CHAPTER I

INTRODUCTION

A. Background of the problem

The first foreign language taught in schools in Indonesia is English. Nowadays, English is taught in almost every educational level from elementary school to university. Seeing English as an international language, special attention to the English language has been given by Indonesia government. English language and Indonesian language are not related language each other. Because of that there are many terms of English which different from the Indonesian one. This fact sometimes caus difficulty to some Indonesians learner to master the terms of English language and the English language itself. Vocabulary is included the four aspects of mastering the English language (reading, writing, listening, and speaking). Widiati and cahyono said that point out that the success in performing these four language skills essentially dependent on some "language learning ingredient" such as vocabulary, grammar, and pronunciation, which are usually called as language elements. Among these three language elements, vocabulary is the core component of language poficiency and it provides much of the basis for how well learners speak, listen, read, and write.[1]

[1]Cahyono and Widiati. 2006. The teaching of English as a Foreign Language in Indonesia. TEFLIN Journal. San Fransisco State University.

Particularly in education teaching English vocabulary to learners. English teaching and learning are started from elementary, especially vocabulary, the teacher should be creative in choosing the materials and be able to stimulate the student's interest. The teacher needs to use some strategies to support the teaching and learning process. Teaching and learning process are not all the same vocabulary but have differences. For example, in junior high school they are difficult to spell of the word, and how to spell something word, the student can be especially in vocabulary study. Students are children who still like playing, so the teacher is expected to be imaginative and creative in teaching strategy to make the English lesson more exciting.

Vocabulary using to communicate with others. Vocabulary is words have a meaning, people can use the word and the other people can understand the meaning of word. Hornby state that, vocabulary is all the words that a person knows or uses, all the words in a language, list of words with their meanings. It means that vocabulary takes an important part in language to make a language meaningful.[2]

Beside the students must be mastery of four skills the students also have to learn about grammar, spelling, and pronunciation which are taught to support the development of the four language skills. Each skill is related to each other, so the students are demand to learn the four skills well in other they can use the skills

[2] Hornby, A.S. 1995. Oxford Advanced Learners Dictionary of Current English. London.

accurately. These skill are impossible to master welll if the students do not have good vocabulary mastery. It means that it is the essential aspect in learning English. According to Wilkins in Thombury he said that without grammar very little can be convey, without vocabulary nothing can be convey. [3]

Consider the important of vocabulary in the students' learning English, the way of vocabulary is learn by students that can support their language skills should be ensure because it can improve the students proficiency. Oxford states that appropriate language learning strategies result in improved proficiency and greater confidence. The improvement of learners proficiency also deals with how the teachers strategy in teaching, because teaching strategies applied by every teacher who have to be able to improve the students‟ language performance in terms of the four skills.[4]

Teaching vocabulary is one away to improve the students' knowledge to be able to build good grammatical sentence and also teaching vocabulary is one difficult item complement by teacher because many things should be concern and it has to take good handling in order to students can understand what is the vocabulary itself.

Based on the statement above, vocabulary is very important because it is an endless activity, it needs continue in learning. In learning vocabulary does not

[3] Thombury. S. 2002. How to teach vocabulary. Longman: Cambridge University Press

[4] Oxford Dictionary. 2013. The world's most trusted dictionaries. Available in http://Oxforddictionaries.com/definition/English/vocabulary.

merely mean memorize but recognize the meaning to more understand in a context. Most students believe that word-to-word translation is enough to understand in English class but in fact it is more complicated than that because of the factors that influence in mastering vocabulary.

The strategy is a big role in students' mastery of instructional material including vocabulary. The accuracy of strtaegy choosing in language teaching include the most important matter to help the students getting better achievement. According to Sanusi in Iskandar Wassid stated that, "Teaching process aimed at raising human quality as intact pervade cognitiveintellectual dimension, skill and others value"[5].

If the teacher is apply the appropriate and interest strategy the student will stimulate to learn more on it. If we try to notice, things that interest us usually stay in our head longer than things that who find boring. Language teachers, therefore, should be considerable can again a great success in their vocabulary learning. The student will find interesting by using appropriate technique or suitable strategy to learn new vocabulary base on their characteristics. Make students master in English vocabulary depend on teacher how to give motivation to the students while teaching and the most important thing is the strategy of teaching which is using by the teacher in teaching English vocabulary. Having more vocabulary is good for the students in process understanding learning English.

[5] Wassid, I. 2008. Strategy pembelajaran bahasa. Bandung: remaja yosdakarya

Based on the statement above the researcher is interest in finding the right teacher strategies in the process of teaching English vocabulary at MTs.S Nagari Binjai. The researcher chose that school for the research because it was close to the researcher's house. The researcher is entitle: An Analysis of Teacher's Strategies in Teaching Students' Vocabulary Mastery at 7th Grade MTs.s Nagari Binjai.

