VOCABULARY TEACHING STRATEGIES USED BY JUNIOR HIGH SCHOOL ENGLISH TEACHERS

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

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VOCABULARY TEACHING STRATEGIES USED BY JUNIOR HIGH SCHOOL ENGLISH TEACHERS

Maria Kristiana Sari

ABSTRACT

Vocabulary is one of important aspects of English that must be learned by English as Foreign Language (EFL) learners. In junior high school level, learners often have difficulties in understanding text genres. This difficulties are experienced when learners encounter English phrases and words they never met before. Therefore, to help students with these difficulties in their learning, teachers have to present the vocabulary learning by using vocabulary teaching strategies in order to help the students understand and learn about the English words or phrases. The use of strategies in vocabulary teaching are the application of deliberate teaching that has similar purpose with planned vocabulary teaching, as the way for developing the learners’ word knowledge.

This study was conducted to investigate the strategies used by English teachers when presenting vocabulary learning to their students in the classrooms. The subjects of this study were two English teachers at Satya Wacana Laboratory Junior High School in Salatiga. Six classroom observations were conducted during the English lessons; three observations for each teacher. To obtain more data, both teachers were also interviewed for about 10-15 minutes. The data from the interview was used to support the analyzes of the data taken from the observations. The result of this study revealed that there were only three vocabulary teaching strategies that were used by the two English teachers in their English lessons. Those strategies were translation, defining the meaning strategy, and oral drill.

Keywords: Vocabulary teaching, Deliberate teaching, Strategies in presenting vocabulary

INTRODUCTION

Vocabulary is one of the primary aspects in learning a foreign language such as English for learners. Students may feel that English is difficult to learn because they did not understand the meaning of the words or phrases intended in the English context. These difficulties on vocabulary could hinder students’ learning, as Priyono (2004) states that “the main problem of Indonesian EFL students is their limited vocabulary” (p.26).
In Junior High School level, students especially experience difficulties in text genres which require them to understand more about the content of the text briefly. The lessons are focused on short functional texts such as, greeting cards, short messages, invitations, cautions and notions, etc., and five genres texts such as, narrative, descriptive, procedure, report and recount as their reading texts in the English lesson. According to Aziez (2011):

Texts are generally adopted from authentic material, such as newspapers, references, books, emails, short stories, and magazines. There is indeed some concern over the situation, as this may pose candidates with text filled with plenty of words beyond their vocabulary level. (p.17)

In other words, students will find difficulties in understanding the English vocabulary in the authentic texts because there are so many words the students are unfamiliar with due to their limited vocabulary knowledge.

Regarding these problems, English teachers have an important role to guide the students to learn English vocabulary through their teaching practices. Pranowo (2006) observed, “most Indonesian learners lack strategies in dealing with new words so that, teachers need to work on a number of aspects that contribute to more fruitful English language learning” (p. 12). Therefore, teachers need to teach vocabulary in various ways or techniques so that students can deal with their vocabulary problems. This is in line with what Intansari (2013) explains that:

Vocabulary as an important language aspect which enables both teachers and students to express their ideas properly, use the right word with the right form, understand meaning in any kinds of text, explain the intended meaning on the right time and place, and (most of all) communicate appropriately with others. (p.231)

In brief, the importance of vocabulary contributes students to learn it as the aspect of language learning. In this case, English teachers need to promote and figure themselves as the guide to the students in learning vocabulary by incorporating vocabulary teaching strategies.
The above discussion was the ground for this study on vocabulary teaching strategies. This study was aimed at investigating the strategies used by the teachers of Satya Wacana Laboratory Junior High School in teaching vocabulary. The research question of this study is: “What are the strategies used by the teachers of Satya Wacana Laboratory Junior High School in teaching vocabulary?” The findings later, hopefully will give insight on the strategies to make vocabulary teaching become more efficient and appropriate to target learners.

