ANALYSIS TEACHERS' STRATEGIES IN TEACHING VOCABULARY AT SMAN 2 LUWUK

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Abstrak

Kosa kata merupakan komponen keterampilan berbahasa, selain itu kosakata merupakan dasar bagaimana siswa dapat berbicara, mendengar, membaca, dan menulis. Oleh karena itu, guru dituntut untuk melaksanakan pembelajaran dan pengajaran kosa kata secara kreatif, sehingga menjadi lebih bermakna untuk menarik minat siswa untuk mempelajarinya. Tujuan dari penelitian ini adalah untuk mengetahui strategi guru dalam mengajar kosakata di SMAN 2 Luwuk dan pentingnya strategi dalam membantu guru bahasa Inggris dalam mengajar kosakata di SMAN 2 Luwuk. Dalam penelitian ini, peneliti menggunakan metode kualitatif dengan desain penelitian deskriptif untuk menjawab permasalahan tersebut. Dalam mengumpulkan data, peneliti menggunakan dua instrumen: observasi dan wawancara. Dalam menganalisis data, peneliti menggunakan beberapa teknik: (1) pengumpulan data, (2) reduksi data, (3) penarikan kesimpulan. Subjek dalam penelitian ini adalah guru bahasa Inggris di SMAN 2 Luwuk. Berdasarkan observasi dan wawancara, peneliti menemukan strategi guru dalam mengajar kosa kata: menggunakan terjemahan, menggunakan gambar, daftar kata, menghafal, isyarat, pengulangan, dan campuran lelucon. Dalam pengajaran kosa kata, strategi ini sangat penting bagi guru. Kesimpulannya, strategi ini sangat membantu guru bahasa Inggris di SMAN 2 Luwuk untuk membuat pembelajaran menjadi lebih cepat, mudah, menyenangkan, dan efektif.

Kata kunci: *Analisis; Kosakata; Pengajaran; Strategi Guru.*

Abstract

Vocabulary is a component of language skills, besides that vocabulary is the basis of how students can speak, listen, read, and write. Therefore, the teacher is required to carry out learning and teaching vocabulary creatively, so it becomes more meaningful to attract students' interest to learn it. The purpose of this research is to figure out the teachers' strategies in teaching vocabulary at SMAN 2 Luwuk and the importance of the strategies in helping the English teachers in teaching vocabulary at SMAN 2 Luwuk. In this research, the researcher used a qualitative method with descriptive research design to address this issue. In collecting data, the researcher used two instruments: observation and interview. In analyzing the data, the researcher used several techniques: (1) data collection, (2) data reduction, (3) drawing conclusion. Subjects in this research are English teachers at SMAN 2 Luwuk. Based on observation and interview the researcher found the teachers' strategies in teaching vocabulary: using translation, using picture, word list, memorization, gesture, repetition, and mixing jokes. In teaching vocabulary, these strategies are very important for teachers. In conclusion, these strategies really help English teachers at SMAN 2 Luwuk to make learning becomes faster, easier, more enjoyable, and more effective.

Keywords: *Analysis; Vocabulary; Teaching; Teachers' Strategies.*

Introduction

English is an international language. It is used by many people in global scope to communicate with other people (Arrasul & Halim, 2021). The English language has an important role. One of the roles is to bridge people around the world in terms of communication internationality. As an international language, which is often used as a means of communication, it is taught in school as a compulsory subject.

English teaching in schools aims to develop students' language skills both orally and written. Skills in English are listening, speaking, reading, and writing skills. The four English skills are a unit that cannot be separated from each other but can only be distinguished. One skill depends on the other skill. The success of learning English is reflected in the ability to convey ideas both orally and written to master these skills, students must have a basic component which is vocabulary.

Vocabulary has an important role and must be mastered in mastering a language, especially English. Vocabulary is all the words that must be remembered and know their meanings. Vocabulary can be interpreted as a list of words that can be understood by someone (Sudrajat & Herlina, 2015). Without mastering adequate vocabulary, students do not only have difficulty communicating but even can communicate at all. Students who have many vocabularies are able to get good score; and enhancing thinking and communication (Nggolaon & Mombilia, 2021).