B. Identification of the problem

Based on the background problem, the researcher identifies 3 problems in teacher's strategies vocabulary mastery:

1. The students get some problems with their vocabularies such as not undertanding the meaning of words.
2. The students difficult to remembering vocabulary after they are learn.
3. The students difficult to spelling the vocabulary when they are learning.

C. Limitation of the problem

This research limite to focus on teaching English vocabulary strategy used by the teacher.

D. Formulation of the problem

Refers to the limitation of the problem above can be formulated the problem as follows "What are the strategies used by the teacher in teaching students' vocabulary mastery?

E. Purpose of the research

Based on the problems formulated above, this research aim at finding out the teacher's strategies in improving students' vocabulary mastery of junior high school in MTs.S Nagari Binjai.

F. Significance of the research

1. For the teacher, as material that can be used in teacher's strtategies in teaching learning.
2. For the researcher, the researcher can help the teacher in teaching learning with finding the best strategies in teaching.

G. Definition of key terms

To avoid misunderstanding the term of the definition, it is important to define the term use in this research.

1. Vocabulary, vocabulary is words have a meaning, people can use the word and the other people can understand the meaning of word.
2. Strategy, The strategy is a plan or policy designed to achieve a goal. Thus, the strategy refers to approaches that can be used by teachers to achieve a goal.
3. Teacher's strategy, Sanjaya said that teacher strategy is a component of the strategy or method that also has a crucial function. However complete and detail of other components, without being implemented through appropriate strategies, the components, will have no meaning in the process of achieving

goals. Therefore, every 6 teacher needs to understand both the role and function of methods and strategies in the implementation of the learning process.[6]

[6] Sanjaya, W. 2006. Strategy pembelajaran; berorientasi standar proses.

CHAPTER II

REVIEW RELATED LITERATURES

A. Review of related theories

1. Teaching vocabulary

a. Definition of vocabulary

As the second foreign language learning, the students are asked to have many vocabulary. Vocabulary is the mount of word that help students to convey their thought. Vocabulary is the the total number of words in a language.[7] All the words known to a person or used in a particular book, subject, etc. this means that vocabulary very important component in learning language. Hence, people will not to be able to communicate without vocabulary.

Vocabulary is an important subject to study in English. It can support the four language skills. Vocabulary is also important factor that influence the language practice as means of communication. In line with Xu and Pan, vocabulary is the most important element in learning well a foreign language as one of three basic parts (phonetics, vocabulary and grammar).[8] Moreover, Fauziati said that vocabulary is a central to language and critical

[7] Hornby, A.S. Oxford Advanced Learner's Dictionary of Current English. London: Oxford University Press

[8] Pan. Qi and Xu. Runjiang. (2011). Vocabulary Teaching in English Language Teaching. Finlandia: Academy Publisher

important to typical language learner. Without a sufficient vocabulary, one cannot communicate or express his idea both in oral and written form[9]. So that, the students have to mastered the vocabulary to help them communicate each other in English.

Based on the statement above, the researcher know that vocabulary is factor that support for the students to master in leaning. And also vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.

2. Principle of teaching vocabulary

According to Nunan in Aim there are four principles for teaching vocabulary:

a. Focus on the most useful vocabulary first.

Some words can be used in a wide variety of circumstances. Other has much more limited use. Teaching useful vocabulary before less useful vocabulary gives learners the best return for their learning effort. The most useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading, or writing or whether they use the language in formal and informal situations.

[9] Fauziati, Endang. 2010. *Teaching English as a Foreign Language* (TEFL). (Surakarta: PT.Era Pustaka)

b. Focus on the vocabulary in the most appropriate way.

This principle looks at how the students should be taught and learned. Teachers need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

c. Give attention to the high frequency words across the four strands of course of a course.

High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study andshould be met and used in communicating messages in listening, speaking, reading, and writing high frequency vocabulary should also be fluently accessible for receptive and productive use.

d. Encourage learners to reflect on and take responsibility for learning.

It is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their own learning, that requires (1) knowledge of what to learn and the range of options for learning vocabulary, (2) skill in choosing the best options, and (3) the ability to monitor and evaluate progress with those options.[10]

According to Nation there are six principles in the teaching vocabulary: (1) keeping teaching simple and clear without any complicated

[10] Nunan, D. 2003. Practical English Language Teaching. Singapore: Mc Graw-Hill Company

explanations, (2) relating present teaching to past knowledge by showing a pattern or analogies, (3) using both oral and written presentation, (4) giving most attention to words that are already partly known, (5) telling learners if it is a high-frequency word that is worth noting for future attention, and (6) not bringing in other unknown or poorly known related words like near synonyms,opposites, or members of the same lexical set.[11]

3. Teacher's strategies in teaching vocabulary

a. Strategies in teaching vocabulary

When the learning process teachers should be creative in teaching to produce better results. In fact, students in the class, the teacher must make decisions about how to manage the class or even to teach the material. There are many language methods, but teach in front of the class depending on the teachers themselves or their techniques in teaching.

