The last strategy is metacognitive strategy. There are several ways in the metacognitive strategy. The first way is learning to used music or films. The reason the first teacher used this way was in addition to entertainment for students, students could also learn about new vocabulary. The reason the second teacher used this method is almost the

same as the first teacher's reason. In addition to listening to songs, students learn new vocabulary indirectly. The second way of metacognitive strategy is expand student practice. The reason the first teacher did not used this strategy was that there are no specifics in the new vocabulary. The reason the second teacher used this method is to repeat the new vocabulary that has been taught. The last way of metacognitive strategy is asking students to continually learn new vocabulary. The reason the first teacher used this method was the key to someone who is good at language is in the vocabulary. The second teacher always motivates the students. Not required to memorize, just ask. Students can learn from songs or magazines in English. Some previous research show that there are some studies which show that by reading story books with conversation that enhance teaching vocabulary.<sup>81</sup> It means that by reading students story books, it can be used for English vocabulary. Where it can make students interested in understanding the meaning of a new word to understand a story line.

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<sup>&</sup>lt;sup>81</sup> Penno, Wilkinson, and Moore, "Vocabulary Acquisition From Teacher Explanation and Repeated Listening to Stories"; Price, Bradley, and Smith, "A Comparison of Preschool Teachers' Talk during Storybook and Information Book Read-Alouds"; Wasik, Bond, and Hindman, "The Effects of a Language and Literacy Intervention on Head Start Children and Teachers"; Whitehurst et al., "A Picture Book Reading Intervention in Day Care and Home for Children from Low-Income Families."

#### **B. SUGGESTION**

This chapter presents the background of the study, research questions, problem, objectives of the study, and the significance of the study, the scope and limitation of the research and definition key terms.

#### a. For The Teacher

There are many students that still do not know about new vocabulary, so the teacher can use the other strategy to teaching English vocabulary because there are many strategy can use in teaching English vocabulary. If the teachers use other variation of strategy the students will be more excited in learning English vocabulary.

### b. For The Further Researcher

The research focused on strategy in teaching English vocabulary by the teachers in teaching English vocabulary at MTsN 1 Mojokerto grade 1 and the consideration of selection that strategy in teaching English vocabulary at MTsN 1 Mojokerto grade 1. So for further researcher can exploring the strategy in teaching English vocabulary. This research focus on MTsN 1 Mojokerto. For further research may be able to explore in other school such as public school, boarding school, and etc.

# **APPENDIX**

Appendix 3.1 List of Questionnaire

Type	Informa	Ch	Te	Stud	Stag	es of		Purp	ose	
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	teacher									
	or other									

	student s) in learnin g new vocabul ary that has never been found or trying				
3. Mem ory strate gies	Remem ber vocabul ary that they forgot to remem ber by combin ing their previou s knowle dge by groupin g words (do not emphas ize mechan				

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	their own strategi es for learnin g new vocabul ary such as English languag e media (eg.					
	songs, movies, etc.)					
6. (Othe r strate gies)						

# **Appendix 3.2 List of Interview**

- Bagaimana bapak/Ibu mengajarkan kosa kata? Tolong jelaskan bagaimana
   Tolong jelaskan bagaimana bapak/ibu mengajarkan kosa kata
- Mengapa bapak/Ibu menggunakan cara tersebut? Tolong jelaskan dengan detail
- 3. Bahan ajar apa Bapak/Ibu gunakan? (Apakah terkait dengan teks seperti menebak dari bahasa pertama, menggunakan kamus sebagai bahan referensi, menganalisis teks atau menebak makna dari konteks teks? Tolong jelaskan)
- 4. Bagaimana dengan pelibatan orang lain (guru/ siswa lain) dalam mengajar kosa kata baru? Tolong jelaskan
- 5. Bagaimana dengan cara siswa menjawab? (Apakah dibolehkan dengan beberapa cara sinonim, terjemahan, dll)? Tolong jelaskan
- 6. Bagaimana Bapak/Ibu melatih siswa untuk mengingat dan menerapkan kosa kata baru dari konten pembelajaran? Tolong jelaskan
- Bagaimana Bapak/ibu melatih siswa menyusun kalimat/paragraf? Tolong jelaskan
- Bagaimana Bapak/ibu melatih siswa mengedit karya tulis? Tolong jelaskan
- 9. Bagaimana Bapak/ibu melatih siswa memparafrase? Tolong jelaskan
- 10. Bagaimana cara siswa membaca daftar kosa kata baru? (apakah mereka bembaca dari kosakata yg yang mereka tulis diatas kertas? Jika "iya" tolong beri alasan. Jika "tidak" tolong beri alasan.)

