

Teacher's Strategies In Teaching English Vocabulary at SMPN 1 Tanjungpinang

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Abstract

The purpose of this study is to outline the methods that educators employ when instructing students in language. Qualitative descriptive research examines information gathered from English teachers' interviews. Considering the outcomes, inferences regarding the teacher's tactics have been drawn from the interviews. The instructors that are employed include: (1) Game Use: Teachers play games like "scramble for word meaning," look for synonyms and antonyms, and translate terms in English. (2) Using a Student Ability Level-Based Approach Three groups of students are formed: Low-level: To encourage interest in English, learning is made more enjoyable and participatory. High and medium level: a more somber strategy with difficult assignments and minimal gameplay. (3) Making Vocabulary Development a High Priority Teachers are aware that students' inadequate vocabulary is the biggest barrier to learning English. In order for pupils to be prepared for a higher level of learning and comprehend the material more readily, the emphasis is placed on vocabulary development. (4) Technology Utilization: Worksheets and Quizizz are examples of digital media that are used to add variety and interest to learning. (5) Language Approach: Teachers aid pupils in understanding concepts by selecting simpler terms, offering synonyms, or supplying equations in Indonesian. (6) Rewards as Motivation: Students are encouraged to compete and learn more enthusiastically by receiving the reward.

Keywords: Teaching Vocabulary, Teaching, Strategies

1.Introduction

Vocabulary acquisition is crucial for language learners, as it facilitates comprehensive communication. Research highlights the significance of vocabulary in language skills, including speaking, where limited vocabulary hinders effective expression (Fauziati, 2008: 149). Vocabulary mastery encompasses both receptive and productive vocabulary, requiring motivation, interest, and strategic instruction.

Vocabulary acquisition is undeniably crucial and foundational for language learners, as it forms the bedrock of effective communication. Without an adequate vocabulary, learners struggle to comprehend and convey ideas, hampering their ability to engage meaningfully in various contexts. Research emphasizes that vocabulary is a fundamental aspect of language proficiency, including speaking, where limited vocabulary severely restricts expressive capabilities (Fauziati, 2008: 149). The pivotal role of vocabulary mastery extends to both receptive (understanding words) and productive (using words) dimensions, which necessitate motivation, sustained interest, and methodical instructional strategies to optimize learning outcomes (Nation, 2001). Mastery in vocabulary not only empowers learners to achieve fluency but also enriches their ability to adapt and thrive in diverse linguistic environments.

A restricted vocabulary is not merely a challenge but a significant obstacle that hampers learners in acquiring a foreign language. As an impediment, it restricts learners' ability to comprehend complex ideas and communicate effectively, which are essential for language proficiency. Vocabulary proficiency, defined as the capacity to both comprehend and utilize words appropriately, becomes difficult to achieve without overcoming this barrier. Stream

(1994:125) emphasizes that vocabulary mastery involves a high level of skill and understanding, representing not just fluency but also personal satisfaction and ownership of the language. This hurdle requires learners to develop motivation and cultivate a genuine interest in the language's lexicon, as these are critical to transcending limitations and achieving success in vocabulary acquisition (Nation, 2001). By addressing these obstacles, learners unlock broader opportunities for effective communication and deeper engagement with the target language.

Educators ought to implement various strategies for teaching vocabulary to ensure that learners avoid becoming uninterested. The most effective method for learning vocabulary occurs when the definitions of words are demonstrated, for instance, with images, activities, or a real item. In instructing vocabulary, we can employ techniques in the grammar-translation approach. Numerous strategies exist for instructing vocabulary as stated by Nunan (2005: 141): Activities emphasizing meaning-focused input, Intentional learning tasks, proficiency exercises, and comprehension-centered output tasks. As stated by Fauziati (2010:66), she mentioned that educators can create a variety of activities that are pertinent for advancing vocabulary acquisition. Here are some examples of the activities mentioned. Can also be integrated into a second language teaching to enhance vocabulary acquisition and assist in the enhancement of language abilities. We effectively showcased a semantic network, mnemonic, and contexts for guessing words, from which to tackle phrases and terms.

