

Vocabulary Teaching Strategies Used by Teachers at SMPN 264 Jakarta

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ABSTRACT

This research is a study to describe the strategies used by teachers in teaching vocabulary. This study is important to be conducted because learning vocabulary is basic to raw building blocks that students can use to express their thoughts, and ideas and share information in both oral and written form. Previous studies on this topic have been conducted but none has been conducted at SMPN 264. This is the gap that is fulfilled by the current study. The current study was conducted at SMPN 264 Jakarta Barat. The aim of the study is to find out the strategies used by teachers in teaching vocabulary. This study used a case study on vocabulary teaching strategies as the methodology. The finding shows that the most frequently used strategy by teachers at SMPN 264 Jakarta is “translating”, while “memorization” is the least used strategy.

Keywords: Strategies, Teaching, Vocabulary, Vocabulary Strategies, Teaching Strategies

INTRODUCTION

The most necessary part of language acquisition is vocabulary. Without the capability to speak, people cannot convey messages to one another. Indriyanti and Nuraini (2020) stated that along with grammar, pronunciation, phonology, and spelling, vocabulary is one of the English components. According to Kamil and Hiebert (2005), vocabulary is the comprehension of words and their meanings. According to Stahl (2005), vocabulary is the understanding of terms that not only suggests what they mean in the form of definitions but also how they relate to one another in sentences. In

addition, according to Richards (2002), vocabulary is an important element of language competency since it influences how effectively a student communicates, listens, reads, and writes. Susanto and Fazlinda (2016) stated that vocabulary comprehension is an important part of the four language skills, and it must be regarded that vocabulary comprehension is one of the required components of language. Linse (2005) stated that vocabulary is a group of words known by an individual. It means that studying any foreign language, including English, requires having a firm grasp of vocabulary.

For most people, especially students, remembering vocabulary is the initial stage in learning, mastering, and employing a language. According to Hiebert (2005), vocabulary is defined as the perceptive of the meanings of words. In order to use a language, one must first master vocabulary. It is critical to comprehend the true meanings of terms and capable to use them in sentences. Vocabulary is one of the most difficult points of teaching English as a foreign language.

Hatch and Brown (1995) distinguish two categories of vocabulary: receptive vocabulary and productive vocabulary. Receptive vocabulary is a set of terms for people may express meaning when hearing or reading, while productive vocabulary refers to terms that learners comprehend, can pronounce correctly, and can apply productively in speech and writing.

There are some vocabulary teaching strategies at junior high school. The first is memorization. According to Pamungkas (2012), memorization is used to help students grasp the reading content more easily. Second, dictionary use. Josafat et al. (2021) stated that another strategy employed by the teacher is the use of a dictionary. It is frequently used in teaching and learning strategies since acquiring new words, especially English vocabulary. Third, synonym and antonym. According to Pamungkas (2012), in this activity, the teacher aided the students to translate the difficult terms. Fourth, translating. Fauziati (2002) stated that in this strategy the teacher does not immediately translate the word when the student asks her. Fifth, fill in the

blank. According to Fauziati (2002), another strategy used by the teacher is fill in the blank. Sixth, games. According to Hadfield (1995), games are about the activity with rules, a goal, and a part of the fun. Seventh, using media. As stated by Gerlach and Elly (1980), media has a crucial role in the teaching and studying process which enable the learners to acquire knowledge, skills, and attitudes. They classified the media that are used in teaching and studying process into three general categories: picture, audio recording and motion picture. Picture can be utilized as media in teaching and studying process. Audio recording can be taken from discs and tape. This media is useful for students to get information not only on vocabulary and grammar but also pronouncing the word, rhythms, and tones. Motion picture is defined as images that are moving in color black and white. It is generated from live actions or graphic representations.

In line with the theories above, the problem was found in SMPN 264 Jakarta where the writer took the research. Based on the writer's finding during field work practice, many students have problems when they study vocabulary. For example, they did not recognize the meaning of the word and almost every student has difficulty pronouncing the words. Their difficulty in pronouncing and not recognizing the meaning of the term are too based on many factors such as less knowledge about how to pronounce correctly and appropriately, and less learn English.

This study is important to be conducted because learning vocabulary is basic to raw building

blocks that students can use to express their thoughts, ideas and share information in both oral or written form. Previous studies on this topic have been conducted but none has been conducted at SMPN 264.

A previous study was conducted by Pamungkas (2012) at SMPN 2 Bringin, Kabupaten Semarang. According to the findings of his study, he found four strategies most frequently used by the teacher when teaching vocabulary namely, fill in the blank, memorization, synonym and antonym and translating. The aims of the study are describing the strategies used by the teacher, the obstacles faced by the teacher and the solution to the problem faced when teaching English vocabulary. Another previous study was conducted by Farham et al. (2021) at SMP Negeri 1 Kasimbar, SMP Negeri 2 Kasimbar, and SMP Satap Negeri 1 Kasimbar. This study's results show that the strategies used by three teachers were different. The first teacher used dialogue strategy, the second teacher used picture strategy and the last teacher used a question and answer strategy. This strategy has advantages in improving learner's vocabulary skills. Pratama (2018) conducted a study at MTs Negeri 3 Mataram. The findings of this study found that the teachers at MTs Negeri 3 Mataram used three strategies namely: cognitive strategies such as drilling, games, picture and translating; meta cognitive strategies such as critical thinking; and the last strategies are socio affective strategies such as collaboration. The strategies used most frequently by the teacher at MTs Negeri 3 Mataram are cognitive strategies because it is very

attractive, more focused and easy to understand. In addition, Arta (2018) conducted a study at several MAS in Aceh besar. The study's findings indicate that the teacher used their own strategy which is the combination of several strategies from the experts such as word map strategy, scavenger hunt and so on.