- 11. Bagaimana dengan penggunaan label benda oleh siswa? Tolong jelaskan
- 12. Bagaimana dengan penggunakan buku catatan kosa kata oleh siswa?

  Jika "iya" tolong beri alasan. Jika "tidak" tolong beri alasan.
- 13. Apakah siswa melakukan pengulangan tertulis dalam mempelajari kosa kata baru?

Tolong jelaskan

14. Apakah Bapak/Ibu menggunakan media bahasa seperti lagu, film, siaran berita, dll?

Tolong jelaskan

15. Apakah Bapak/Ibu memperluas latihan siswa?

Tolong jelaskan

16. Apakah Bapak/Ibu meminta siswa untuk belajar terus menerus terkait dengan kosakata baru?

Tolong jelaskan

# **Appendix 4.1 The Result of Questionnaire Checklist**

# 1. Teacher 1

Type	Informa	Ch	Te	Stud	Stage	es of		Purp	ose	
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	learnin g new vocabul ary that has never been found or trying				
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	strategi es for learnin g new vocabul ary such as English languag e media (eg. songs, movies, etc.)					
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## **Appendix 4.2 The Result of Interview**

#### 1. Teacher 1

Mahasiswa : bagaimana bapak mengajarkan kosa kata? Tolong jelaskan

Guru : saya mengajar vocab tidak spesifik pada vocabulary. Tapi itu adalah bagian dari pembelajaran itu sendiri. Jadi berbeda dengan di kuliah yang ada mata pelajaran vocabullary. Jadi vocab itu termasuk ke dalam konteks pembelajaran. Khususnya mungkin struktur teks, unsur kebahasaan dan sebagainya. Jadi tidak sedang mengajarkan full kosa kata/vocabullary.

Mahasiswa : mengapa bapak menggunakan cara tersebut? Tolong jelaskan.

Guru : alasan kena<mark>pa tidak melibat</mark>kan s<mark>isw</mark>a atau guru karena memang itu sesuatu yang cukup sederhana untuk dilakukan

Mahasiswa : Bahan ajar apa Bapak/Ibu gunakan? (Apakah terkait dengan teks seperti menebak dari bahasa pertama, menggunakan kamus sebagai bahan referensi, menganalisis teks atau menebak makna dari konteks teks? Tolong jelaskan)

Guru : untuk bahan ajar atau media pembelajaran, untuk media saya biasanya menggunakan media audio. Terutama speaker. Disitu biasanya saya menggunakan media listening. Kemudian tentu bahan ajarnya adalah berupa ms word atau mungkin power point. Jadi medianya berupa speaker atau audio dan

juga laptop. Itu yang paling sering saya pakai. Sisanya biasanya menggunakan bahan ajar berupa kertas atau karton dan medianya bisa berupa papan tulis dan saya tempel disana. Itu yang juga saya pakai tapi jarang. Karena saya lebih sering menggunakan laptop dalam proses pembelajaran. Jadi medianya saya lebih sering ke elektronik. Khususnya laptop dan speaker.