There is expert proposed strategies in teaching vocabulary by Anuthama, he devided the strtaegy into 3 ways:

1. The Ripple Effect

According to Sweetser a polysemous word usually has a core meaning and all the other meanings come from it by means of a metaphor. The word-meaning expansion works like a ripple, which

[11] Nation, P. 2005. Teaching vocabulary. Asian EFL Journal.

starts from a centre and extends outward. The centre or the core may denote a physical entity in the material world with a clear focus. This is extended to refer to other physical entities which it resembles. Finally, its meaning may be broadened to abstract ideas by a metaphor.

a) Application in teaching

The Ripple Effect can be tried very well with the tertiary level learners. The teacher can help learners understand that the majority of English words have more than one meaning. These meanings of a word are often related. There is almost always a core meaning with all the other meanings coming from it and with the help of imagination and association the meanings can be linked together. The teaching concept used in this strategy is to make teaching methods in the form of diagrams.

b) Benefits of ripple effect

Teachers find the Ripple Effect strategy a powerful one in vocabulary comprehension, retention and production. Learners learn how to make associations and use their imagination in the Journal of learning process. It enables learners to understand a word better. The diagramming can illustrate not only many meanings of a word, but also the links between those meanings. When selected carefully, it can also demonstrate collocations and idiomatic usages.

Through the links provided in a diagram, learners will more easily understand an abstract or alien concept. It is also helpful in fostering the target-culture awareness. Metaphorical thinking and language use are universal, but the actual associations are culture-specific. The method makes this very clear.

In the classroom application of this method, diagramming can be made simpler. When the students once get familiarised with the concept, what is needed is that just activating the imagination.

2. Teaching vocabulary in colour

Another useful method in teaching vocabulary involves the use of colour. This methodology has been tested by Gnoinska an English teacher working at the Teacher Training College in Sosnowiec, Poland. The classroom research conducted by her using colour to teach vocabulary gave fruitful results. According to her, colours have a tremendous influence on human health and psyche. Lack or overabundance of certain colours can cause physical or emotional disorders. Exposure to colour vibrations is used in the treatment of a number of diseases and mental problems. The colour of the classroom walls, curtains or even the colour of the teacher's clothes can either soothe or irritate learners. Colour is also an important tool in visual thinking. It separates ideas so that they can be seen more clearly. It

stimulates creativity. Colour captures and directs attention. Even conventionally outlined notes can benefit from colour coding; maps, cluster maps, mandalas and most expressive drawings are considerably more effective in colour by Williams.

a. Using colour to teach vocabulary

It is a well known fact, "Tracing a picture of the definition produces better recall than writing the definition and creating one's own visual image is more effective than tracing" Wittrock. Using colour in a number of ways produces similar results. Learners concentrate better, spending more time processing a word and find learning more interesting and pleasant. Colour is useful in learning and revising, as well as making learners and teachers become aware of the ways in which they should approach certain tasks.

Coloured chalk or pencils can be used for learning spelling and pronunciation, for remembering the word's grammar, for teaching semantic categories and word differences, for learning morphology and for drawing learners' attention to words and for stimulating discussions.

b. Benefits of teaching vocabulary in colour

Colouring words helps learners to concentrate on the task and extends the time and attention learners give to each word to be

learnt. Underlining words or decorating them with coloured pencils is an activity no student can get wrong and the feeling of success is extremely encouraging for all learners. Texts and exercises coloured with pencils look more familiar or personal to learners and are much easier to work with, than clean texts while revising the material.

c. Classroom practice

We could use coloured chalk or pencils to practise pronunciation. Example:

1. /p/ - put, cap, price
2. /k/ - cat, maker, back
3. /b/ - bat, cabin, tub
4. /d/ - dog, bird, dry
5. /m/ - man, famous, game

We could mark stressed syllables in words.

Example: De- mand pre- tend a-llow impor-tant pro-mo-tion in-sin-cere.

We could mark concrete nouns in one colour and abstract ones in another.

Example: Agent freedom candidate liberty reporter joy informer death

We could use different colours to identify countable and uncountable nouns, transitive and intransitive verbs and mark different parts of speech.

Countable and Uncountable nouns:

Example: Student, milk, book, rice, table, ice, pen, coffee, man, ink, camera, money.

Transitive and intransitive verbs:

Example:

- He sold his bike.
- He sat in the chair
- Vijay cooked a nice meal.
- I slept very well

Different parts of speech:

Example:

- Delhi is the capital of India.
- They wait for the bus daily.
- I can speak the regional language of the place.
- They lived happily.