Seeing the importance of teaching English, in the classroom, not only is the knowledge of an English teachers great but how they can transfer his knowledge with good material. Therefore, in teaching vocabulary, English teachers must use appropriate strategies to attract and to involve students in the process of mastering vocabulary. Based on the preliminary observation, teachers of English at SMAN 2 Luwuk tended to use many types of strategies that help them in teaching vocabulary. Regarding this information, the researchers are interested in making research with the title "Analysis Teachers' Strategies in Teaching Vocabulary at SMAN 2 Luwuk".

Definition of Vocabulary

Vocabulary is an initial lesson for someone, to make it easier to understand and apply a language. Richard and Renandya in Salsabila et al., (2016) state that vocabulary is the basis of language skills for how well students can speak, listen, read and write. It shows, with the vocabulary we can improve language skills. Adding, vocabulary to a language means getting words new could convey ideas and express feelings.

Hiebert & Kamil (2005) state vocabulary is knowledge of the meaning of words. We must understand words to understand language. In addition, (Richards & Schmidt, 2010) define vocabulary as a collection of words that a person knows, learns, or uses. Meanwhile, Joklova in Sitompul (2013) defines that vocabulary is a list of words and their combinations.

From the various opinions of the researchers above, the researcher can be concluded that vocabulary is a list of words as initial learning to understand and improve language skills.

Types of Vocabulary

Some experts have classified types of vocabulary they are, Umah (2013) states that there are four types of vocabulary:
1. Speaking vocabulary
   Speaking vocabulary is the words used when speaking. This is done spontaneously.
2. Listening vocabulary

Listening vocabulary is words that are recognized when someone speaks. Assist by the tone of voice.

3. Writing vocabulary

Writing vocabulary is the words used in writing. The words are stimulated by the author himself.

4. Reading vocabulary

Reading vocabulary is these words obtained when reading something.

Meanwhile, Nation in Siddiqua et al., (2010) also provide four types of vocabulary they are:

1. High-frequency words

High-frequency words are words based on frequency, used these words number around 3000 words.

2. Low-frequency word

Low-frequency word is a word that is considered important knowledge. The words in obtaining are obtained based on student's interests.

3. Academic words

Words often appear in academic texts such as books, notebook articles, and others.

4. Technical words

Technical words are words used in the professional field. This word is based on each field of science.

According to Hiebert & Kamil (2005) two types of vocabulary, there are:

1. Oral vocabulary

Oral vocabulary is all the words that are obtained when someone reads orally or speaks.

2. Print vocabulary

Print vocabulary is a word that a person acquires when writing or reading in the heart.

The Importance of Vocabulary

In our life, whatever we want, we can say or express our feelings. This makes us inseparable from the need for words, which is called vocabulary. Knowing together vocabulary is a basic thing that must be understood before interacting, a person cannot give or receive an idea if they do not have and understand vocabulary well. Rasinski in Sutrisna (2021) says vocabulary is knowledge of the meaning of a word if a person is not able to understand vocabulary then language skills in English will not improve.

Alqahtani (2015) argues that knowing a lot of vocabulary will support our skills in a foreign language. Laufer in Indraswari (2018) also states that vocabulary mastery plays an important role in conveying a foreign language both in writing and orally. Several studies have shown that mastery of a foreign or second language is highly dependent on vocabulary knowledge. Lack of knowledge of vocabulary will be the main problem or obstacle to understanding a language.

Strategies in Teaching Vocabulary

Vocabulary is a component of language skills, besides that vocabulary is the basis of how students can speak, listen, read, and write. Without a large vocabulary and the right strategy to acquire new vocabulary, students are less able to increase their potential. Therefore, the teacher is required to carry out learning and teaching vocabulary creatively, so that becomes more meaningful to attract students' interest to learn it. There are many strategies for teaching vocabulary according to Thornbury (2002):

1. Using Translation

Using translation is one of the means of presenting the meaning of words.

2. Games

Games are fun activities that support student vocabulary.

3. Guessing from Context

One's way of discovering the meaning of new words is based on context.
4. Using Dictionary
   Dictionary use is a manual strategy in teaching strategy. Students open the dictionary when they encounter words that are difficult to understand.
5. Making Task
   Making Task is a student task made by the teacher to remember vocabulary in the long term.