Mahasiswa : Bagaimana dengan pelibatan orang lain (guru/ siswa lain) dalam mengajar kosa kata baru? Tolong jelaskan

Guru : ya. Saya juga melibatkan orang lain. Biasanya saya memperdengarkan anak-anak audio. Nah dari audio tersebut nanti saya meminta anak-anak untuk menebak kosa kata yang ada di audio tersebet. Setelah semua selesai nanti kosa kata tersebut didiskusikan bersama sekalian saya mengajarkan cara pengucapan kata tersebut kepada anak-anak. Selain anak mengetahui arti kata tersebut, anak-anak juga bisa tau cara mengucapkannya. Sehingga yang ada di audio dan tulisan bisa dipahami keduanya. Terkadang anak-anak kan sudah mengetahui arti kata tersebut, tapi saat didengarkan di audio mereka akan bingung. Karena antara di audio dan tulisan itu berbeda. Di audio lebih sulit ditangkap maksud katanya, jadi anak-anak harus dilatih pengucapannya secara berulang-ulang.

Mahasiswa : Bagaimana dengan cara siswa menjawab? (Apakah dibolehkan dengan beberapa cara sinonim, terjemahan, dll)? Tolong jelaskan

Guru : ketika anak-anak sudah diperdengarkan audio ya kemudian mereka menerka atau menebak dari kosa kata tersebut setelah telah selesai

semuanya. Misalkan ada sepuluh atau dua puluh kosa kata yang harus ditebak, maka ketika selesai anak-anak menebak maka saat itulah didiskusikan bersamasama, tidak individual. Ini artinya apa? Sekaligus juga diajarkan cara mengucapkannya. Jadi disamping anak tau artinya, juga tau pengucapannya. Sehingga antara yang di dengarkan anak-anak lewat audio itu sama dengan yang dilihat. Anak-anak mungkin kosa kata itu sudah tau, sudah hafal, tapi kan ketika diucapkan di audio kan berbeda. Ketika melihat di tulisan "oh ini artinya ini", tapi ketika di dengarkan kan lain. Karena ketika audio dengan tulisan itu berbeda. Dan di audio itu biasanya lebih sulit. Walaupun sebenarnya ketika dilihat itu artinya seperti ini. Jadi anak-anak harus tetap diajarkan cara pengucapannya berulang ulang.

Mahasiswa : Bagaimana Bapak/Ibu melatih siswa untuk mengingat dan menerapkan kosa kata baru dari konten pembelajaran? Tolong jelaskan

Guru : kalau saya sih konvensional ya. Karena kembali lagi, saya mengajarkan vocabulary tidak mengajarkan secara spesifik. Karena itu bagian dari pembelajaran. Saya biasanya ya tetap anak-anak untuk menyarankan selalu punya kamus, selalu bawa kamus. Apa pun pembelajaran kalau tidak ada kamus lebih sulit. Tetap harus membawa kamus. Apakah saya pernah mengajarkan anak-anak hafalan? Ndak pernah, karena itu nggak boleh. Dalam pembelajaran hafal-hafalan kosa kata ndak boleh. Karena kita bukan mata kuliah vocabulary. Jadi vocabulary itu disampaikan bagian dari pembelajaran. Khususnya unsur kebahasaan. Di unsur kebahasaan kan disitu disebutkan kosa kata, kemudian pronun ciation, masuklah

kita kepada materi. Jadi kosa kata itu bagian dari proses pembelajaran. Bukan mapel kosa kata. Jadi penekanan saya biasanya kepada anak-anak supaya bisa ya dihimbau supaya selalu membawa kamus. Karena itulah satu-satunya jalan untuk memahami sekaligus tahu.

Mahasiswa : Bagaimana Bapak/ibu melatih siswa menyusun kalimat/paragraf?