We also teach semantic categories and word differences by underlining all words in a text connected with a given topic with a coloured pencil. We could mark adjectives, with positive and negative meanings, with different colours and underline synonyms or antonyms of certain words. We could also practise morphology by means of colouring all prefixes and suffixes in a passage and underlining the stems of given words.

3. The word wall approach

The Word Wall provides opportunities for multiple exposures to lexical items. It encourages learners to make connections between new and known words. It can be used in response to meaningful contexts or to build relevant contexts around new words. Equally important, the Word Wall promotes active learner involvement, a key to effective learning in general.

According to Green the Word Wall Approach was originally designed to develop vocabulary learning skills and to internalize new vocabulary items. Green literally surrounded his learners with words using a set of word-filled wall panels, each with a different background colour corresponding to a different curricular objective such as phonic elements, word form classes and grammatical forms and spelling

patterns. The ever-present “walls of words” became an integral part of his (Green) classroom.

a. Benefits of word-wall approach

The walls of words were not used as the only instructional tool for vocabulary development in his classroom. Learners consulted the Word Wall as a Thesaurus and spell-check during writing assignments. They used it as a resource during language development lessons. Specific lessons and competitive games were devised around the Word Wall to encourage the development of vocabulary learning strategies. [12]

According to Zineb Djoub there are some alternative strategies in teaching vocabulary. These strategies are:

1. Word wall

To help your students get more engaged in vocabulary development, you need to nurture *word consciousness*. This means raising students’ awareness of, and interest in all sorts of words and their meanings.

[12] Anuthama. 2010. Strategies for teaching vocabulary

2. Word box

Word Box is one of the strategies for teaching vocabulary. This is a weekly strategy that can help students retain and use words more effectively.

Students select words to submit to the word box on Friday. These are words they find interesting or ones they want to understand better. They either use the word in their own sentence or take the same sentence where this word was found.

3. Vocabulary notebooks

Ask your students to maintain vocabulary notebooks throughout the year where they write the meaning of the new words.

You can introduce a new word each week and work together with students to explore its meaning. Then, ask them to sketch a picture to illustrate the word and present their drawings to the class at the end of the week.

4. Semantic mapping

These are maps or webs of words that can help visually display the meaning-based connections between a word or phrase and a set of related words or concepts.

Teach your students how to use semantic mapping. Pick a word you intend to explain, draw a map or web on the board (or on Zoom

whiteboard or any digital tool in case you're teaching online) and put this word in the centre of the map. Then, ask students to add related words or phrases similar in meaning to the new word.

5. Word cards

Word cards can help students review frequently learned words and so improve retention.

On one side of the card, students write the target word and its part of speech (whether it's a verb, noun, adjective, etc.)

6. Word-learning strategies.

a) Using word parts

Breaking words into meaningful parts facilitates decoding. So, studying words' parts can help students guess the meaning of new words from context. There are three basic ways that word parts are combined in English: prefixing, suffixing, and compounding. Teach those parts. But, focus on the most occurrent ones.

b) Asking questions about word

Knowing a word means knowing about its many aspects: its meaning(s), collocations, grammatical function, derivations, and register. So, you can encourage your students to explore a new word's meaning(s) by asking them to address detailed questions about those features and answer them.

c) Reflecting.

When students learn new words it does not necessarily mean they'll use them. Students may avoid using words in writing because they are unsure of the spelling. When they speak, they may not be willing to use certain words as they roughly understand them in context. Encouraging students to self-assess their knowledge of each new word they learn can help them focus on areas needing practices. Here is an example of a self-assessment scale students can use.[13]

Based on the explanation above theory, the researcher concluded that in general the two theories have the different view of the strategies in teaching English vocabulary. However, more researcher more agree and like the first theory is the theory described by Anuthama, there are some alternative strategies in teaching English vocabulary can be grouped into 3 sections. Researcher assumption that, the theory said to be complete and clear. While the second theory is the theory described by Zineb Djoub, divided into 6 type strategies. In general, grouping divided by Zineb Djoub has a corresponding function, but is done hey have not been prepared especifically.

B. Review of realted studies

There are few previous studies conducted to observe the teaching and learning vocabulary. Basically this research has similarity which concern on

[13] Djoub, Z. 2021. Six Effective Strategies for Teaching Vocabulary.

teaching vocabulary, the different between their researchers can be seen from what aspect that researcher studies. In this research the researcher want to analyze the teacher's strategies in teaching vocabulary mastery at 7th Grade MTs.S Nagari Binjai.