THEORETICAL FRAMEWORK

In vocabulary teaching, teachers can apply a host of strategies and activities. According to Hatch and Brown (2000), “teaching strategies refer to everything teachers do or should do in order to help their learners learn” (p. 401). Nation (2008) adds that “deliberate teaching vocabulary is one of the efficient ways of developing learners’ vocabulary knowledge” (p. 97). Similarly, Seal (1991) states that:

Planned vocabulary teaching refers to deliberate, explicit, clearly defined and directed vocabulary teaching. It encompasses the use of teaching strategies, i.e. ways in which teachers introduce and present the meaning and form of new lexical items and encourage learners to review and practice. (p.18)

It can be concluded that teachers’ role has the purpose on teaching vocabulary by using strategies as means of presenting the vocabulary learning to the students. For effective presentation of the strategies of understanding vocabulary, teachers should also have the knowledge of certain aspects of the vocabulary.
A. Kind of Vocabulary Aspects

In teaching vocabulary, English teachers need to know what vocabulary aspects that they should teach. The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are form, meaning, and use.

According to Nation (2001), “the form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix)” (p.27). An example for word parts can be seen with the word *unbeatable*, where the prefix *un-* means negative or opposite, *beat* is the root word, and *able* is a suffix denoting that *something can be done*. Furthermore, students need to know what a word sounds like (its pronunciation) and what it looks like (its spelling). For example, the word ‘*catastrophe*’ /kaˈtæstrəfi/ would require attention from the students to learn the word-stress and the sound segments in order to pronounce it correctly.

Meaning is also one of important aspect in vocabulary teaching and learning. Nation (2001), in explaining how form and meaning work together, defines word meaning as, “the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression” (p.27). In this aspect, there are some terms related to word meaning such as synonymy and antonymy. Synonymy shares a similar meaning e.g. the word *agree* is similar with *concur*, while antonymy is the opposite meanings of a specific words or expression, for example the word *agree* is the opposite of *disagree*. Furthermore, teachers also need to teach more about the meaning of English words which discuss about word families, that comprises the base word (the root form) plus its inflexions (the different endings of words, e.g. –
s. -ed) and its common derivatives (the addition of an affix to a root, and which has different meaning from the root). For example, the word agree, agrees, agreed, agreeing, agreement, agreements.

In use, Nation (2001) notes that, “it involves the grammatical functions of the word or phrase, collocation that normally go with it, and finally any constrains on its use, in terms of frequency, level, and so forth” (p.27). Gairns and Redman (1983) give example, for instance:

‘The earth revolves around the sun’. In that sentence, if we want to describe the movement of the earth in relation to the sun, then ‘earth’ + ‘revolve’ is a likely combination. It would be less common, for example, to use ‘circulate’. (p.37)

In conclusion, teachers need to consider about making the correct connections when understanding the second language, between the form and the meaning of words and also, when producing language, using the correct form of a word for the meaning intended. These aspects of vocabulary, i.e. form, meaning, and use, need to be incorporated by teachers in presenting the vocabulary to the students.

B. Strategies in presenting vocabulary

In teaching vocabulary, teachers need to recognize that their way in teaching vocabulary is imitated by the students. They are a figure to teach the word-knowledge and encourage the students in learning about new words as new lexical items in this study. Furthermore, in teaching vocabulary, teachers teach how to learn vocabulary by presenting vocabulary learning from its aspects (form, meaning, and use) as means of new lexical items of words. In this case, the use of teaching strategies are needed. Therefore, teachers have to know the teaching strategies in presenting vocabulary learning from its aspects, as the part of vocabulary teaching. Seal (1991, p.20) lists the
strategies in presenting vocabulary which are, connecting an L2 item with its equivalent in L1 or translation; Defining the meaning; Presentation through context or guessing from context; Learning to use word cards; Word parts; Active involvement of learners in presentation; Oral drill; Presentation of the graphic form and; Spell the word.

