

**STRATEGIES IN TEACHING VOCABULARY AT THE FIRST YEAR IN
*SMP N 2 BRINGIN, KABUPATEN SEMARANG***



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ACCEPTANCE

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**STRATEGIES IN TEACHING VOCABULARY AT THE FIRST YEAR IN
SMP N 2 BRINGIN, KABUPATEN SEMARANG**

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ABSTRACT

This research is aimed at describing the strategies used by the teacher, problem faced by the teacher, and problem solved by the teacher in teaching vocabulary.

The writer uses descriptive qualitative to analyze the data. The data are taken from interview, observation and document. The subject of this study is the English teacher of SMP N 2 Bringin Kabupaten Semarang. The object of this study focuses on the process of teaching vocabulary to the first grade students in SMP N 2 Bringin Kabupaten Semarang.

Based on the class observation, interview, and document, the writer draws some conclusion about the strategy by the teacher, problem faced and problem solved by the teacher. The strategies committed by the teacher are: (1) memorization, (2) synonym/antonym, (3) translating, and (4) fill in the blank. The problems faced by the teacher are: (1) classroom management, (2) student's motivation and (3) student's laziness. The problems solved by the teacher are: (1) she called the students who make noisy and asked them some questions about the material or she ordered the student who was noisy to go out, (2) the teacher gave advice and motivation about the importance of English subject and the importance to improve the vocabulary. Besides, the teacher also implemented another strategy by giving score to the active students. The students also can consult the difficult materials with the teacher out of class, (3) the teacher gave new vocabulary that wrote in the whiteboard every meeting to improve their vocabulary. The strategies used by the teacher are good because the strategies can make the students more active. Besides that, the strategies used by the teacher can make the students interested in following the class.

Key Words: *strategies, vocabulary, teaching*

1. Introduction

In Indonesia, English is taught in order that the students more easily get information from other countries. In other word, by learning English, they are expected to be able to absorb and keep up with the development of science, technology and art. Based on the English curriculum, develops four skills, namely reading, speaking, writing, and listening. The four skills are supported by language learning elements, namely structure, vocabulary, pronunciation and spelling. Vocabulary is one of essential aspects for successful second language use because without an extensive vocabulary, one will not be able to use the structures and function he or she may learn for comprehensive communication. According to Wilkins in Thorn (2002: 13), without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is very important to be learned because people cannot convey something in communication if they do not master vocabulary. Vocabulary includes collections of words. The words are known not only as individual words, but also as a group of words that have meaning. Vocabulary is needed in language skills. In speaking, for example, students will get difficulty to speak English or they will get difficulty to choose the word that they will use to speak with the other if they have limited vocabulary.

Teaching vocabulary to junior high school at first grade students is not easy. The students in junior high school still have notgood concentration in study. The teenagers also have certain characteristics and need a particular treatment. In Indonesia, some English teachers still used traditional strategies to teach vocabulary to teenagers.

SMP N 2 Bringin Kabupaten Semarang is one of junior high schools that have average achievement in English. This is in a village, so the English teacher in this school still uses the traditional strategies to teach English language, especially vocabulary. The students in *SMP N 2 Bringin Kabupaten Semarang* especially in first grade also still find difficulties in using foreign language because of their limitedvocabulary and poor knowledge of mastery the language component. Many students also look very uninterested to learn

English especially vocabulary, because according to them, learning English language is very difficult and boring. Because of the fact, the writer is interested in having a study on the strategies used by a teacher of teaching vocabulary of first year in *SMP N 2 Bringin Kabupaten Semarang*.

The problem statement of this research are “What are the strategies of teaching vocabulary implemented by the teacher on the first grade of *SMP N 2 Bringin, Kabupaten Semarang*”, “What are the problems faced by the teacher in the teaching learning vocabulary in the first grade of *SMP N 2 Bringin Kabupaten Semarang*” and “How does the teacher solve the problems of teaching vocabulary”. The objectives of the study are to describe the teacher strategies of teaching learning vocabulary at first grade student of *SMP N 2 Bringin Kabupaten Semarang*, to identify the problems faced by the teacher in teaching vocabulary on the first grade of *SMP N 2 Bringin Kabupaten Semarang* and to classify the strategies implemented by teacher to solve the problem.