Lia Fitriani (2021) "The Teacher's Strategies in Teaching Vocabulary at The Eleventh Grade Students of SMA.N 1 Banyumas Pringsewu in The Academic Year of 2020/2021". The research was aimed to investigate the teacher's strategies on teaching English vocabulary at eleventh grade of SMA N 1 Banyumas. This research used a qualitative approach with descriptive research design to address these problems. In collecting the data, the researcher used some techniques, namely (1) observation, (2) interview, and (3) documentation. In collecting the data, the researcher did some techniques, namely (1) observation, (2) interview, and (3) documentation. The researcher found that there was when a teacher English vocabulary, she or he must use appropriate teachers strategies to improve student's vocabulary mastery.

Juwita (2019) "Improving Young Learners Vocabulary Mastery by Using Total Physical Response with Object (Tpr-O) Technique". This purpose of the research the purpose of this study is to find out the use of TPR with objects that can improve students' mastery of vocabulary. Data collection methods used in this study include observation, test and documentation. The researcher found that TPR with effective objects to increase student vocabulary.

Nurhayati (2018) “The Teachers’ Strategies in Teaching English Vocabulary at SMPN 6 Kota Jambi Academic Year 2018/2019” the research was aimed to find out the strategies of English teachers at SMPN 6 Kota Jambi in teaching English vocabulary. The method used in this research is qualitative methods. The data are collected through observation and interview sheet. The researcher found that from observation and interview result is different teachers’ strategies when teaching in the class.

Based on the above reasearch, the researcher concluded that the teaching strategy important for the teacher when teaching. Especially for students because easily for students to understand the learning process. Basically researcher have in general with previous researchers. Among the similaraty of strategies use by the teacher, that memorization and translating. The teacher’s strategy used is good because the strategy can make the students more active and dicipline and the different is only instrument.

BAB III

RESEARCH METHOD

A. Design Of the research

The type of this research is descriptive qualitative research. Generates data that describe who, what, and where of events or experiences from a subjective perspective. The purpose of this research is to find the quality that cannot be measured by numbers. A qualitative research approach is an approach to research inquiry, concerned with the subjective assessment of feelings, opinions, or behaviour to explore and understand the meaning an individual or group attributes to techno-socio-environmental or human challenges, expressed by the quality of something[14]

According to Sugiyono states that qualitative research is the main instrument, but then after it became clear research focus, then it is likely to develop a simple research instrument which is expected to complete the data and compared with the data that has been discovered through interviews. The researcher will plunge into the field himself, doing data collection, analysis and make conclusions.[15]

[14] Patricia Leavy, '.Research Design Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches

[15] Sugiyono. 2007. Metode Penelitian Pendidikan: Penelitian Quantitatif, Qualitatif, dan R&D.Bandung.Alfabeta.

Based on the statement above, researcher concluded that in qualitative research where the problem is initially unclear and incomplete, then that becomes the instrument is the researcher. However, after the problem study is clear, instruments can be developed using data measuring instruments such as observation sheet and interview guidline.

B. Research setting

In this research will conducted in MTs.S Nagari Binjai at 7th grade as the subject of research.

C. Subject of research

In this research, the researcher get from one teacher. Researcher also use seven class to observe directly how the English teacher performed with using appropriate strategies that will be taught the material.

D. Technique of data collection

In this research, the researcher collected data using observation sheet and interview guidline. According to Sugiyono stated that in qualitative research, primary data collection techniques is observation and interview. It should be noted that the technique of collecting data by observation, it is worth noting what is observed, if the interview, to whom will conducted the interview.[16]

[16] Sugiyono. 2007. MetodePenelitianpendidikan: PenelitianKuantitatif, Kualitatif, dan R&D. Bandung. Alfabeta.

1. Classroom Observation

Observation is a kind of activities in action research that enable researchers to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur.[17]

2. Interview

Interview is a commonly used research genre across disciplines. In general, interview methods use conversation as a learning tool**.** People are naturally conversational, and so interview methods draw on something people are accustomed to participating in, even if not typically in formal setting. As a research method, an interview is an event that is likely preplanned. In order to prepare for data collection, researchers create interview guides that range from a list of general lines of inquiry or themes they intend to cover to detailed lists of open-ended questions. In the most inductive studies, interview guides provide general lines of inquiry, perhaps peppered with a few questions in case you get stuck.[18]

E. Technique of data analysis

After collecting the data using instruments stated above, the researcher analayses the data by using produce as follows:

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[17] Burns, Anne. 1999. Collaborative Action Research for English Language Teacher. Cambridge University Press

[18] Leavy, Patricia. Research Design: Quantitative, Qualitatie, Mixed Methods, Arts-Based, And Community-Based Participatory Research Approaches

1. Make a list of interviews.
2. Conducting interviews to English teacher about strategy in teaching vocabulary.
3. The strategy will be analyze and expalain into descriptions and discussion.
4. Finally, the conclusion and suggestion will be drawn.

To analyze the data the researcher need to go through some steps that are data reduction, data display, conclusion drawing or verification.

1. Reduction data

   Data reduction use for collecting the data from observation and interview. In this section the researcher focused on the important data that could easy. The data support the researcher findings taken by the researcher.