About connecting an L2 item with its equivalent in L1, Seal (1991) states that “it is mostly used when checking comprehension, but can also be used when it is necessary to point out the similarities or differences between L2 and L1.” (p.20). Similarly, Thornburry (2002) adds that it can be in a form of translation. According to Thornburry, “translation has the advantage of being the most direct route to a word’s meaning – assuming that there is a close match between the target word and its L1 equivalent” (p.77).

Nation (2001) also mentions that translation has the advantages of being quick, simple, and easily understood. However, its major disadvantage is that its use may encourage other use of the first language that seriously reduces the time available for use of the second language. Therefore, translation needs to be followed up with other L2-based exercises and learning strategies for elaborating word knowledge. Seal (1991, p.20) also suggests about defining the meaning strategy. In defining the meaning of a word, teachers need to follow some guidelines that Nation (2001) proposes, such as:

- Provide clear, simple, brief explanations of meaning.

In this point, teachers do not need to provide lots of information in the first meeting of a new word. They are suggested to provide a clear, simple and brief explanation using the learners’ first language, if it is needed (Lado, Baldwin and Lobo, 1967; Mishima, 1967; Laufer and Shmueli, 1997).
- **Give repeated attention to words.**

Knowledge of a word can only accumulate if learners meet the word many times. Repeated meetings can have the effects of strengthening and enriching previous knowledge.

- **Help learners recognize definitions.**

A useful starting point for this is recognizing definitions in written text. For example, when students understand the written text and it asks about the particular word with its similar meaning, teacher should provide the similar definitions of it rather than give them directly about its translation. Gairns and Redman (1986, p. 23) gave examples about the word *flat* which is similar to *apartment*; *skinny* is similar to *thin*; etc.

The next strategy, teachers need to do **presentation through context**. In here, teachers create a context that can be related to the topic of lesson in that time. The presentation through context is similar with what Nation (2008) meant by strategy training called **guessing from context**. It can be defined as guessing the meaning of unknown words from context clues. Nunan (2002) gave an example of how to train learners to guess the meaning of the word *punish* (p.145). In this way, the teacher needs to give much information about the context of the word *punish* before giving the meaning of it. Teacher can relate it to the class situation such as, ‘He was punished for eating in the class’; ‘She was punished for coming home late’; ‘What is the punishment that you hate the most?’ This strategy is really helpful to stimulate the students for thinking about the meaning of the unknown word that supported by several clues related to it so that they can directly learn that new word.
Another strategy is **learning to use word cards**. Nation (2008) explains that, “In this strategy, learners learn foreign words with its translation in a pack of cards. Teacher needs to choose what words and phrases to put on the cards” (p.107). For example, when teacher teach about clothes, Teacher provides cards that related to clothes e.g. *blouse, top, jacket, coat, jumper, shirt, collar, pocket, suit, scarf, pocket, tie*, etc. In the other side of those cards, the translation is provided.

Furthermore, Nation (2008, p.65) suggests the teacher to show students how to **break words into parts (prefix, stem, and suffix)** on the board. Basically, this strategy involves breaking the word into parts and then relating to **the meaning of the word**. For example, in the word *impoliteness*, *im-* is a prefix, that means ‘not’, *polite* is a root, *-ness* is suffix. Then, teachers can form it into a sentence, for example, *his behavior is full of impoliteness*.

The last strategy is about **active involvement of learners in presentation**. Seal (1991) states that “the teacher encourages learners to discover the word’s meaning from its parts or by elicitation” (p.20). For example, the teacher shows a picture about things around the house, and invites learners to supply a word, or teacher gives the words related to it then, invites learners to give its definition or synonym.

Furthermore, in order to establish a connection between meaning and form learners need to be stimulated to attend to the orthographic and phonological form of the word as well. As Seal (1991) suggested that “**oral drill, presentation of the graphic form**, and encouraging learners to try and **spell the word** are needed in vocabulary teaching” (p.21). In oral drill, teachers pronounce the word several times, learners listen. Then, learners are asked to repeat the word aloud (chorally or individually). In
presentation of the graphic form, teachers usually write the words on the board, underline, or highlight it in the text. Lastly, encouraging learners to try and spell the word are also needed for learners to recognize the arrangement of words they are learning so that, it can help them in writing skills.