The Importance of Strategies in Teaching Vocabulary

Brown in Fetria (2016) shows that strategy is a specific method for achieving certain goals. Teaching vocabulary is not easy; therefore, teachers need strategies for teaching vocabulary. According to James (2021), there are important strategies to help the teacher in teaching vocabulary to make:
1. Learning easier
   Learning easier is how students easily understand the material given by the teacher.
2. Learning faster
   Learning faster is about how students quickly catch material given by the teacher.
3. Learning enjoyable
   Learning enjoyable is learning to create a learning environment that is full of fun and not boring.
4. Learning Self-directed
   Learning self-directed is learning where students are asked to take responsibility for learning (initiative).
5. Learning effective
   Learning effective is learning that achieves the teacher's goals.

Research Method

Research Design

In this research, researchers used qualitative analysis as a research design to describe phenomena that occur naturally during the changing times. Johnson & Christensen in Sibarani (2017) stated that qualitative research focuses on understanding 'insider perspective' about people and their culture, and this research requires hands-on personal and often participatory contact. So, researchers used qualitative methods to get information and a deeper understanding from the participant's perspective.

In this research, researchers analyzed the data to describe English teachers' strategies in teaching vocabulary at SMAN 2 Luwuk.

Research Subjects

In this research, the researchers want to observe and interview teachers of English at SMAN 2 Luwuk who use strategies in teaching vocabulary. Therefore, the subject of this research is English teachers at SMAN 2 Luwuk.

To take information about the subject in this research, the researchers conducted a pre-observation on the students of SMAN 2 Luwuk, after that the researchers met with the administrative staff to provide a recommendation letter. The researchers had to wait up to a week to research because the researchers needed a recommendation from the headmaster of SMAN 2 Luwuk and the teacher's curriculum. The researchers returned to the school after a week, to meet the vice principle of curriculum. Then she recommended conducting this research.

To continue this research, the researchers met the English teachers at SMA 2 Luwuk and then explained the aims and purpose of the researchers. In the research process, the researchers observed in the student's classroom when the English teacher taught vocabulary to his students. Here the researcher looks at how the teacher teaches. The researchers used an observation checklist in making the observation.

For more in-depth information, the researchers did not only use observation, but also interviewed two English teachers at SMA 2 Luwuk. The researchers gave questions to answer the purpose of this research.

Data Collection Techniques
To conduct this research, the researchers collected data using these techniques:
1. Observation

Observation is the initial way for the researchers to perform this study. With observation, the researchers used an observation checklist to see, analyzed, and observed the process of teaching vocabulary. Observation of the research subjects namely English teachers at SMAN 2 Luwuk. This is done to find out which teachers have strategies in teaching English, especially in teaching vocabulary.

2. Interview

An interview is a way chosen by the researchers in the data collection. The interview was used to get information about the main research. Inside, the researchers asked about the teachers' strategy in teaching vocabulary and know the importance of the strategies used in teaching vocabulary at SMAN 2 Luwuk. Relate to the interview, the researchers conducted the guideline of the interview to focus on the problems of the research.

Data Analysis Techniques

Qualitative data analysis is inductive, namely analyzing based on data obtained. The data analysis technique is a systematic process of collecting data to make it easier for the researcher to conclude. According to Miles & Huberman in Musthachim (2014), the analysis consists of three activity lines that occur simultaneously namely:

1. Data Reduction

The data reduction is the initial stage carried out by researchers after conducting observation and interviews. In this stage, the researcher refers more to the process of selected, focused, simplified, abstracted, and transformation. In this step, data collections are data observation and interviews with the teachers' strategies in teaching vocabulary at SMAN 2 Luwuk.

2. Data Display and Analysis

In the next stage, the researchers continued the result of data reduction, which in general this view is a way of organizing data and action from information guidance from observation and interviews conducted by the researchers. In display data, it was relevant data report between theories and reality about teachers' strategies in teaching vocabulary.

3. Conclusion Drawing

In the last stage, the researcher analyzed the data to determine the results and conclusions from the data obtained in the previous stage through observation and interview. By summarizing the main data, about the strategies used by teachers in teaching vocabulary in SMAN 2 Luwuk. Research questions can be answered through conclusions drawn from the data display.