2. Display

   In data display, the researcher analyze the result from observation and interview. After that the data will organized and arranged in pattern so that they will be understand easily. The researcher would mark which data that support the findings that answer the first problem statement and so on.

3. Conclusion drawing /verification

The last step to analysis the data in qualitative research conclusion drawing or verification. It used to describe all of the data so that it will become clearly.[19]

[19] Miles, Mathew B. Michael, A Huberman. 1994. Qualitative Data Analysis: An expanded Sourcebook. California SAGE Peoduction inc.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The presentation of data and research findings are presented in this chapter based on data collected during the observation and interview. It involves about several strategies in teaching vocabulary mastery used by the teacher in teaching learning.

1. Interview result

In this finding the researcher collected data based on the interview result. To answer the research questions. In July 25-26th 2023 the researcher conducted the interview by using recording through phone. The researcher provide some questions the number of the questions are 6 and all of them are open-ended questions because the researcher want to get the detail data.

Teacher A

Researcher: What does the strategy that Mr/Mrs used for students easily understand the topic of learning?

Teacher A: Brainstorming, because I thinks that, this strategy make the students interesting for learning English and the students imagine that the word they want to say. So I think this strategy is good to use because this strategy easily to invited the students in the learning vocabulary.

Vocabulary notebooks, because use this strategy make the students easily to remember the learning before.

Researcher : How does the motivation that Mr gives for students affect the learning process?

Teacher A : Actually when I teach the students. I will invited them when the learning. And talk to them about learn English is important.

Researcher : How does the strategy that Mr used to introduce the new vocabulary in teaching?

Teacher A : Actually, because of the students lack of vocabulary. For the first time I'll give the students the new vocabulary related about the topic. After I give the students some vocabularies related learning before and after that invited the students to remembering that vocabulary.

Researcher : How did the explanation that Mr used to the students know about the topic of the learning?

Teacher A : Related about the topic (feelings) I explained the topic using body language.

Researcher : How does the instruction that Mr gives for students to be able to do exercises correctly?

Teacher A : In the beginning process teaching learning I explained about the topic (part of speech) first untill the students understand, when the

students get the point about the topic, and then I gives the students assignment.

Researcher : How does the clue that Mr gives for students easily to understand the new vocabulary?

Teacher A : About the clue, for the first when I give the students new vocabulary in learning process, I invited the students when teaching learning process using Indonesian language.

Teacher B

Researcher : What does the strategy that Mrs used for students easily understand the topic of learning?

Teacher B : Using guessing meaning of the word, memorizing, dictionary, and vocabulary notebooks.

Researcher : How does the motivation that Mrs gives for students affect the learning process?

Teacher B : The motivation I give for the students I said that “don’t be afraid to studying English” and I support them with gives the students some role plays “game puzzle” related the topic. And I using media realted of the topic when explained.

Researcher : How does the strategy that Mrs used to introduce the new vocabulary in teaching?

Teacher B : The strategy I use in teaching process to give some new vocabulary is I give the synonim of word related about the topic the students learn. For example: “Good afternoon = good day”

Researcher : How did the explanation that Mrs used to the students know about the topic of the learning?

Teacher B : To explain about the topic material in the teaching process I use some method, the method is ice breaking. In the learning process I invited the students to remembering the lesson that learn before.

Researcher : How does the instruction that Mrs gives for students to be able to do exercises correctly?

Teacher B : The instruction I use in the teaching learning process I give some instruction related to the topic and I usually asked the students to conclude the topic learning in their book.

Researcher : How does the clue that Mrs gives for students easily understand the new vocabulary?

Teacher B : I give some clue for students like brainstorming, and I asked the students to identify what the meaning of word that I give.

Based on the interview above with English teachers at 7^{th} grade MTs.S Nagari Binjai, the results clearly show that the results of the interview to get data

in accordance with the observation for 2 days in two meetings. English teachers are always preparing used strategies when teach in the class. English teachers always make its own and plan the right strategy is used according to ability of students in class to become active in the class.

Teachers create and plan the learning material accordance with aspects contained in the lesson plans that have been made previously, because English teachers utilize these strategies to achieve the learning objectives that have been made in the lesson plans, the teachers also must adapt to aspects or skills contained in the RPP, aspect or skill is speaking, listening, reading and writing. In addition, the result of the interview, the teacher said that the strategy used must also comply with the learning materials, student characteristics and abilities of students, with the goal to facilitate students in understanding the message and the information submitted by teachers.

Then, from the result of interviews with English teachers, teachers always consider strategies that will be used when teaching in accordance with the ability and characteristics of the students, to encourage and make students become more active in the classroom. Teachers are always trying to make the students to love learning English, because there are some of students which difficult to understand the English language lessons.