Tolong jelaskan

Guru : kalau saya biasanya untuk meningkatkan kemampuan anak-anak dalam membuat kalimat itu biasanya saya menggunakan dialog. Saya membuat situasi, buatlah dialog berdasarkan situasi. Itu yang pertama. Yang kedua kalau misalkan membuat paragraf itu biasanya saya bikin kerangka karangan. Maksudnya ada kata-kata kunci, kemudian mereka akan menyambungkan antar satu kunci sehingga menjadi sebuah paragraf. Jadi mungkin satu kata kunci itu dibuat satu kalimat, satu kalimat, satu kalimat. Nah nanti mereka bisa sambungkan menjadi satu paragraf dari kalimat itu. Seperti itu biasanya, jadi merangkai satu kata kunci dikembangkan menjadi beberapa kalimat kemudian satu kata kunci yang lain dikembangkan menjadi beberapa kalimat, akhirnya akan ketemu paragraf.

Mahasiswa : Bagaimana Bapak/ibu melatih siswa mengedit karya tulis?
Tolong jelaskan

Guru : jadi untuk membuat siswa supaya mampu berkreasi dengan bahasanya sendiri berdasarkan sebuah contoh biasanya ini sih sesuatu yang jarang

saya lakukan. Biasanya anak-anak langsung membuat berdasarkan situasi, berdasarkan konteks, kemudian kadang-kadang anak-anak saya minta untuk membuat paragraf berdasarkan gambar. Misalkan materinya teks deskripsi. Jadi di dalam teks deskripsi katakanlah misalnya hewan, nah hewan itu saya tunjukkan gambar hewan itu. Disitu supaya anak-anak itu lebih mudah untuk membuat teks atau paragraf biasanya dikasih petunjuk tentang ciri-ciri hewan atau bagian-bagian hewan itu dulu. Misalkan gajah, dia punya ekor yang pendek, mata yang kecil dan sebagainya. Diuraikan secara satu per satu dulu, bagian-bagiannya dan karakteristik. Dari situlah nanti anak-anak merangkai menggunakan itu. Jadi itu semacam bahan baku untuk membuat kalimat.

Mahasiswa : Bagaimana Bapak/ibu melatih siswa memparafrase? Tolong jelaskan

Guru : biasanya anak-anak saya beri sebuah paragraf. Saya minta anak-anak untuk membaca dan memahami teks tersebut. Jika ada kata-kata yang sulit menurut mereka, saya minta mereka membuka kamus. Setelah paham dengan teks tersebut maka akan saya minta siswa untuk parafrase secara lisan atau tertulis. Tergantung situasi saja

Mahasiswa : Bagaimana cara siswa membaca daftar kosa kata baru? (apakah mereka bembaca dari kosakata yg yang mereka tulis diatas kertas? Jika "iya" tolong beri alasan. Jika "tidak" tolong beri alasan.)

Guru : tidak. Tapi diucapkan secara langsung. Saya lebih suka diucapkan secara langsung, tidak ditulis di kertas.

Mahasiswa : Bagaimana dengan penggunaan label benda oleh siswa? Tolong jelaskan

Guru : ndak, ndak pernah saya seperti itu. Jadi langsung saja lisan. Ini apa, ini apa, langsung nunjuk begitu saja. Jadi langsung nunjuk ke objeknya. Secara langsung nggak pakek petunjuk dituliskan.

Mahasiswa : Bagaimana dengan penggunakan buku catatan kosa kata oleh siswa?

Jika "iya" tolong beri alasan. Jika "tidak" tolong beri alas an

Guru : tidak ada. Sekali lagi saya tidak pernah khusus mengajarkan vocabulary atau kosa kata. Jadi saya nggak punya harus menulisan harus mencarikan kata-kata tertentu untuk anak-anak hafalkan. Biasanya saya langsung ketika saya ingin melatih kosa kata ya langsung saja terjemahkan disitu, kalau ada yang salah disanggah siswa yang sebelah sana, sebelah sana. Atau mereka saya bikin terjemahkan begitu saja. Jadi ada teks terjemahkan, nanti dikoreksi bersamasama. Kalau memang saya ingin meguji kosa kata.