The strategies suggested by Nation (2008), Thornburry (2002), and Seal (1991) have made variations in changing the teaching-learning of vocabulary. Teacher can use those strategies as the ways for presenting the meaning, form and use of words learned to the students so that, the students can know how to learn words by seeing how their teacher teach and present the form, meaning and use of the unknown words. In addition, the general teaching strategies, principles of planning and organizing a lesson, and other relevant components of the teaching process need to be concerned. In vocabulary teaching, teacher also continuously monitors comprehension and production, correct errors, directs, evaluates, tests, encourages the students in their vocabulary learning.

THE STUDY

A. Context of the Study

This research was engaged at a small private school of Satya Wacana Laboratory Junior High School, located in Salatiga, Central Java. In this school, the English class runs for 2 hours (40 minutes for each hour) per meeting. Junior High school level was chosen because it is the first level of education where English has been officially taught and, English teaching at this level can hold decisive impacts on students’ further learning. In addition, Satya Wacana Laboratory Junior High school
was chosen because it was part of the Satya Wacana Christian University. Therefore, logistically, the research would be relatively easier to conduct in terms of efficiency.

B. Participants

The participants of this study were 2 English teachers at Satya Wacana Laboratory Junior High School who taught English to the seventh, eighth, and ninth grade with their own teaching experience for 4 years and 12 years. Considering the ethical of doing the research, the researcher had done the following:

1. In the research, the researcher protected the informants’ data by making their names anonymous.

2. The researcher asked the informants’ permission and provided the permission letter from the department. Besides that, the information letter about the study was also provided.

Considering that the research would focus on vocabulary teaching in Junior high school, the participants were chosen by using purposive sampling (Blackledge, 2001, p.57) due to efficiency reason, as mentioned earlier. This method enabled the researcher to select the participants who teach English, especially in English vocabulary purposefully.

C. Research Instruments

The methodology used for the research was a qualitative study. The instruments used in this study were observations and interview. Classroom observations were conducted to provide any information about what is happening at that time in which the
teaching and learning took place and also to perceive the strategies used by the teachers to teach vocabulary. A field note observation was chosen to capture the data. This method was used because the researcher wanted to capture a broad picture of a lesson and also, focus on a specific part of a lesson that related to vocabulary lesson. In doing so, the researcher did six times class observation in different grade.

Semi-structured interviews were also used because the researcher needed to ask the specific questions about their vocabulary teaching strategies, by providing some following up questions in order to get the richer data. The list of questions used in the interview can be found in Appendix. The interview was conducted in Bahasa Indonesia and the verbatim was translated in this report.

Moreover, interviewing is more personal and therefore provides a level of “in-depth information gathering, free response, and flexibility that cannot be obtained by other procedures” (Seliger & Shohamy, 1989). In addition, it is similar with what Patton (1990) has stated that semi-structured interview allows for greater flexibility. The interview sessions were captured using an audio recorder device.

D. Data Collection Procedure

This study investigated the teachers’ strategies in teaching vocabulary. Class observations were done during the English lessons. The field notes observation was used as the method for collecting data. In these field notes observation, the researcher took note about the details of what teacher had done and a full description about the vocabulary teaching strategies used. After that, the interviews were done to investigate
what kind of strategies they used and their supportive opinions in teaching vocabulary. The recorded interview was then transcribed for data analysis.

E. Data Analysis

The method of analysis employed in this study followed a holistic content analysis. That is because, the researcher focused on few participants, which was two participants only, and the purpose was to focus on finding the vocabulary teaching strategies used by these two participants.