The strategy used by English teacher in teaching English vocabulary, namely: brainstorming, vocabulary notebooks, guessing meaning, memorizing and

using dictionary. English teacher said that the strategy of teachers in teaching English vocabulary is used as a source for encourage students more active and creative in the English vocabulary mastery, teachers do not want to make the students become passive in the classroom for fear of not understanding the English language lessons. English teachers feel that the strategies used when teaching help students understand English vocabulary and ability to be better.

B. Discussion

Based on research findings the researcher found that teachers used several strategies to teach vocabulary mastery. The researcher will discuss the findings from interviews that have been presented in previous chapters that concern to teacher's strategies in teaching vocabulary mastery at 7th grade MTs.S Nagari Binjai.

1. Teacher's A strategies in teaching vocabulary mastery.

Based on the way the teacher teach in teaching English, it can be said that based on the strategy used, the teacher uses the brainstorming and vocabulary notebooks in teaching vocabulary. The teacher explains the lesson with invited the students while learning process and the teacher giving example related the topic with body language because the teacher learn about feelings. And then the teacher asked the students to make some notes in their book.

Almost all students can enjoy with strategies used by teacher, but when teacher asks the students to say about the meaning of words by themselves,

some of students not really can they still need helps from the teacher to explain about topic again because they cannot understand the meaning of word. To anticipate this situation, the teacher should be creative motivating students to learn English in learning class.

2. Teacher's B strategies in teaching vocabulary mastery

Teacher B uses guessing meaning of the word, memorizing, dictionary, and vocabulary notebooks in the learning process. Teacher's use this strategies to facilitate the learning process in the class and make students to easily understand about the topic of learning.

While the learning process the teacher start the lesson with brainstorming strategy, this strategy make the students easily to understand about the clue the teacher gives, and then the teacher invited the students to present in front of the class and talk with their friend related to the topic. After that the teacher invited the other students to write in the whiteboard about meaning of the word the teacher give related to the topic.

Teacher invite students to master in vocabulary by memorizing some vocabulary every meet up. And from the ways of teacher to teach vocabulary is more effective cause students learning while playing so the students comfortable and interesting to learn English.

The teacher always asks students to translate each word using a dictionary when students do not know the meaning. Students must study

independently and study hard because teachers can only carry out limited strategies in teaching students online by translating words using a dictionary at home to maintain and improve students' vocabulary mastery

From interview, teacher makes the lesson being fun strategies used by teacher can write in the whiteboard and ask students to gesture the words in front of the class because students can be more creative and easy to memorize words to mastery of English vocabulary by gesture.

Vocabulary is more important cause without having good mastery in vocabulary students will feel difficult to make a sentence and speak with each other. That’s why teacher always give some vocabulary and asked students to memorize it cause vocabulary have an important rules in English learning.

BAB V

CONCLUSION AND SUGGESTIONS

This chapter provides conclusion and suggestion related to teacher's strategies in teaching English vocabulary at 7th grade MTs.S Nagari Binjai with two teachers.

A. Conclusion

After analyzing the data, the researcher draws several conclusion as follows:

1. The result of observation data indicates that there are some strategies used by teachers in English class. Strategies used by teachers in teaching English vocabulary mastery are brainstorming, vocabulary notebooks, guessing meaning, memorizing, and using dictionary. The teachers uses the strategy in accordance with lesson that will be learned with students.
2. Some strategies of teaching English vocabulary mastery are very useful for teachers when teaching, because with these strategy teachers can know the limits and characteristics of the students.
3. Teachers can make students become active in following lesson is teachers which successfully use the strategies in teaching English vocabulary mastery, while the teacher can't build an exciting atmosphere in the class, make students become afraid do not understand the lessons give by teachers. Although, for a teacher which used strategies in teaching English vocabulary to students, but all the time teach does not correspond with the result achieved.

B. Suggestions

After analyzing the data and making conclusions, researcher gave suggestion related to teacher strategies in teaching English vocabulary mastery at 7th grade MTs.S Nagari Binjai.

1. English teacher may use more than one strategy in English class, uses the variety of strategy, so the English class will not be bored for students. Students will be enjoy and interesting to learn English cause the strategy for teachers is interested them to learn.
2. The English teacher also suggested being more creative, developing and varying their strategies in teaching English vocabulary mastery and have others strategy when students need helps for the teacher.
3. Teachers should explain to students the benefits of learning English vocabulary before teach. With the aim to determine benefits students' mastery English vocabulary mastery for students, so that students become interested in participating in English class.
4. Teacher should observe developing the students' ability in learning English vocabulary, so that teacher know the students mastery in learning vocabulary mastery.