Mahasiswa : Apakah siswa melakukan pengulangan tertulis dalam mempelajari kosa kata baru? Tolong jelaskan

Guru : nggak, saya nggak pake pengulangan. Intinya ketika kosa kata itu sudah diucapan berkali-kali ya sudah nanti urusan anak-anak. Mereka yang amati tulisannya. Karena jika nanti diulang lagi kosa kata nanti habis waktunya. Sekali lagi saya bilang kalau kosa kata itu bagian dari konteks pembelajaran yaitu unsur kebahasaan. Karena unsur kebahasaan itu banyak, nggak Cuma kosa kata, ada tekanan, pengucapan, grammar. Jadi nggak ada perlakuan khusus dari kosa kata. Semuanya sama, biar semua dapat kalau nanti difokus kosa kata nanti waktunya habis dan materinya nggak selesai. Sibuk hanya ngurusi kosa kata. Saya pikir kosa kata itu memang bukan tanggung jawab penuh guru, tapi juga tanggung jawab siswa, lebih penuh ke siswa. Kalau kita guru ngajarkan ya bisa, tapi nanti materi yang lain akhirnya terbengkalai kalau hanya mengurus satu hal, padahal ada sepuluh hal yang harus kita urus, kalau kita ngurus satu ya habis waktunya. Mangkanya kuncinya tetap di anak-anak. Jadi kosa kata itu hanya satu dari berapa bagianlah

Mahasiswa : Apakah Bapak/Ibu menggunakan media bahasa seperti lagu, film, siaran berita, dll? Tolong jelaskan

Guru : ya tentu saja. Mereka tetap saya minta untuk mendengarkan lagulagu barat atau film-film barat, itu juga proses belajar. Disamping dapat hiburannya, juga dapat ilmunya. Jadi untuk kegiatan khususnya, kegiatan vocabulary itu tidak ada. Misalnya hari ini hafalan, besok kita cek siapa yang ndak hafal. Ndak seperti itu. Hilang nanti bahasa inggrisnya. Kita sibuk bahas kosa kata, padahal itu tidak ada dalam KD. Jadi dalam konteks pembelajaran,

kosa kata itu tidak ada dalam KD. Kan yang dibahas Cuma struktur teks, unsur kebahasaan, nah kosa kata bagian dari unsur kebahasaan. Jadi tidak disebutkan dalam KD, Cuma dia disinggung saja atau hanya menjadi salah satu bagian dari pembelajaran.

Mahasiswa : Apakah Bapak/Ibu memperluas latihan siswa? Tolong jelaskan

Guru : sepengalaman saya sih nggak pernah menggunakan sekumpulan kosa kata untuk dibikin kalimat itu nggak pernah. Anak-anak biasanya langsung perintahnya membuat kalimat. Nah baru nanti mungkin dari kalimat itu ada kosa kata yang kurang pas itu baru. Tapi ketika kalimat itu sudah pemilihan diksinya sudah benar, pemilihan katanya sudah benar ya nggak masalah. Kalau pemilihan kosa katanya baru itu dikoreksi. Ini jangan kosa kata yang ini tapi pakai kosa kata yang ini karena yang ini nggak cocok, Jadi konteknya berupa kalimat seperti ini. Jadi konteksnya ini sudah umum, bukan khusus. Sekali lagi bukan khusus membahas kosa kata. Seperti contohnya misalkan ya hari ini materinya teks naratif, anak-anak disuruh mendengarkan audio dan kosa kata yang diujikan itu kata kerja, bentuk lampau, misalkan nanti ada rumpang kosong sepuluh semuanya bentuk kata lampau misalkan begitu. When dan sebagainya, hanya itu saja. Jadi nggak ada hal-hal spesifik. Jadi itu saja yang saya lakukan.