Findings and Discussion
From Observation Checklist
Observation with teacher 1

Table 1: Observation in Teacher 1 (Item 1)

No	Statement	Response	
		Yes	**No**
1.	English teachers apply strategy in teaching vocabulary Thornburry (2002)		
	a. Using translation	✓	
	b. Games		✓
	c. Guessing From Context		✓
	d. Using Dictionary		✓

		✓
e. Making Task		✓

Table 1 shows that teacher 1 only applied 1 strategy in teaching vocabulary based on theory Thornburry (2002) which is Using translation. Meanwhile, there are also some additional teaching vocabulary strategies used by teacher 1 during the observation period. There are using picture, repetition, gesture, memorization, and word list. These strategies are really helpful for teacher 1, because by applying these strategies, students enjoyed and give respond during the teaching process. Here are the following the table 2:

Table 2: Observation in Teacher 1(Item 2 and 3)

NO	Statement	Response	
	(Observation in teacher 2' class)	Yes	No
2.	Students enjoy the teaching process	✓	
3.	Students give good to respond to the teacher's instruction during the teaching process.	✓	

Observation with teacher 2

The staff administrator also suggests the researchers to meet the teacher 2. The researchers went to teacher room. Then the researchers approached the teacher and discussed about the researcher aim. After discussion, the teacher agreed to do observation to see how the strategies in teaching vocabulary. So, the researchers did observation with teacher 2 in classroom.

Table 3: Observation in Teacher 2(Item 1)

No	Statement	Response	
1.	English teachers apply strategy in teaching vocabulary (Thornbury, 2002)	Yes	No
	a. Using translation	✓	
	b. Games		✓
	c. Guessing From Context		✓
	d. Using Dictionary		✓
	e. Making Task		✓

Table 3 shows that teacher 2 only applied 1 strategy in teaching vocabulary based on Thornburry (2002)which is Using translation. Meanwhile, there are also some additional teaching vocabulary strategies used by teacher 1 during the observation period. There are memorization, word list, and mix language. These strategies are really helpful for teacher 2, because by applying these strategies, students enjoyed and give respond during the teaching process. Here are the following data:

Table 4: Observation in Teacher 2(Item 2 and 3)

NO	Statement	Response	
	(Observation in teacher 2' class)	Yes	No
4.	Students enjoy the teaching process	✓	
5.	Students give good to respond to the teacher's instruction during the teaching process.	✓	

After the researchers collected information through teacher 1 and 2 observations. The researchers take conclusion such in the following table:

Table 5. The Conclusion of observation data (item 1)

No	Statement	Subject	Response Yes	Response No	Notes
1.	English teachers apply strategy in teaching vocabulary	Teacher 1,2	✓		
a.	Using translation	Teacher 1,2	✓		Based on theory Thornbury(2002)
b.	Using picture	Teacher 1	✓		New/ additional finding
c.	Repetition	Teacher 1	✓		New/ additional finding
d.	Gesture	Teacher 1	✓		New/ additional finding
e.	Mix Languange	Teacher 2	✓		New/ additional finding
f.	Memorization	Teacher 1,2	✓		New/ additional finding
g.	Word list	Teacher 1,2	✓		New/ additional finding

Table 5 The researchers conclude that teachers 1 and 2 applied several strategies in teaching vocabulary at SMAN 2 Luwuk. The strategies are using translation, using picture, repetition, gesture, mix joking, memorization, and word list. These strategies really helpful for English teachers at SMAN 2 Luwuk, because by applying these strategies, students enjoyed and give respond during the teaching process. Here are the following data:

Table 6: The Data Conclusion of Observation (Item 2 and 3)

NO	Statement	Subject	Response Yes	Response No
2.	Students enjoy the teaching process	Teacher 1,2	✓	
3.	Students give good respond to the teacher's instruction during teaching process.	Teacher 1 ,2	✓	

From Interview

To get more information, after the researchers made observation, the researchers gave questions to teacher 1 through interview in teacher' room.

Teachers' Strategies in Teaching Vocabulary

a. Using translation

To confirm data, the researchers interviewed the teacher 1 0n Monday, August 30th 2022 in the teacher's room at 02.00 p.m, he stated:

"saya menulisnya di papan tulis dan terjemahanya kemudian siswa menulis kembali."

(I wrote it on the whiteboard and the translation then the students rewrite the word)

Teacher 2 also gave some informations. The researchers interviewed teacher 2 On Monday, August 30th 2022 in the teacher's room at 09.30 a.m, he explained:

"Kata-kata saya tulis di papan tulis beserta terjemahannya dalam bahasa Indonesia."