2. Research method

The study belongs to descriptive qualitative. Descriptive qualitative is a type of research which employs the method of collecting, describing, classifying and analyzing the data and then drawing conclusion. Place and time of this research is in the first grade of *SMP N 2 Bringin, Kabupaten Semarang*. The observation was held in the classroom at February , 2012. The subject of the study is the teacher at the first grade of *SMP N 2 Bringin Kabupaten Semarang*. The object of the study was the process of teaching vocabulary to the first grade students in *SMP N 2 Bringin Kabupaten Semarang*. Data source of this research are the writer took the data that include information in the setting. The data are taken from the answer the interview with the teacher, the process of teaching learning in the classroom and documents. The sources of the data are events, informant, and documentation. The techniques of collecting data are as follows : Observation, Interview and, Documentation. Techniques

in analyzing data are Data reduction can be interpreted as the process of selection, simplification, and transformation of the data to the field note and then all data were selected and summarized. In the last step was that the writer discussed the result of data process and concluded the finding of the research.

3. Theoretical Review

a. Notion of Vocabulary

Vocabulary is a list or collection of words arranged in alphabetical order and explained; a dictionary or lexicon, either of a whole language, a single work or author, a branch of science, or the like; a word-book. (<http://artikata.com/arti-199479-vocabulary.html>). Vocabulary is a list of words, which means any unit of language used in writing. On the other word, vocabulary has an important role in English language teaching.

According Fauziati (2008: 149), vocabulary is central to language and of critical importance to typical language learners. Without a sufficient vocabulary, people cannot communicate effectively or express their ideas in both oral or written form. Having a limited vocabulary is also a barrier that precludes learner from learning a foreign language. Krashen (1981:80) in Fauziati (2005: 155) states that most learners' vocabulary grows through incidental learning such as through continuous exposure to comprehensible language in reading, listening, speaking, and writing exercise.

b. Vocabulary Mastery

Vocabulary mastery means the ability to understand and use the vocabulary. River (1994:125) states that vocabulary mastery refers to the great skill and processing words of language. It is individual achievement and possession. The success in widening vocabulary mastery requires their motivation and interest on the words in language.

c. The Strategies of Teaching Vocabulary

1) Notion of the strategy

The learners will deploy a certain strategy to overcome some particular learning problem. This strategy is the way to make something easier done in order to get good result. Hornby (1995: 79) defines strategy as the process of planning something or carrying a plan in skillful way. Furthermore, it explains that strategy is a plan designed for a particular purpose. From the definition, strategy involves plans and skillful ways to get a particular thing. Wenden (1992: 8) states that strategies are referred to as techniques, tactics, potentially conscious plans, consciously employed operation, problem solving procedure, and language learning behavior.

2) The Strategies of Teaching Vocabulary

Teachers have to can use more than one strategy to teaching vocabulary, so that students do not feel bored. The best way of learning vocabulary is when the meaning of the words is illustrated, for example by a picture, an action, or a real object.”(<http://www.shvoong.com/books/1620147-teaching-vocabulary-english-cz-vi/#ixzz1cSkDuteb>)

In teaching vocabulary, we can use strategies in grammar translation method. According Fauziati (2002: 150), classroom techniques of grammar translation method are synonyms/antonyms, fill in the blank ,memorization and, translating. There are several strategies of teaching vocabulary according to Nunan (2005: 141): Meaning-focused input activities, Deliberate learning activities, Fluency activities, Meaning-focused output activities.