Mahasiswa : Apakah Bapak/Ibu meminta siswa untuk belajar terus menerus terkait dengan kosakata baru? Tolong jelaskan

Guru : iya pasti. Karena kunci orang pintar berbahasa kan di kosa kata. Kalau kosa katanya minim berati dia dalam penguasaan berbahasa bahasa tersebut ya kurang atau minim. Orang kalau kosa katanya bagus ya berarti orang itu penguasaan bahasa asingnya juga pasti bagus. Itu sudah korelasi, jadi ketika orang itu sudah mempunyai kosa kata yang banyak dengan yang lainnya, maka berarti bisa dipastikan dia pasti pintar berbahasa tersebut, entah itu bahasa inggris, bahasa arab, bahasa spanyol, bahasa apa pun. Pokoknya intinya di kosa kata. Itu vital, kosa kata itu adalah bagian terpokok dalam penguasaan bahasa di seluruh dunia. Kalau nggak bisa mengumpulkan atau memiliki atau kosa katanya pas-pasan otomatis ya kemampuan berbahasa negara tersebut ya otomatis minim dan pas-pas an.

### 2. Teacher 2

Mahasiswa : Bagaimana bapak/Ibu mengajarkan kosa kata? Tolong jelaskan bagaimana Tolong jelaskan bagaimana bapak/ibu mengajarkan kosa kata

Guru : kalau mengajar vocabulary khusus, ya karena nggak ada pelajaran vocabulary khusus ya jadi di materi itu menyeluruh ya. Kalau pembelajaran itu nggak ada khusus vocabulary. Cuma kalau untuk mengajarkannya itu mungkin ada beberapa kata yang susah itu langsung saja. Ini kata ini yang belum sekiranya sebelumnya itu saya perkenalkan, itu saya kasih tau ke anak-anak. Jadi itu nanti ketika pembelajaran ketika saya menyebutkan itu, anak-anak sudah tau. Pengulangannya disitu.

Mahasiswa : Mengapa bapak/Ibu menggunakan cara tersebut? Tolong jelaskan dengan detail

Guru : karena cara tersebut saya pikir efektif. Karena anak-anak itu kan sebagian besar kemampuannya mengenai bahasa itu kan minim. Tapi kalau anak-anak yang sekarang SD itu kan tidak ada basic nya ya, karena dihilangkan untuk materi bahasa inggris itu. Jadi memang harus benar-benar dari dasar. Jadi saya fikir untuk mempelajari sesuatu kalau ndak dijelaskan maknanya dari awal, dari basicnya, beberapa kata tadi memang anak-anak akan kesulitan. Karena memang penting juga untuk paham, Cuma ya karena minimnya waktu dalam pembelajaran ya ndak bisa keseluruhan karena esensi dari pelajaran itu kan ada, jadi materinya itu apa, terkait dengan itu. Vocabulary itu adalah salah satu bagian dari pembelajaran keseluruhan itu

Mahasiswa : Bahan ajar apa Bapak/Ibu gunakan? (Apakah terkait dengan teks seperti menebak dari bahasa pertama, menggunakan kamus sebagai bahan referensi, menganalisis teks atau menebak makna dari konteks teks? Tolong jelaskan)

Guru : kalau menganalisis teks itu terlalu jauh, ya jadi kita mengajarkan sesuai materinya apa itu, ada kata-kata yang sebelumnya itu belum pernah kita ajarkan, maka itu yang kita garis bawahi, kemudian kita sampaikan maknanya. Sehingga anak akan lebih mudah menangkap itu.

Mahasiswa : Bagaimana dengan pelibatan orang lain (guru/ siswa lain) dalam mengajar kosa kata baru? Tolong jelaskan

Guru : oh iya, sekali waktu memang terjadi seperti itu, kita buat seperti metode yang lainnya kayak misalkan ada jumble word, kemudian juga ada misalkan kita pakai jigsaw untuk beberapa hal, kemudian untuk materi misalkan kalau di kelas tujuh itu kan mengenal benda-benda di kelas. Ya itu kalau saya buat bisa juga berupa diskusi, jadi saya bentuk kelompok kemudian anak-anak itu saling melengkapi, kemudian dari beberapa kelompok itu kemudian presentasi mengenai apa yang sudah disebutkan itu dan itu juga bisa berupa simulasi seperti misalkan anak-anak yang presentasi tadi menyebutkan benda-benda yang ada di rumah, di kamar, anak-anak yang lain itu menanggapi kira-kira tanpa teks yang disebutkan tadi itu ngerti apa nggak artinya. Kemudian satu lagi kalau ada siswa yang menanggapi dan ternyata bisa menyebutkan benda yang sekiranya belum

disebutkan oleh yang presentasi maka poin dari yang presentasi itu akan beralih ke yang menanggapi atau kelompok lain.