(All the words I wrote on the whiteboard with translation in Indonesian)

Based on interview results with teachers 1 and 2, the researcher can be concluded that teachers 1 and 2 applied using translation as the strategy in teaching vocabulary.

b. Using picture

To confirm the data, the researchers interviewed the teacher 1 On Monday, August 2th 2022 in the teacher's room at 02.00 p.m, he stated:

"to remember the words, membantu siswa mengingat kata menggunakan gambar."

(Help the students to remember using picture)

 Based on the information given by teacher 1, the researchers can conclude teacher 1 used a strategy in teaching vocabulary that is using picture.

c. Repetition

To confirm the data, the researchers interviewed the teacher 1 0n Monday, August 1st 2022 in teacher's room at 02.00 p.m, he stated:

"saya menyebutkan suatu kata lalu siswa mengulanginya (....)"

(I mention the word several times, I mention a word and then students repeat it).

Based on the information given by teacher 1, the researchers can conclude teacher 1 used a strategy in teaching vocabulary which is repetition.

d. Gesture

To confirm the data, the researchers interviewed the teacher 1 0n Monday, August 30th 2022 in the teacher's room at 02.00 p.m, he stated:

"*to understand the word atau membantu siswa untuk memahami kata melalui gerakan*"

(*To understand the word through gesture*)

Based on the information given by teacher 1, the researchers can conclude the teacher 1 used the strategy in vocabulary which is gesture.

e. Mix Language

To confirm the data, the researchers interviewed the teacher 2 on Monday, August 30th 2022 in the teacher's room at 09.30 p.m, he stated:

"Saya menggunakan bahasa daerah disini (bahasa Saluan) dan menggabungkannya dalam bahasa Inggris agar siswa lebih familiar."

(I used local language and I combined with English language to make student become more familiar)

Based on the information given by teacher 2, the researchers can conclude in teaching vocabulary teacher 1 used the strategy, that is mix joking.

f. Memorization

To confirm the data, the researchers interviewed the teacher 1 0n Monday, August 1st, 2022 in the teacher's room at 02.00 p.m, he stated:

"*To remember the words, saya membantu siswa mengingatnya dengan gambar.*"

(To remember the word, I help students remembering words using pictures.)

Teacher 2 also gives some information. To get that information, the researcher interviewed the teacher 2 0n Monday, August 30th, 2022 in the teacher's room at 09.30 a.m, he explained:

"(....) hal ini dilakukan agar siswa dapat mengingatnya."

 "(….) This is done so that students can remember it."

Based on interview results with teachers 1 and 2, the researchers can be concluded that in teaching vocabulary the teacher uses memorization.

g. Word list

To confirm the data, the researchers interviewed the teacher 1 0n Monday, August 30th 2022 in the teacher's room at 02.00 p.m, he stated:

"Saya menulis kata-kata di papan tulis kemudian siswa menulis kembali."

(I write words on the whiteboard and then the students rewrite the words)

To get that information, the researcher gives interviewed teacher 2 on Monday, August 30th 2022 in the teacher's room at 09.30 a.m, he explained:

"Saya menulisnya di papan tulis dan terjemahanya kemudian siswa menulis kembali."

Based on interview results with teacher 1 and 2, it can be concluded that the teacher used word list as the strategy in teaching vocabulary.

After the researcher collected information through teacher 1 and 2 interviews about their strategies in teaching vocabulary. The researchers can conclude in table:

Table 7: The Data Conclusion of the Interview

No	Strategies	Subject	Notes
1.	Using translation	Teacher 1	Based on theory Thornburry(2002)
		Teacher 2	Based on theory Thornburry(2002)
2.	Using Picture	Teacher 1	New/ additional finding
3.	Repetition	Teacher 1	New/ additional finding
4.	Gesture	Teacher 1	New/ additional finding
5.	Mix Language	Teacher 2	New/ additional finding
6.	Memorization	Teacher 1	New/ additional finding
		Teacher 2	
7.	Word List	Teacher 1	New/ additional finding
		Teacher 2	

Table 4.5 shows that English teachers at SMAN 2 Luwuk applied strategies in teaching vocabulary. The strategies are using translation, using picture, repetition, gesture, mix language, memorization, and word list.