English language instruction plays a vital role in Indonesia's educational system, aiming to equip students with the skills necessary to access global information, scientific advancements, and cultural exchange. The English curriculum emphasizes the development of four essential skills: reading, speaking, writing, and listening, all of which rely heavily on vocabulary mastery. Vocabulary is the cornerstone of effective communication, enabling students to convey thoughts, ideas, and opinions. According to Wilkins (Thorn, 2002: 13), "without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed."

The research problem is what teaching strategies exist. Vocabulary utilized by the educator in middle school, and how does the educator address the challenges of vocabulary instruction? The goals of the research are to outline the strategies for teaching vocabulary in junior high school, to recognize the challenges encountered by the educator in instructing vocabulary in middle school, and to categorize the approaches employed by the instructor to address the issue.

The research problem is what teaching strategies exist. Vocabulary used by educators in high schools, and how do educators overcome the challenges of teaching vocabulary? The purpose of this study is to outline the strategies for teaching vocabulary in junior high schools, to recognize the challenges faced by educators in teaching vocabulary in secondary schools, and to categorize the approaches used by instructors to address these problems. The research questions we use are:

- What is teacher's strategi in teaching English Vocabulary at SMPN 1 Tanjungpinang?

Review of literature

Opening Context: Vocabulary acquisition is foundational to language learning, as it supports comprehensive communication and skill development.

Relevant Studies: Previous research highlights various methods for teaching vocabulary. For example, Nunan (2005) identifies meaning-focused input and output tasks, while Fauziati (2010) emphasizes activities like semantic networking and contextual guessing. These studies underline the importance of interactive, adaptive methods in vocabulary instruction. However, they often overlook the challenges faced by learners in less- resourced environments like Indonesian public schools.

Research Gap: While prior research focuses on general strategies, limited attention has been given to context- specific approaches tailored to the needs of Indonesian junior high school students. This study aims to address this gap by exploring teacher strategies in SMPN 1 Tanjungpinang.

Study Objective: By identifying effective techniques and challenges, this research seeks to enhance vocabulary teaching practices and contribute to broader pedagogical discussions in EFL contexts.

2.Method

The study involved a single English teacher from SMPN 1 Tanjungpinang. The participant was chosen based on their active involvement in teaching English vocabulary and their ability to provide detailed insights into teaching strategies and challenges.

Instruments

Data was collected through a structured interview and classroom observations. The interview guide comprised open-ended questions addressing the teacher's strategies for teaching vocabulary, the challenges faced, and the use of technology in teaching. Observation checklists were designed to document the teacher's instructional methods during lessons.

Procedures

1. Participant Selection: The teacher was approached through the school administration, and consent was obtained for their participation in the study.
2. Interview: Conducted over a single session, lasting approximately 45 minutes, either in person or via video call.
3. Classroom Observation: Observations were carried out during two English lessons to understand the practical application of teaching strategies.
4. Data Recording: The interview was audio-recorded, and detailed observation notes were taken to ensure accurate data collection.

Data Analysis

This data obtained was Thematic analysis was used for analysis. this following steps were taken:

1. Familiarization: Transcribing the interview and reviewing observation notes.
2. Coding: Identifying key themes related to teaching strategies, challenges, and the integration of technology in vocabulary instruction.
3. Theme Development: Organizing codes into broader themes such as “Interactive Activities,” “Technology in Vocabulary Teaching,” and “Addressing Learner Difficulties.”
4. Interpretation: Connecting the findings to existing literature to discuss similarities, differences, and the implications for vocabulary teaching practices.

3. Findings and Discussion

Students’ Flexibility in Practical Usage of Storybird Website in Writing

This chapter explores data on teacher strategies for enhancing vocabulary among junior high school. Data collection was carried out by answering interview questions by an English teacher. The researcher obtained data from junior high school English teacher. Then, to investigate the creation of a data, the researcher recorded every result of the interviews from English teacher at SMPN 1 Tanjungpinang.