Mahasiswa : Bagaimana dengan cara siswa menjawab? (Apakah dibolehkan dengan beberapa cara sinonim, terjemahan, dll)? Tolong jelaskan

Guru : saya nggak pernah menanyakan ini artinya apa ke anak-anak. Saya Cuma menyampaikan kalau anak-anak kurang paham, ada salah satu kata yang sekiranya kok tidak tau maka segera tanyakan. Jadi dialog itu tetap mengalir ketika anak-anak itu ingin mengatakan apa, apa kira-kira itu bisa ditanyakan ke yang lainnya ke temannya, ada yang tau artinya ini? Misalkan begitu atau membantu teman yang tadi begitu, nah kalau temannya yang lain tau, amak mereka yang jawab. Kalau mereka tidak tau berarti saya yang jawab.

Mahasiswa : Bagaimana Bapak/Ibu melatih siswa untuk mengingat dan menerapkan kosa kata baru dari konten pembelajaran? Tolong jelaskan

Guru : kalau untuk guru ya itu tadi saya bilang tidak ada waktu khusus pembelajaran vocabulary . maka kita caranya Cuma akan memakai atau mengulang dalam interaksi ketika waktu pembelajaran itu saja. Cuma ketika interaksi itu berusaha saya pakai. Jadi anak itu secara tidak langsung nanti akan mengingat sebelumnya itu yang dipelajari apa, untuk memahami itu.

Mahasiswa : Bagaimana Bapak/ibu melatih siswa menyusun kalimat/paragraf?

Tolong jelaskan

Guru : untuk menyusun itu ada beberapa versi kalau saya. Kalau saya memang mengajarkan kalau untuk kalimat kan harus mengenal pola kata terlebih dahulu. Jadi part of speech itu mereka paling tidak sedikit banyak itu tau. Jadi mana itu noun, mana itu verb, adjective itu apa itu mereka tau dulu. Kemudian bagian-bagian itu gunanya apa, subject itu apa saja, kemudian verb itu apa saja, kemudian objek itu dari kata apa saja, paling nggak itu mengenal itu dulu. Nah baru kemudian saya kenalkan paling tidak minimal di hampir saya simulasikan seperti bahasa indonesia. Kalau di bahasa indonesia itu kan ada spok, kalau di bahasa inggris kan ada spoa. Nah itu, saya terapkan itu. Bagaimana untuk kalimat positif, kemudian ke negatif, kemudian ke introgatif, jadi untuk menyusun kalimat seperti itu dulu.

Mahasiswa : Bagaimana Bapak/ibu melatih siswa mengedit karya tulis?

Tolong jelaskan

Guru : untuk mengedit karya tulis saya belum pernah. Karena menurut saya hal tersebut masih terlalu sulit untuk anak-anak kelas tujuh

Mahasiswa : Bagaimana Bapak/ibu melatih siswa memparafrase? Tolong jelaskan

Guru : ini kalau untuk frasa itu anak-anak memang harus khusus. Yang tadi saya bilang itu pemahaman mengenai kata itu kan sudah ada, jadi saya Cuma mengenalkan saja kalau ini apa?, artinya untuk ini apa?, sudah itu saja. Jadi tanpa ada arti khusus. Bagian itu hanya sekedar mengenal. Selama ini kan saya

mengajar di kelas tujuh, jadi nggak sampai detil selama ini. Cuma akan saya pakai untuk hal hal yang sifatnya umum. Contoh untuk dialog itu sering dipakai, maka itu akan saya kenalkan.