In analyzing the data, the researcher firstly analyzed the field-notes observation, which explained the details description about the class occurrences. In these field-notes, the researcher clarified and looked for the teachers’ strategies in teaching vocabulary by reviewing the description of field-notes observation. Finished with the first step, the researcher transcribed the interview data to get their opinions about the strategies that they used to teach vocabularies. In this step, the researcher highlighted and concluded the transcription to find whether there were supportive opinions which can be added to support the observation data. The last step was, the researcher related and analyzed the data from field-notes observation and interviews with the theories on vocabulary teaching strategies.

FINDINGS AND DISCUSSION

In this section, the strategies used by the teachers are presented. From the observation, it was found that there were only 3 strategies used, there were translation, defining the meaning, and oral drill.
1. Translation

It was observed that both teachers often used translation and or connecting an L2 item with its equivalent in L1 in explaining the English lesson. The explanation of the meaning discussed was more direct, quick and simple. For example, in teacher B’s class when students did not understand the meaning of *pedestrians*, she directly gave the translation of it into the Indonesian language, *pejalan kaki*.

1. **Student**: “Ma’am, apa artinya *pedestrians*?” (“Ma’am, what is the meaning of *pedestrians*?”)

   **Teacher**: “*Pedestrians* means *pejalan kaki*. (“*Pedestrians* means ‘a person who is walking, especially in an area where vehicles go’”)

   It also occurred in teacher A’s class when she asked the students to write some difficult words about notices and cautions. She explained the meaning of each notices and cautions using translation.

2. **Teacher**: “*Fragile* means *barang yang mudah pecah.* (“*Fragile* means something that easily damaged, broken, or harmed.”)

   “*Flammable* means *barang yang mudah terbakar.* (“*Flammable* means something that burnt easily.”)

   “*No trespassing, dilarang masuk.*” (“*No trespassing* means it is not allowed to go onto someone’s land or enter the building without permission.”)

   “*Substance* means *zat kimia.* (“*Substance* means material with particular physical characteristics.”)

As soon as the students got the answer, they wrote the meaning then, they can answer the following questions related to it. Both teachers might feel that this strategy
help them in delivering the meaning of unknown words. Moreover, this strategy can be done in a short time so that it can reduce the time during the lesson. Nation (2008, p. 98) stated that the use an L1 translation is the way of quickly giving the attention to words.

Furthermore, the presenting of the translation itself varied when it was given to the students. Both teachers have different strategies when they were presenting the translation of the words or phrases discussed. In teacher A’s class, in the third observation, she asked the students to work with many pieces of papers contained with Indonesian-translated paragraphs, and they had to match it with the paragraphs in the English text entitled ‘My Cat’. This observation result was strengthened by the interview with teacher A when asked about what specific vocabulary teaching that she used for students in forms of activities in the class individually or in group. Her opinion is as follows:

Extract 1 (Interview with teacher A, March 28, 2014)

“Saya memberi sebuah bacaan yang sebenarnya sudah saya terjemahkan tetapi, saya membuat aktivitas yang lebih technical dengan memberi mereka terjemahan dari teks yang sudah saya potong-potong dan menjadi paragraf yang tidak berurutan. Lalu, saya menyuruh mereka untuk menyusun dan menggabungkan dengan terjemahan versi Bahasa Indonesia dengan bahasa Inggris”.

(“I give a reading passage that actually has been translated by me but, I made an activity which is more technical by giving them the translation of the text that I have cut before and become jumbled paragraphs, then, they have to arrange it and match the translation of Indonesian language with English.”)
In doing so, students could observe one by one the sentences in front of them, which had been translated into Indonesian-language. Through this activity, teacher might think that it could train students to relate the text in the context of English sentences into its translation in Indonesian language. This jumbled paragraph activity can be a kind of exercise that expand the students’ knowledge of the word (Nation: 2008, p.63).