3) Procedures of Teaching Vocabulary

According Schumacher and Deshler (1992:56) in Fauziati (2010:150) this is “an individual’s way of organizing and using a particular set of skills in order to learn content or accomplish other task

more effectively and efficiently in school as well as in nonacademic setting. Fauziati (2010:150) language learning strategy is simply refers to an individual's approach to complete the task. According Fauziati (2010:66), she said, teachers can devise various activities which relevant for promoting vocabulary learning. Several sample activities presented here can be integrated into second language instruction to promote vocabulary learning and to support language skill development. Successively we present semantic network, memorization, guessing from the context, the word will approach and collocations.

4. Research Finding

a. The Strategies Used by the Teacher in Teaching Vocabulary

1) Memorization

This was done to make the students to understand the reading text easier. Teacher also directly translated difficult words encountered in text. This strategy was believed to develop vocabularies of the students. Mostly, the teacher used memorization to improve the student's vocabulary. In every meeting the teacher always wrote new vocabulary related with the reading material in the whiteboard. She asked the students to write and memorized the words.

2) Synonym/ antonym

In this activity, the teacher helped the students to translate the difficult word. However, she did not directly translate in Indonesia, but she often used the synonyms of that words or she used that word in context to make the students easy to understand their meaning. The teacher mostly used Indonesia language to explain the material. The teacher explained the generic structure, goal, and function of procedure text. After that, she asked the students to provide examples about procedure text. This strategy was found at the first, second and third observation. The writer did not find this strategy in the fourth observation, because the fourth observation was used for daily

exam. Synonym/antonym strategy was used by the teacher when there was students asked about difficult vocabulary, teacher did not directly give the meaning of the word but the teacher gave the students the familiar synonym or antonym of that words.

3) Translating

The other strategy that the writer found was translating. That strategy was observed by the writer at first, second and third observation, but the writer did not find this strategy in the fourth observation because the observation of the four used by teachers for daily tests.

- Student : *miss, apa artinya "list"?*
 (miss, what the meaning of "list"?)
- Teacher : *jika saya punya kalimat seperti ini; " tolong buat "list" siswa yang piket hari ini" berarti list artinya apa?(If I have sentence like this; "please make a list of students' picket" so, what the meaning of list?*
- Student : *daftar miss. (List miss)*
- Teacher : *that right, the meaning of "list" is daftar.*

In this strategy the teacher did not directly give the meaning of the word which the students asked her, but the teachers used that word in a simple sentence to make the students understand. So students would think and knew the meaning of the word without having to be told directly by the teacher.

Beside that, based on interviews with teachers, the writer also found that one of the strategy used by the teacher to improve student's vocabulary is translating.

Untuk Strategi, mungkin disini tidak bisa bervariasi, salah satunya di karenakan kurangnya sarana prasana, strategy yang pernah sering saya gunakan, mungkin fill in the blank, memorization, translating. Tapi mungkin yang paling sering adalah translating.

(For strategy, here may be not varied, one of the reasons is because the media in this school is very limited. Maybe the strategy that I use frequently is fill in the blank,

memorization, translating. But perhaps the most often is translating.)

Based on interviews with teacher above, translating is the most often strategy that used by the teacher.

4) Fill in the blank

In the last teaching and learning processthe writer found the that the teacher used fill in the blank to improve student's vocabulary, there is fill in the blank. This strategy was found by the writer at the third observation.

In this case, the teacher providedthe students with an incomplete text and asked the students to complete the text by selecting the words that have been provided. After the students finished the exercise, the teacher discussed the students' answers.

Based on the interviews with teachers, the writer also found that one of the strategies used by the teacher to improve student's vocabulary was fill in the blank.

UntukStrategi, mungkindisinitidakbisabervariasi, salahsatunyaadikarenakankurangnya sarana prasana, strategy yang pernahseringgunakan, mungkin fill in the blank, memorization, translating. Tapimungkin yang paling seringadalah translating.

(For strategy, here may be not varied, this is because the media in this school is very limited. Maybe the strategy that I use frequently is filling in the blank, memorization, translating. But perhaps the most often is translating.)