The design of this study is descriptive research. A descriptive study describes the characteristics of the population or phenomenon being studied. According to Garg, as quoted in Com (2014), Descriptive research design is research related to the description of certain individual characteristics or group. Therefore, in this study, the researcher seeks to research the phenomenon in which the researcher describes the teacher's strategies when learning vocabulary.

This research was conducted at SMP 1 Tanjungpinang, located on Jl. Tugu Pahlawan No. 265, Tanjungpinang City. Indonesia. The subject of this research is an English teacher. Data collection techniques are applied in this study interview. Interviews are used to obtain teachers' facts and opinions about vocabulary learning strategies. The researcher used the following interview questions.

Questions
What are the strategies that you use in teaching English vocabulary at SMPN 1 Tanjungpinang?
How do you overcome the challenges in implementing vocabulary teaching strategies at SMPN 1 Tanjungpinang?
What kind of teaching methods do you use to make it easier for students at SMPN 1 Tanjungpinang to understand?
Do you think it is important to teach English vocabulary in improving students' English skills?
What strategies do you use to motivate students in learning vocabulary?
Do you use certain learning media or technology to help teach English vocabulary?
How do you overcome students' difficulties in remembering or understanding the English vocabulary taught?

What do you think about the importance of English vocabulary experience in improving English language skills at SMPN 1 Tanjungpinang?
What is the main goal of vocabulary learning?
How do you help students understand the meaning of new words without having to explain them?

Findings and Discussion Strategies in Teaching Vocabulary: Teachers employ a range of strategies to enhance vocabulary learning: Using Translation: Translating words into the students' native language is a common method for understanding new vocabulary. Games: Engaging students through games helps make vocabulary learning fun and interactive. Using Dictionaries: Encourages students to independently look up the meanings of unfamiliar words, fostering self-reliance. Stories: Narratives are used to contextually introduce and reinforce vocabulary. Classroom Management Techniques: Teachers address behavioral issues by calling out disruptive students or asking them to leave the classroom.

To stress the value of learning English and vocabulary, teachers offer guidance and encouragement. In order to promote active engagement and deter disruptions, rewards and penalties are employed. Motivation of Students: Among the tactics are giving active student's high marks. Seeking extra help from students outside of the classroom. To enhance learning, new vocabulary terms are displayed on the board throughout each meeting. Using Games as a Strategy:

Rules, competitiveness, leisure, and education are all incorporated into games. To accommodate a range of student skills, they are adapted to various levels and subjects.

Games add interaction and interest to learning. Conventional Techniques: Dictionary use is still a popular and successful traditional vocabulary teaching strategy.

Conclusions Four essential methods for teaching vocabulary are identified by the study: Making Use of Translation Games Using Books and Dictionaries These tactics are supplemented with methods for classroom management, dealing with problems of motivation, and improving learning experiences in general.

This thorough approach to junior high school vocabulary instruction highlights the value of adjusting teaching strategies to meet the needs of a wide range of students and striking a balance between conventional and contemporary teaching resources. I may assist you with honing or developing these findings for potential use or presentation, if you'd like.

4. Conclusion

The study finds that teachers at SMPN 1 Tanjungpinang use a number of successful teaching methods while instructing students in English vocabulary. These techniques, which make learning fun and interesting, include the use of interactive games like word scramble, synonym and antonym searches, and word translation. Additionally, teachers modify their tactics according to the skill levels of their pupils, using interactive techniques for novices and more difficult assignments for more experienced students. Vocabulary enrichment is prioritized in order to improve pupils' communication and understanding abilities. Worksheets and Quizizz are examples of digital tools that are used to offer engaging and diverse learning experiences. By employing language-based strategies, such as offering synonyms, antonyms, or translations into the students' mother tongue, teachers help pupils grasp concepts even more. In order to keep students engaged and promote active engagement, motivational techniques, are sometimes used, such as the application of incentives. These tactics demonstrate a well-rounded strategy that combines conventional and contemporary methods to accommodate students' various demands and promote efficient vocabulary acquisition.

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