Meanwhile, in the first up to third observation, teacher B always used the whiteboard to show all the difficult words or phrases in English that students have difficulty with. For example, when she explained the unknown words pedestrians, insecurity, conclude, etc., that existed in the text, she wrote those unknown words on the whiteboard. Then, she discussed by translating those difficult words or phrases together and writing its translation on the whiteboard. Research studies have shown that vocabulary learning is increased if the learner’s attention is briefly drawn to the new vocabulary by the teacher giving a quick translation or definition, or by seeing it written on the board (Elley, 1989). In this case, though this way, teacher B could show a list of unknown words with its meaning briefly. According to Thornburry (2002), “translation has the advantage of being the most direct route to a word’s meaning – assuming that there is a close match between the target word and its L1 equivalent” (p.77). It is in line with what Nation (2001) states that “translation has the advantages of being quick, simple, and easily understood”.

Nevertheless, instead of translation, other kind of strategies could have been applied on how to guess the meaning from context. In fact, that strategy would really be appropriate to be taught because it trained students to comprehend the text clearly by seeing the related clues or information about the unknown words.
2. Defining the meaning

This is another strategy found in the data. Both teachers used this strategy in a form of synonym and/or antonym while they were teaching English. In the first observation of teacher A’s class, when she taught about notions and cautions, she asserted a synonym of ‘No littering’ into its L2, which was ‘Do not throw the garbage in the certain area’. Seal (1991, p. 20) also mentions that synonyms could help students to understand the definition of a word.

In the second observation of teacher A, she also asked the students to figure out the synonym of the phrases “how to make a phone-call”. The excerpt is as follows:

3. Teacher: “Leave message, sama artinya dengan yang mana?” (“Leave a message, which meaning is similar with it?”)

“Ya, benar. Leave a note mempunyai arti yang sama dengan leave message.” (“Yes, it’s correct. Leave a note has a similar meaning with leave a message.”)

“Hubungkan aku dengan… mempunyai makna yang sama dengan sambungkan aku dengan.” (“Put me through to... has a similar meaning with connect me with.”)

The result above showed about the definitions strategy that worked well on teacher A. In this strategy, teacher A involved the students to think about the other similar meaning with the phrases that they discussed before, by giving them a clue that related to the meaning of phrases discussed. This was strengthened by the interview with teacher A:

Extract 2 (Interview with teacher A, March 28, 2014)
“Saya meminta murid saya untuk mencari tahu dulu apa arti dari kata-kata atau frasenya. Saya memberi mereka sebuah clue yang maknanya dekat dengan kata-kata itu dan mempunyai hubungan dengan itu. Kemudian, saya selalu menekankan kepada murid-murid untuk menirukan arti kata tersebut karena, hal itu dapat membuat mereka terbiasa menggunakannya.”

(“I asked my students to figure out first what exactly the meaning of the words or phrases is. I gave them a clue that closely related and have a connection to it. Furthermore, I always emphasize the students to imitate the meaning discussed because, it really help them to make them more accustomed use it.”)

In teacher B’s observation, similar teaching strategy using synonym and antonym was also found. This statement was strengthened by the interview with Teacher B as follows:

Extract 3 (Interview with teacher B, April 3, 2014)

“Saya di kelas 9 misalnya lebih sering memakai sinonim-antonim untuk pembelajaran sehingga mereka lebih dapat ingat pada saat mereka membaca sebuah teks, mereka menemukan kata-kata yang mereka tidak tahu, langsung saya kaitkan dengan antonim-sinonimnya.”

(“When I was teaching at ninth grader, I often used synonym and antonym for the learning process so that, they can more remember when they read a text, they can also find the unknown words, then I directly related it to synonym and antonym.”)

Teacher B always wrote down the words or phrases that needed to be discussed or translated by using synonym and or antonym on the whiteboard. At the day of her
observation, her students asked her the meaning of *enhance* and *prohibited*. The conversation ran as follows:

4. **Student:** “Apa arti dari *prohibited*, ma’am?” (“What is the meaning of *prohibited*, ma’am?”)