In the post teaching on, before the class was closed, the teacher gave homework to the students to make one procedure text and submits in the next week.

Teacher :your homework is, please make procedure text with free theme and submit in the next week. Ok, my students. I think enough for this meeting. And, please close this class by saying Hamdallah together!

Students : OK, Miss. Alhammdulillah.

b. Problem Faced by the Teacher

1) Class management

Class management was a common problem in teaching learning process in *SMP N 2 Bringin Kabupaten Semarang*. Every class consisted of more than 30 students. For example in the class 7D, it consisted of 42 students and in the class 7 E, it consisted of 40 students. It can be concluded that the number of the students are too many. Because of this, the teacher got difficulties to manage the class. For example, the class will became noisy and uncontrolled if the students felt tired or bored. In this school, every meeting consists of 2x40 minutes. Based on the interview with the teacher, the writer got information as bellows:

Interviewer : *kendala-kendala atau masalah-masalah apa yang sering dihadapi mengajar vocabulary didalam kelas?* (What obstacles or problems that you often face in the classroom in teaching vocabulary?)

Teacher : *“Mungkin membuat siswa agar tenang dan memperhatikan saat guru member penjelasan menjadi salah satu masalah yang saya hadapi. Mungkin karena satu itu muridnya terlalu banyak, Kelas yang baik itu seharusnya maksimal diisi 20 murid saja, tapi kenyataannya disini diisi 40 sampai 42 siswa. Maka dari itu kelas akan langsung jadira maiketika siswa merasa bosan atau capek.*
“(Maybe to make class calm and give attention when the teacher explained become one of problem that faced by me. May be because the class is too many students, the ideal class should be consist 20 students, but in here one class consist 40 until 42 students. So the class will be noisy if the students have been felt bored or tired)

The students in junior high school, especially in the first grade can be classified as adolescent learners. They easily got bored when teacher explained the materials. Most of them did not pay attention to the teacher especially when they felt tired and did not understand about the material that explained by the teacher.

2). The motivation of the students

As the teenage learners, the students in the first grade at junior high school had different motivation in following the teaching learning process. Based on the interview with the teacher, the writer got information bellows:

Teacher : *Semangatmurid-muridkadangjugamenjadimasalah yang seringsayahadapi, murid-muridakan marasa senang n semangatbelajarketikamateri yang diajarkanmerekaanggapmudahtapi kalau materi yang diajarkan mereka aggap sulit, maka mereka cenderung lebih memilih untuk tidak memperhatikan. (The motivation of spirit of the students sometimes become my problem,the students will felt enjoy and full spirit if the materials that I tought easy, but they will choose to not pay attention to me when the materials that I tought difficult for them)*

According the interview above, the writer concluded that the students sometimes felt enthusiastic to study, but they also felt bored in the teaching learning process. For example, when the teacher gave easy material they would pay attention to the teacher, but if the teacher gave the difficult materials the student did not pay attention to the teacher's explanation. They easily got bored when they got difficult materials.

3). Student's laziness

The other problem faced by the teacher in teaching vocabulary is student's laziness. Based on the interview with the teacher, the writer got information bellows

Teacher : dan mungkin untuk masalah yang bisa dikatakan paling sering saya hadapi adalah kemalasan siswa, contohnya ketika saya suruh bawa kamus saja banyak yang tidak membawa, sedangkan tidak mungkin kalau saya harus memaksakan ke mereka untuk membawa kamus. (may be the most problem that I faced is students laziness, for example, when I ordered for them to take a dictionary, most of them not bring it where as I cannot force them to bring or buy the dictionary.)

