

**The Teachers' Strategies In Teaching English Vocabulary At  
SMP N 6 Kota Jambi  
Academic Year 2017/2018**

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**Abstract**

The Teachers' Strategies In Teaching English Vocabulary At SMPN 6 Kota Jambi Academic Years 2018/2019. This research aims to know about what strategies are used by English teachers in teaching English vocabulary at SMPN 6 Kota Jambi. The purpose of this research is 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 setting of this research at SMPN 6 Kota Jambi, because the researcher recognizes the teachers there especially English teachers. The subject of the research are all English teachers as a research subject. The data are collected through interview sheet. Based on the data analysis, the researcher finds some strategies in teaching English Vocabulary, namely self-defining context, identifying picture, and antonym. The finding of this research from interview result is different teachers' strategies when teaching in the class. The conclusion is some strategies of teaching English vocabulary is very useful for teachers when teaching, because with this strategy teachers can know the limits and characteristics of the students. The suggestion is the English teachers also suggested being more creative, developing and varying their strategies in teaching English vocabulary.

**Keywords:** Teachers' Strategies, English Vocabulary

**Introduction**

English teaching and learning is started from elementary, especially vocabulary, the teachers should be creative in choosing the materials and able to stimulate the students' interest. The teacher needs to manipulate some strategies to support the teaching and learning process.

Vocabulary is needed to communicate with others. Vocabulary is words that have a meaning, people can use the word and the other people can understand the meaning of the word. Vocabulary is one of the most important aspects of learning a foreign language. In English teaching and learning process, language skills such as listening, speaking, reading, and writing need a series of words that are called vocabulary. According to Richards and Renandya (2002), vocabulary is a core of language proficiency and provides much of the basis for how well learners speak, read, and write. Vocabulary cannot be

separated from the language because vocabulary is a part of language.

In this research, the researcher will conduct a research in SMPN 6 Kota Jambi, because the researcher found some differences of teachers' strategies in teaching, including one teacher with some of the other teacher. Based on the observation before, the researcher saw one of the teachers in SMPN 6 Kota Jambi who teach in third class and strategies used by the teacher to make the students become bored and not understand the lessons described by the teacher. Strategies used by teachers are not attractive to students because they less understand of English vocabulary. When explaining the lessons that should be easy can be very difficult to understand, and cause students to get bored in class, maybe the point of boredom comes because a teacher does not have a good and suitable strategy to communicate with his students, and does not care about

students understanding the material or not. While based of information obtained from the students, there are several strategies that the teachers use to make students interested in learning English vocabulary. So, in this researcher are becoming more interest in finding the right teachers strategies in the process of teaching English vocabulary at SMPN 6 Kota Jambi. The researcher chooses SMPN 6 Kota Jambi because from the observations before and the experiences of the researcher since PPL at SMPN 6 Kota Jambi. The researcher is entitled "The Teachers' Strategies in Teaching English Vocabulary at SMPN 6 Kota Jambi in Academic Year 2017/2018".

### **Research Methodology**

The type of this research is descriptive qualitative research. This research is a descriptive qualitative research that focuses in teacher's strategies in teaching English vocabulary in SMPN 6 Kota Jambi 1 and 2. According to McMillan & Scumache (2001:395), qualitative research explores the richness, depth, and complexity of phenomena which happen naturally.

According to Moleong (2006:6) states that qualitative research is research that aims to understand the phenomenon of what is experienced by the subject of research (e.g. behavior, perception, motivation, action, etc) in a holistic manner, and by the description in the form of words and language, in a specific context in which nature and by utilizing a variety of natural methods. From the theories above, researcher concluded that qualitative research methods is a systematic research methods used to examine an object in a natural setting without any manipulation in it and no hypothesis testing. Collection data in qualitative \$research is not guided by theory, but guided by the facts found during the field survey.

According Sugiyono (2007:61) in qualitative research, the researcher is the main instrument, but then after it became clear research focus, than it is likely to develop a simple research instrument which is expected to complete the data 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.

Based on the statement above, researcher conclude that in a qualitative study where the problem was initially unclear and uncertain, then that becomes the instruments is the researcher. But after the problem to be studied is clear, it can be developed in an instrument using the data measurement tools such as interview sheet. In this research, the setting of this research is at SMPN 6 Kota Jambi Jln. H.Kamil Pasir Putih, Kec.Jambi Selatan Kota Jambi. The researcher chose the school because the researcher recognize the teachers there especially English teachers. So, that's why it easy to collect data, and make it easy to set data for researchers to research in the school.

In this research, there searcher got from three teachers as a research subject, which is the English teacher. Researcher also uses the class VII to observe directly how the English teacher performed with using appropriate strategies that will be taught the material. They are 3 teachers that consist of 1 male and 2 female.

In this research, the researcher collected data using interview. According to Sugiyono (2007:147) of this section, stated that in qualitative research, primary data collection technique is interview. It should be noted that the technique of collecting data by interview, it is worth noting what is interview, if the interview, to whom will conducted the interview. Esterberg (2002) stated that interview is meeting or two persons to exchange information an idea through question and responses resulting in communication and

joint construction of meaning about particular meaning. To support the data collected, an interview is presented for further information. In this research, the researcher interviews the English teachers in order to find the reasons dealing with the teachers in teaching English vocabulary.

After gathering the data by using instruments stated above, the researcher analyses the data by using the produce as follows:

1. Interview:
2. Make a list of interview

Conducting interviews to English teachers' strategies in teaching English vocabulary.

The result of interview data that include all teachers' strategies will be categorized and grouped into a strategy.

The strategy will be analyzed and explained into descriptions in discussion. Finally, the conclusion and suggestion will be drawn.

To analyze is the data in this research, the researcher will use the data analysis with three stages namely, data reduction, data display, and conclusion or verification (Sugiyono, 2010:247).

#### a. Data Reduction

Data reduction is summarizing selecting, focusing, finding the research, and finding the pattern of the data.

#### b. Data Display

Data display is displaying data in narrative text, chart, relationship between categories, flowchart and so on. Through displaying the data will be organized and easier to be understood.

#### c. Conclusion

Data conclusion and verification are the stage of data analysis to conclude the data has been collected

### **Findings**

This research is conducted to find the answer of the research question where the research question is "What are the strategies used by the teachers at SMPN

6Kota Jambi Academic Year 2017-2018 in teaching English vocabulary?".Based on the research that have been done, this research is conducted to 3teachers that consists of 1 male and 2 females. In collecting the data of this research, the researcher use interview as the instrument of the research. This interview consists of 10 question. This interview intended to get the data so that the researcher can answer the research quest\$ion in this research.

Based on the interview, research found how the strategy of teachers in teaching English vocabulary in class VII at SMPN 6 Kota Jambi.

Based on the interview result for four meetings with the different English teachers, the strategies used by teachers in teaching English vocabulary, namely: self-defining context, identifying picture and antonyms. However, from the result of observation in the class when teaching with the teacher interviews result, partly the result is different. There are some teachers that the appropriate class of observations with interviews and some are not appropriate. From this research, researcher could to find out the teachers strategies in teaching English vocabulary appropriate with student abilities.

### **CONCLUSION**

Teacher can make students become active in following lesson in teachers which successfully use the strategies in teaching English vocabulary, while the teacher can't built an exciting atmosphere in the class, make students become afraid do not understand the lessons give by teachers. Although, for a teacher which used both strategies in teaching English vocabulary to students, but all the time teach does not correspond with the result achieved.

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