   **Teacher:** “*Prohibited* $\leftrightarrow$ *Allowed*” (menulis di papan tulis) (“*Prohibited* $\leftrightarrow$ *Allowed*” (wrote down on the whiteboard))

   **Student:** “*Enhance*?”

   **Teacher:** “*Enhance* = *Advance*.” (menulis di papan tulis) (“*Enhance* = *Advance*.” (wrote down on the whiteboard))

After that, she gave the meaning of those words by using L1. That result confirms to what Nation (2001) suggests that giving definitions should provide a clear, simple and brief explanation. Gairns and Redman (1986) adds, “it is more emphasized that the use of synonyms is often a quick and efficient way of explaining unknown words” (p.23).

It was possible that the teacher just simply wrote the synonym and or antonym for getting the meaning of the words discussed. As the result, it affected the students to understand it quickly. Moreover, she also continued by giving them the translation using L1. In that point, what she had done demonstrated that by using the learners’ first language it could provide a clear, simple, and brief explanation of the vocabulary (Lado, Baldwin and Lobo, 1967; Mishima, 1967; Laufer and Shmueli, 1997).

Through this strategy, both teachers could easily connect or relate the unknown words with its sense relations that are, its synonym and antonym as the way to define a word. As a means of presentation, it helped them to convey the meaning and provide a useful framework for the students to understand the semantic boundaries of the words.
3. Oral drill or pronunciation drilling

The last strategy is pronunciation drilling. It was the strategy that both teachers always used during the observation meetings. This was strengthened by the following interview from both teachers:

Extract 4 (Interview with teacher A, March 28, 2014)

“For speaking, there is a bit of imitation, repeating the words, because there are some students who produce the words learned by themself, so they have to repeat the words by saying it over and over again until they are accustomed to.”

Extract 5 (Interview with teacher B, April 3, 2014)

“The strategy usually is more about direct-translation, drilling, and pronunciation. These strategies usually used repeatedly in different contexts so that they can remember the usage of the words in different contexts and the meaning of vocabulary that they learned about.”
“Untuk speaking, pengajaran vocabulary, khususnya untuk pronunciation, mereka akan ingat bagaimana cara ngomongnya yang benar, bagaimana penulisannya, dan secara otomatis mereka akan ingat spellingnya juga.”

(“For speaking, the vocabulary teaching strategy, especially pronunciation, they will remember how to pronounce the words learned properly, how to write the words, and automatically, they will also remember its spelling.”)

In the observation, both teachers asked the students to pronounce the words that being learned. By doing so, teacher trained the students how the words should be pronounced, including the stress positions of the the words. In other words, the students have received important knowledge about sound of words and they can use it productively by pronouncing them. This is in line with what Nation (2008) states that the teacher can work on ways of increasing their vocabulary, like using controlled activities and techniques for the receptive learning of vocabulary. When learners have enough receptive vocabulary they can be helped to use some of it productively.

Both teachers have taught the students how to pronounce the words correctly. They believed that it made the students accustomed to the English words when it is taught repeatedly. For example, when Teacher A taught about “how to make phone-call”, students were asked to pronounce the words or phrases related to it. Then, she asked the students to read the dialog about “Making phone-call” with the words or phrases they had learned before. Moreover, according to the observation data of Teacher B, when she taught how to pronounce the past form of verbs in the narrative text that were ended up with ‘d’ sounds such as widened, delighted, opened, laughed, groaned, it was observed that some students experienced some difficulties. Then, she taught how to pronounce it by simply giving example on how the ‘d’ sounds
pronounced. By doing so, the students then repeat what their teacher had pronounced. What Teacher B did here, reflected a careful attention about pronunciation that is therefore an essential part of vocabulary teaching if new lexis is used effectively, or understood without difficulty, in spoken English (Gairns and Redman: 1986, p.50).

The three strategies found in this study showed that both teachers of Satya Wacana Laboratory Junior High School taught vocabulary using translation, defining the meaning, and pronunciation drilling. Those three strategies were used and worked very well for them in delivering the English lessons. The students were attractively asking, willingly answering the teacher’s question, and actively participating in order to complete the tasks related to unknown words in the reading passages and the L1 meaning that they did in individually or a group.