Student's laziness was one of the complex problems faced by the teacher, because this problem came from student's characteristics. So, the teacher could not impose the students to be diligent directly. The teacher had to find the problem solve that could make the students became diligent by their self.

c. The Problem Solving Applied by the Teacher

Based on some problems above, there were some ways used by the teacher to solve the problem. When the teacher got problem in managing the class, she would call the students who made noisy and asked them some questions about the material or she order the student who were noisy to go out. So, it would make the students are afraid to make noisy. To solve the problem about the motivation of the students, the teacher gave advice and motivation about the importance of English subject and the importance to improve the vocabulary. Besides that the teacher also had other strategy that is the teacher would give score to the active students. The students also could consult the difficult materials with the teacher in out of class. In order to solve the problem about students laziness, the teacher gave new vocabulary that wrote in the whiteboard every meeting to improve their vocabulary and make they have many vocabulary. Beside that sometimes the teacher used game to make students more fun. The teacher also applied reward and punishment for students. The teacher gave reward for active students, like point plus or etc. The teacher also gave punishment to students

who madenoisy or did not pay attention for teacher explanation. The teacher usually asked the noisy student get out of the class.

5. Discussion

Based on the finding, the writer found four strategies used by the teacher. There were memorizations, fill in the blank, finding synonym/antonym and translating. The teacher also always used the same strategies in every meeting in class.

Based on the interview done on February 16, 2012, the writer found the problem faced by the teacher and problem solved by the teacher. The problems faced by the teacher included classroom management, student's motivation and student's laziness. The problem solving done by the teacher included, first, she will call the students who made noise and asked them some questions about the material or she order the student who wasnoisy to go out. Second, the teacher gave advices and motivation about the importance of English subject and the importance of improving the vocabulary. Besides that the teacher also had other strategy that is the teacher would give score to the active students. The students also could consult the difficult materials with the teacher out of class. Third, the teacher gave new vocabulary that written in the whiteboard every meeting to improve their vocabulary.

To find outthe strategies used by the teacher at *SMP N2 Bringin Kabupaten Semarang*, the writer did four observations in the class VIII.D. The first observation was done on February 13, 2012 with the material procedure text, the second observation was done on February 16, 2012 with the material procedure text, the third observation was done on February 18, 2012 with the material Narrative text, and the fourth observation was done on February 23, 2012, in fourth observation the teacher used to daily exam. Overall, the teacher always used the same strategies in teaching learning process.

In *SMP N 2 Bringin Kabupaten Semarang*, the variation of strategies to teaching vocabulary was very difficult to be implemented, because the media in this school was very limited. Besides that, students were not accustomed to speaking in English so their vocabulary could not improve. The students also just thought that the importance was to get good scores, and they had limited vocabulary. To overcome this, one of English teachers at *SMP N 2 Bringin Kabupaten Semarang* used several strategies to improve students' vocabulary. The teacher used at least four strategies: memorization, synonym/antonym, translating and fill in the blank.

In general, the researcher concluded the strategies used by the teacher were good because those strategies could make the students more active. Besides that, the strategies that were used by the teacher could make the students interesting to follow the activities. They also had high motivation to be active in joining the lesson in the class. The teacher also had problem solving to solve the problem faced.

6. Conclusion

a. The strategies used by the teacher

In teaching vocabulary at *SMP N 2 Bringin Kabupaten Semarang*, the teacher used four strategies to improve student's vocabulary, there are: memorization, fill in the blank, synonym/antonym, and translating.

b. Problem faced by the teacher

There are three problems faced by the teacher including: classroom management, student's motivation, and student's laziness.

c. The problem solving applied by the teacher

- a. When the teacher got problem in managing the class, she would call the student who made noisy and asked them some question about the Material or she ordered the student who was noisy to go out. So, this made the students was afraid to make noisy.
- b. To solve the problem about the difference motivation of the students, the teacher gave advices and motivation about the importance of

English subject and the importance to improve the vocabulary. Besides that the teacher also had other strategy that is the teacher gave score to the active students. The students also could consult the difficult materials with the teacher in out of class.

- c. To solve the problem about students laziness, the teacher gave new vocabulary that wrote in the whiteboard every meeting to improve students vocabulary.

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