APPENDICES

Appendix 1

RESEARCH GUIDELINE

Variabel	Sub Variable	Indicators	Description	Instrument
Teaching Strategy	Strategies in Teaching Vocabulary Mastery (Arikunto, 2010)	Motivated New vocabulary Warms up Students centered Task Closed	1. The teacher gives motivation for the students before learning. 2. The teacher provides new vocabulary for students before learning. 3. The teacher warms up students before learning, such as asking questions related to the learning topic to be discussed. 4. The teacher invited students in the process of explaining learning topics and writing them at the whiteboard. 5. The teacher asks students to ask question related to the topic of learning. 6. The teacher give exercises for the students related to learning topics. 7. Teacher concludes the material of teaching.	Observation sheet and Interview questionare

Apendix 2

Question of interview

INTERVIEW

1. What does the strategy that Mr used for students easily understand the topic of learning?
2. How does the motivation that Mr gives for students affect the learning process?
3. How does the strategy that Mr used to introduce the new vocabulary in teaching?
4. How did the explanation that Mr used to the students know about the topic of the learning?
5. How does the instruction that Mr gives for students to be able to do exercises correctly?
6. How does the clue that Mr gives for students easily understand the new vocabulary?

Apendix 3

Pertanyaan wawancara

WAWANCARA

1. Apa strategi yang bapak/ibuk gunakan supaya siswa dapat mudah memahami pembelajaran?
2. Bagaimana cara bapak/ibuk memotivasi kembali siswa ketika proses pembelajaran?
3. Bagaimana cara bapak/ibuk meperkenalkan kosa kata baru dalam pembelajaran vocabulary?
4. Bagaimana cara bapak/ibuk menjelaskan agar siswa tahu tentang topik pembelajaran yang akan dipelajari?
5. Bagaimana cara bapak/ibuk memberikan arahan agar siswa mampu mengerjakan tugas dengan baik dan benar?
6. Bagaimana cara bapak/ibuk memberikan clue kepada siswa supaya mereka mudah memahami kosa kata baru.

NO	QUESTION	ANSWER	
		Teacher 1	Teacher 2
1	What does the strategy that Mr/Mrs used for students easily understand the topic of learning?	Brainstorming, and vocabulary notebooks.	Using guessing meaning of the word, memorizing, using dictionary, and vocabulary notebooks.
2	How does the motivation that Mr/Mrs gives for students affect the learning process?	Actually when I teach the students. I will invited them when the learning. And talk to them about learn English is important.	The motivation I give for the students I said that "don't be afraid to studying English" and I support them with gives the students some role plays "game puzzle" related the topic.
3	How does the strategy that Mr used to introduce the new vocabulary in teaching?	Actually, because the students lack of vocabulary. For the first time I'll give the students the new vocabulary related about the topic.	The strategy I use in teaching process to give some new vocabulary is I give the synonim of word related about the topic the students learn. For example: "Good afternoon = good day"
4	How did the explanation that Mr/Mrs used to the students know about the topic of the learning?	Related about the topic (feelings) I explained the topic using body language.	To explain about the topic material in the teaching process I use some method, the method is ice breaking. In the learning process I invited the students to remembering the lesson that learn before.
5	How does the instruction that Mr/Mrs gives for	In the beginning process teaching	The instruction I use in the teaching

	students to be able to do exercises correctly?	learning I explained about the topic (part of speech) first untill the students understand, when the students get the point about the topic, And then I gives the students assignment.	learning process I give some instruction related to the topic and I usually asked the students to conclude the topic learning in their book.
6	How does the clue that Mr/Mrs gives for students easily understand the new vocabulary?	About the clue, for the first when I give the students new vocabulary in learning process, I invited the students when teaching learning process using indonesian language.	I give some clue for students like brainstorming, and I asked the students to identify what the meaning of word that I give.

Apendix 4 Question of the interview result

Apendix 4

Observation Checklist
Teacher A

No	ASPEK PENGAMATAN	HASIL PENGAMATAN		CATATAN
		YA	TIDAK	
1	Teacher gives the motivation for the students before start learning.	✓		
2	Teacher gives new vocabulary for the students while learning process	✓		
3	Teacher warms up students before learning.	✓		
4	Teacher invited the students in the process of explaining learning topic teaching.	✓		
5	Teacher asked the students to ask question.	✓		
6	Teacher gives the task related to the topic learning.	✓		
7	Teacher concludes the material of teaching.	✓		

Apendix 5

Observation Checklist
Teacher B

No	ASPEK PENGAMATAN	HASIL PENGAMATAN		CATATAN
		YA	TIDAK	
1	Teacher gives the motivation for the students before start learning.	✓		
2	Teacher gives new vocabulary for the students while learning process	✓		
3	Teacher warms up students before learning.	✓		
4	Teacher invited the students in the process of explaining learning topic teaching.	✓		
5	Teacher asked the students to ask question.	✓		
6	Teacher gives the task related to the topic learning.	✓		
7	Teacher concludes the material of teaching.	✓		