However, the incorporation of the other strategies discussed in the theoretical framework section were not found during the observation. Moreover, it was found that translation was the strategy that was usually used in their teaching. As pedagogical implications, teachers could have used the other strategies such as teaching about word parts, guessing from context clues, or word cards. For example, in teaching about text genres entitled “My Cat”, teacher A could have used guessing meaning from context clues, by underlining and providing much information about the unknown word e.g. appearance, delicacy, cat food, snuggle up, petted, feed, and fur. In addition, the teachers could have used another strategy called students’ active involvement, by showing a picture based on the topic discussed, then invite learners to give opinions towards the picture. In Teacher B’s part, when she gave antonym of the word prohibited, she could give the explanation that prohibited means ‘a warning not to do something’. Then, she could ask learners to guess the antonym of it, for example,
‘something that can be done’. In another meeting, the teacher could incorporated on how to break word into parts and its meaning in L2 and provide more about thematic lesson e.g. Things in classroom or living room; Everyday problems; Health; City life; etc. The teachers could also include pictures and its definitions, and followed-up activities in L2.

According to the interview data, teacher A and teacher B taught vocabulary in reading and writing skills (as part of junior high school curriculum). In junior high school lessons, vocabulary was not taught separately but integrated with those skills. This should be acceptable, since according to Nation (2008) “vocabulary teaching occurs in the context of message-focused activities involving listening, speaking, reading, and writing” (p.97). However, it seemed like, the teachers found those three strategies, especially translation, was a quick solution to students’ vocabulary problems. Incorporating the other strategies might cause more time in preparing and presenting the vocabulary lessons. Basically, the vocabulary teaching strategies in Satya Wacana Laboratory Junior High School were limited on those three vocabulary teaching strategies.

CONCLUSION

Vocabulary is very important in English learning. In junior high school level, students often have difficulties in understanding text and teachers have to present the unfamiliar word using certain vocabulary teaching strategies to help the students understand the words. Correspondingly, That rationale led this study to investigating the strategies used by the teachers of Satya Wacana Laboratory Junior High School in teaching vocabulary.
This study found that there were three strategies found in this study incorporated by the teachers of Satya Wacana Laboratory Junior High School in their teaching. They are translation, defining the meaning, and pronunciation drilling. In translation, the different presentation of form and meaning of words (using cut-jumbled paragraph and whiteboard) may result the quick and efficient vocabulary learning to students. In defining the meaning, both teachers showed the connection and relation of the unknown words with its sense relations through synonym and antonym. This strategy helped them to convey the meaning intended in the unknown words easily. In oral drill or pronunciation drilling, both teachers presented how the words should be pronounced. This could help teachers concerned on how the unknown words used in spoken language and it could also make the students pronouncing it correctly so that, it would not cause misunderstanding in its meaning.

Hopefully, the result of the findings may provide understanding to the Junior High School English teachers to use vocabulary strategies in dealing students’ difficulties in vocabulary. It could also give an important insight to the teachers on how to make a variation in the vocabulary teaching by using the strategies effectively.

For further research, it is necessary to consider some points. First, it can be conducted with more participants and in longer time, so that the result will be more varying. Second, it needs to be developed as real acts by giving trainings to the foreign language teachers that still have confusion and lack in vocabulary teaching strategies.
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REFERENCES


APPENDIX

Interview Questions

1. In your opinion, what kind of vocabulary aspects that you know?

2. How do you teach those kinds of vocabulary aspects to your students?

3. In teaching vocabulary, what are your specific strategies e.g. the way you teach; the activities in the class individually or in group, to bring about vocabulary learning?

4. What is your opinion towards the vocabulary strategies that you used?

5. What is the strategy that you often use to teach vocabulary?

6. How does that technique help you in teaching vocabulary to the students?