Mahasiswa : Bagaimana cara siswa membaca daftar kosa kata baru? (apakah mereka bembaca dari kosakata yg yang mereka tulis diatas kertas? Jika "iya" tolong beri alasan. Jika "tidak" tolong beri alasan.)

Guru : tidak ada seperti itu. Tapi kan memang ada kita ini kan acuannya entah itu buku panduan, kemudian dipelajaran pun saya menggunakan power point, mungkin memakai permainan atau apa begitu. Jadi nggak ada waktu khusus untuk kosa kata.

Mahasiswa : Bagaimana dengan penggunaan label benda oleh siswa? Tolong jelaskan

Guru : saya belum pernah seperti itu. Karena untuk khusus benda-benda seperti itu saya bikin kelompok diskusi kemudian permainan dan tanya jawab. Rata-rata untuk benda sekitar di dalam kelas itu banyak yang sudah paham.

Mahasiswa : Bagaimana dengan penggunakan buku catatan kosa kata oleh siswa?

Jika "iya" tolong beri alasan. Jika "tidak" tolong beri alasan.

Guru : saya tidak pernah meminta anak-anak untuk membuat buku kosa kata. Karena seperti yang saya katakan kalau tidak ada pelajaran khusus kosa kata.

Biasanya saya menggunakan game atau kamus. Untuk penggunaan buku kosa kata saya belum pernah.

Mahasiswa : Apakah siswa melakukan pengulangan tertulis dalam mempelajari kosa kata baru? Tolong jelaskan

Guru : iya, penulisan itu kan dipakai ketika penerapan misalkan entah belajar simple present, jadi kosa kata apa tadi yang dibuat ya itu kita pakai juga di pola kalimat itu. Jadi seperti yang saya bilang tadi, nggak secara langsung menghafalkan. Misalkan tadi kan daftar ini, tapi saya juga mengulang-ulang dalam setiap pembelajaran sesuai dengan materinya tadi.

Mahasiswa : Apakah Bapak/Ibu menggunakan media bahasa seperti lagu, film, siaran berita, dll? Tolong jelaskan

Guru : iya, sesuai dengan teksnya dan materinya. Kalau memang itu materi song ya memang saya buat lagu. Tapi kalau untuk menghafalkan, ya sesuatu yang belum pernah saya itu. Tapi kalau materinya lagu ya otomatis saya mengajarkan lagu dan otomatis juga mengenal kosa kata. Ya sama seperti sebelumnya tadi. Ini kan untuk memahami lagu. Kan ada beberapa kata yang mungkin anak-anak ndak paham. Nah disitu nanti saya minta anak-anak untuk menggaris bawahi kosa kata itu kemudian saya tanya siapa yang tahu seperti itu. Kalau ndak ada yang tahu, baru saya kasih tahu atau saya suruh mereka cari dikamus terlebih dahulu, baru diartikan bersama-sama.

Mahasiswa : Apakah Bapak/Ibu memperluas latihan siswa? Tolong jelaskan

Guru : oh iya. Kalau memang hari itu materinya apa, kemudian kosa kata tadi apa, pengulangannya ya sesuai dengan materi itu. Maka membuat kata seperti itu. Mengulang bukan hanya ketika membuat kalimat, bahkan ketika berbicara untuk berdialog dengan menggunakan kosa kata baru itu, saya usahakan untuk sering pakai.

Mahasiswa : Apakah Bapak/Ibu meminta siswa untuk belajar terus menerus terkait dengan kosakata baru? Tolong jelaskan

Guru : iya. Selalu motivasi Cuma tuntutan untuk menghafalkan kosa kata kita memang tidak mengajarkan itu, Hanya meminta itu. Jadi saya Cuma memotivasi kadang juga minta ke anak-anak kalau yang suka lagu ya silahkan belajar dengan lagu. Kemudian ya artinya itu otomatis paham. Boleh juga menggunakan majalah-majalah bahasa inggris, kalau yang dulu itu kan majalah hello ya yang berbahasa inggris itu untuk dipahami.

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