1) The importance of the Strategies in Helping English Teachers in Teaching Vocabulary.

In this research, the researchers did not only to find out the teachers' strategies in teaching vocabulary but also how important the strategy is to help the English teacher in learning vocabulary, so that with this research, the researchers also used interviews, which are as follows:

a. The researchers interviewed the teacher 1 On Tuesday, August 30th 2022 in the teacher's room at 02.00 p.m, he stated:

"(....) cepat memahami."
(faster to understand)
"(....) tidak membosankan."
(no bored)
"(....) mudah dimengerti (....)."
(easy to understand)
"(....) lebih efektif."
(more efective)

Based on the interview result with teacher 1, it can be concluded that the importance of the strategies in helping English teachers in teaching vocabulary is to make learning easier, faster, more enjoyable, and more effective.

b. The researchers interviewed the teacher 2 On Thursday, August 30th 2022 in the teacher's room at 09.30 a.m, he stated:

"(....) efektif."
(efektive)

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"(....) cepat (....)
(fast)
"(....) mudah mengerti (....)"
(Easier)
"(....) menyenangkan"
(Enjoy)

Based on the interview result with teacher 2, it can be concluded that the importance of the strategies in helping English teachers in teaching vocabulary is to make learning easier, faster, more enjoyable, and more effective.

After the researchers collected information through teacher 1 and 2 interviews about the strategies used in teaching vocabulary. researchers can conclude in the table below:

Table 8: The Data Conclusion of the Interview

Utterances (based on theory James, 2002)	Subject
Easier	Teacher 1& Teacher 2
Faster	Teacher 1& Teacher 2
More enjoyable	Teacher 1& Teacher 2
More effective	Teacher 1& Teacher 2
Self-direct	-

Table 8 shows the importance of the strategies in helping the English teachers based on theory James (2002), which is easier, faster, more enjoyable, more effective and self-direct. Meanwhile at SMAN 2 Luwuk in teaching vocabulary the English teachers to make learning easier, faster, more enjoyable, and more effective.

Discussion

The discussion of this research is divided two parts. The first part will discuss the result of strategies in teaching vocabulary. Based on the strategies suggested by Thornburry (2002) in teaching English vocabulary, they are: using translate, games, guessing from context, using dictionary, making task. While based on the results of the data observation and interview, shows There are 7 strategies in teaching English vocabulary at SMAN 2 Luwuk, they are: 1 strategy in teaching vocabulary based on theory Thornburry (2002) which is Using translation and 6 strategies additional in teaching vocabulary namely: using picture, memorize, repeat, word list, gesture, and mix jokes. It shows the teacher's strategies choices are different teachers have different strategies in teaching English vocabulary. This finding was supported by Sabata & Kantala's research (2021), in their research, they found that some English teachers used media in learning process, one of them was pictures. The teacher used the media to make the learning process going smoothly.

The second part is the important strategies in helping teachers to teach English vocabulary. Based on suggested by James (2021), found the importance of strategies in helping teachers to teach English vocabulary, there are: easier, faster, enjoyable, self-direct, and effective. While in this research, the researcher found that strategies make English teachers' learning easier, faster, more enjoyable, and more effective at SMAN 2 Luwuk.

Conclusion

Based on the research finding the researcher then take the conclusion that, the English teachers at SMAN 2 Luwuk applied strategies in teaching vocabulary, namely: 1) using translation 2) using picture 3) repetition 4) gesture 5) mix language 6) memorization 7)

word list. These strategies are very helpful for teachers because they make learning become easier, faster, more enjoyable, and also more effective.

From the conclusion findings presented in chapter four, there are some suggestions: For English teachers, in teaching, teachers will get every student to have the ability, creativity, characteristics, and interest. Therefore, teachers must understand what students need based on their differences. Teachers must use the right strategy, faster, easier, more enjoyable, and more effective in teaching students learning especially in students' vocabulary learning. For other researchers, in this research, the researcher found some strategies applied by English teachers in teaching vocabulary and important strategies in helping English teachers in teaching vocabulary. For other researchers, the researcher hopes that can find the effectiveness of the teacher's strategy and the student's response to the strategies used by the teacher in learning vocabulary.

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