This is the gap that was fulfilled by the current study. The current study was conducted at SMPN 264 Jakarta Barat. The aim of the study is to find out the strategies used by teachers in teaching vocabulary.

METHOD

The research approach used in this study was descriptive qualitative because this study explains the strategies in teaching English vocabulary to teenage learners. This study used a case study on vocabulary teaching strategies as the methodology. According to Stake (1995), a case study is a decision of what to research rather than a methodological choice. A case study, according to Mitchell (1983), is a careful evaluation of an event (or sequence of linked occurrences) that the analyst illustrates (or displays) the functioning of some established general theoretical principles. Bogdan and Biklen (1982) stated that qualitative research collects descriptive data in the form of words or visuals rather than numbers.

This study raised the following research question: What strategies do the teachers of SMPN 264 Jakarta apply in teaching English vocabulary? In this study, to answer the research question, the researcher recorded the learning activity. Then, the researcher transcribed the recording. The materials used in this

data collection are note and audio recorder.

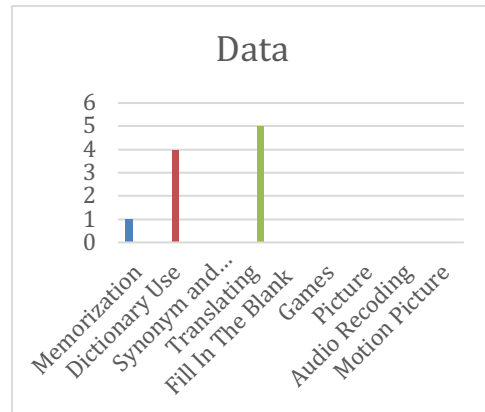
The Miles and Huberman (1994) model was used for data analysis, which divides the analysis process into three steps: data collection, data reduction, and data display. The analysis procedure of the data used the excel matrix as the instrument. The excel matrix was utilized in some process of data analysis. The first step of data analysis was reading the transcription then highlighting it. The second step was labeling the sections showing vocabulary strategies. The last step was categorizing the vocabulary strategies into a table of analysis. Microsoft Excel was used in this process as the tool for analyzing the data.

FINDINGS AND DISCUSSION

Result

The analysis was carried out with the aim of gathering data in the form of conversations containing vocabulary teaching strategies in teaching English vocabulary. To highlight, there are 10 data for vocabulary teaching strategies from 3 different teachers that contain a sufficient amount of conversation that can be analyzed in dialogue form.

The analysis is categorized into 9 types of strategies. There are memorization, dictionary use, synonym and antonym, translating, fill in the blank, games, picture, audio recording and motion picture. Those data are presented in the table below.



As portrayed in the table, for a total of 10 data for vocabulary teaching strategies in the form of conversations, the strategies most frequently used by teachers at SMPN 264 Jakarta is “translating”, while “memorization” is the least used strategy.

Discussion

1. Vocabulary Teaching Strategies

a. Memorization

There is 1 out of 10 data vocabulary teaching strategies showing “memorization” utterance. This example is presented in the utterance below.

Table 1. Memorization

Utterance 1	
Teacher	Ulang, bareng-bareng
Students	See saw seen= Irregular, sing sang sung = irregular.... etc
Teacher	Nah ini (semuanya(unclear)) dihapalin lagi.

This conversation happens in an English class. The context of this conversation is the teacher asks students to read some verbs of simple past from the power point and then memorize it. This particular conversation is categorized into memorization. It is shown from the teacher’s response “...nah ini (semuanya (unclear)) dihapalin

lagi”. Dainty (as cited in Mart, 2012) stated that, students learn phrasal verbs more effectively with memorization strategy because learning phrasal verbs from context is more productive and simpler. Dainty (as cited in Mart, 2012) also stated that students can learn the meaning of a phrasal verb from its context even if they have never seen it before. Al- Sibai (as cited in Mart, 2012) stated that, this level involves acquiring understanding of phrasal verbs. Teachers could design fill-in-the-blanks tasks to help pupils learn such verbs faster and more precisely. These activities aid in remembering the meanings and applications of freshly learned phrasal verbs. Agustiono and Rizal (as cited in Maming et al., 2023) stated that using the multi senses strategy can help pupils enhance their vocabulary. In their study, students from each group have varied accomplishments. The experimental group's score improved significantly after passing the pre-test, treatment, and post-test. While in the control group, student accomplishment levels in language mastery remain low. It indicates that there are considerable disparities in the vocabulary achievement of pupils who have used memorizing. According to Manoppo (2020), using the imitation memorization approach can increase students' vocabulary; the results of this study reveal that the students' post-test scores are higher than the students' pretest scores. This result shows the mimicking memorization approach is appropriate for use in assisting children in improving their vocabulary.

Furthermore, Bahri (2021) stated that, using the word memorizing

approach with a handbook can boost pupils' vocabulary. Memorizing a handbook can boost pupils' vocabulary, notably in verbs in MAN 2 Poso tenth grade. The pupils' mean score improvement from pre-test to post-test demonstrated this. This suggests that when the researcher trained students to memorize English vocabulary such as verbs, adjectives, nouns, and adverbs, it might increase student learning results.

b. Dictionary Use

4 out of 10 data vocabulary teaching strategies show “dictionary use” utterance. The data are presented in the table below.

Table 2. Dictionary Use

Utterance 1	
Teacher	Bring your dictionary
Utterance 2	
Teacher	let's open our dictionaries
Utterance 3	
Teacher	Open your dictionary
Utterance 4	
Teacher	Read your dictionary

As shown in the table above, this particular utterance is categorized into dictionary use. It is shown by the keyword “dictionary”. The dictionary that they used was an online dictionary or printed dictionary.

Utterance 1, the context of this conversation happens in the class where the teacher asks students to bring the dictionary when working on the simple past tense. Utterance 2, that conversation happens in the classroom when the teacher asks students to open the dictionary, then the teacher says “*Because everything is in the dictionary. There are first, second and third verbs.*” Utterance 3, the conversation above occurs in the

classroom where the teacher asks students to find out the verb 2 in dictionary. Utterance 4, this utterance is categorized into dictionary, it is shown from the teacher's question to the students "Kalau sing?", student says "Song." Then, the teacher asks students to read the dictionary.

c. Translating

It is evident that 5 out of 10 data vocabulary teaching strategies show "translating" utterance as shown in the table below.

Table 3. Translating

Utterance 1	
Teacher	bulan lalu, tahun lalu. Kalau tahun lalu dalam bahasa inggrisnya apa?
Students	ini a year ago
Teacher	Itu satu tahun yang lalu. Kalau a year ago, satu tahun yang lalu. Kalau tahun lalu?
Students	year ago, ago year
Teacher	Apa?
Students	Last Year
Utterance 2	
Student	Me miss. Daffa bought car last year
Teacher	ya, Daffa bought car last year berarti artinya?
Student	Daffa
Teacher	Daffa Membeli Mobil
Students	Daffa membeli mobil kemarin.... apa tahun lalu?
Teacher	Tahun lalu... Tahun lalu
Utterance 3	
Student	Beside
Teacher	Beside
Teacher	Yes or No.?
Student	No.
Student	Disamping
Teacher	Disamping atau apa lagi?
Utterance 4	
Student	Next to
Student	Disebelah
Teacher	Disebelah
Utterance 5	

Teacher	Apa artinya? This is me when I was a baby, artinya apa?
Student	ini adalah aku saat masih bayi

These utterances are categorized into translating. According to Nida and Taber (2006), language, meaning, and equivalence issues are all intertwined with translation. The utterance is shown by the average teacher asking to interpret when the student is giving or being given a word.

For utterance 1, the context of the conversation shown includes translating seen from the teacher asking students to interpret time in the past by using simple past. The phrase shows the teacher asks students, "*Kalau tahun lalu bahasa inggrisnya apa?*", the student says "*A year ago.*" The teacher says again "*Itu satu tahun yang lalu. Kalau a year ago, satu tahun yang lalu. Kalau tahun lalu?*" The student says "*Last Year*". Utterance 2, the conversation above occurs in the classroom where one of the students is giving a word and the teacher asks about the meaning. The phrase shows, the teacher asks students "*Daffa bought car last year berarti artinya?*" The student says "*Daffa membeli mobil kemarin.... apa tahun lalu?*" The teacher says again "*Tahun lalu... Tahun lalu.*" Utterance 3, this conversation happens in the classroom where the students are giving a word about preposition and the teacher asks about the meaning of it. The phrase shows, the student says "*Beside.*" The teacher says "*Di samping.*" Utterance 4, that conversation happens in the classroom when the students mention about preposition

“next to” and the teacher asks students about the meaning of “next to” in Indonesian language. The phrase shows, the student says “*Next to*,” then the teacher says “*Di sebelah*.” Utterance 5, this happens in class when the teacher and students are dissecting a story together and the teacher finds out that sentence, then asks students to translate it. The phrase shows, the teacher asks students “*Apa artinya? This is me when I was a baby, artinya apa?*” The student says “*Ini adalah aku saat masih bayi.*”

CONCLUSION

This study was conducted with the aim of finding out the strategies used by teachers in teaching vocabulary and this study is important to be conducted because learning vocabulary is basic to raw building blocks that students can use to express their thoughts, ideas and share information in both oral or written form. The finding shows that the most frequently used strategy by teachers at SMPN 264 Jakarta is “translating”, while “memorization” is the least used strategy.

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