

The Strategy Used by Formal and Informal English Teachers in Teaching Vocabularies

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Abstract---Teachers must have a good strategy in teaching vocabulary in order to provide well understanding in teaching. This study aimed (1) to identify the strategy used by the teachers; (2) to identify the advantages of the strategy they used; (3) to identify the most strategy used in teaching vocabulary. The participant in this study is English teachers from formal course (SDN Sukadamai 3 Bogor) and informal course (Happy English Course 2 Pare). The data of this research were obtained from observation checklist and interview with the teachers. There were several strategies used by formal and informal English teachers. Teachers in formal course used memorizing in teaching vocabulary; meanwhile one of the teachers in informal course used vocabulary self-collection and another teacher used the same way as two teachers in formal course. Therefore, teachers must be more creative in improving the strategy in teaching vocabulary.

Keywords: *strategy, teaching, vocabulary*

I. INTRODUCTION

Languages contain huge numbers of words, something that was probably already obvious from the thickness of your dictionary [1]. Although nobody can learn all of these words, learning the amount of vocabulary a native speaker knows is still an amazing feat thus the teacher needs to manipulate some strategies to support the teaching and learning process. Teaching provides the students to have the guide, facility for learning and the condition for learning [2]. In addition, Teaching that encourages students to enquire questions and seek answers, apply everything that they have learned to solve problems, to listen to one another and debate ideas courteously and productively. This is teaching that students can use in their lives [3]. Teaching vocabulary is critical for the comprehension of texts [4]. Building word awareness and vocabulary knowledge requires the students to make a personal construction of meaning. The process to teach the vocabulary may have variations from one

teacher to another, but this manual provides a simple structure that can help establishing a framework that will address students from different levels of proficiency.

In order to obtain vocabulary learning effectively, vocabulary learning strategies should be implemented in teaching. The use of vocabulary learning strategies enables vocabulary learning and spreads student achievement. Each student uses a different strategy in line with their own needs [5]. From the study above learning needs strategy to help the students in collecting vocabulary meanwhile the teachers need strategy as well to support their teaching vocabulary thus the researcher conducted the strategies used by the teachers in teaching English vocabulary.

There are several studies in teaching strategies to learn vocabulary. It is revealed that vocabulary learning by turning the classroom into a positive and fun learning experience, making language both more meaningful and more outstanding [6]. It also boosts students to be active, enthusiastic, and animated.

There are many ways of teaching vocabulary, such as teaching vocabulary through games, songs, and so on. But here the researcher chose some activities from Active Learning method. A student's engage in some activity that services them to think about and comment on the information presented is provided these activities. In teaching vocabulary strategies, it was found that using guessing word strategies in teaching English vocabulary making the progression to independent learning can be easier and more efficient [7].

This study aims (1) to identify the strategy used by the teachers; (2) to identify the advantages of the strategy they used. The participants in this study are English teachers from formal school (SDN Sukadamai 3 Bogor) and informal course (Happy English Course 2 Pare); (3) to identify the most strategy used in

teaching vocabulary. The result of the study will help English teachers to improve skill in teaching vocabulary.

It is hoped that the result of this study can provide some contributions to the success of the teaching learning English for young learner and elementary school students especially related to the effort of enriching students' vocabulary in learning new vocabulary. The teacher was able to select the most appropriate strategy to overcome the problem and the student can understand easily.

II. METHODS

The research used descriptive qualitative method to comprehend the phenomenon in depth which is based on how the participants in the research perceive it. Observation and interview were utilized along with the study design because the researcher focuses on a program, event, or activity [8]. The researcher used the procedure of action research design suggested by Arikunto (2006:16), the research procedure in action research consists of planning, implementing, observing, and reflecting [9]. The participants involved in this study were two English teachers in fifth grade class of an SDN Sukadama Bogor and two teachers in Happy English Course 2 Pare. The teachers were chosen based on availability. The data was collected using two instruments, observation and interview. First, observations were conducted to see how English teachers at school and English teachers at course implemented the strategies in the classroom in which the researcher acted as pure observer who did not influence the situation being observed in any way. Second, teacher interviews were utilized to encourage teachers to reflect on their beliefs and language teaching practices. The data was analyzed into a brief description of the observation. Then, coding the interview and questionnaire, and creating a brief explanation of the information acquired. The final step was interpreting the data and presenting the description.

III. RESULTS AND DISCUSSION

There are three strategies in teaching vocabulary, building sentences, keyword strategy, and vocabulary self-collection, which the researcher used for analyzing the data [10].

Figure 1. Vocabulary Teaching Strategies Used by Formal and Informal Teachers

Strategy 1 – Building Sentences

This strategy focused on the group or pair activity. This functioned to help the students strating to cereat their own sentences with the vocabulary their obtained. This was very easy to apply but most of English teacahers both formal and informal teachers did not apply this strategy. It was because of the lack of information from the teachers. They did not improve their strategy in teaching vocabulary.

Strategy 2 – Keyword Strategy

This strategy emphasizes group discussion between the teacher and the students but it also emphasizes the students to work harder than other strategies beacause they should creat images that can help them to have strong memory. Then they also have to record what they did in their notebook. But it looks so much fun to apply.

After observing two both the teachers in formal and informal courses, the reseacrhre found that this strategy did not effectively applied in any level of the students thus the teachers prefered to apply other strategies than this strategy.

Strategy 3 – Vocabulary Self-Collection

VCB (Vocabulary Self-Collection) is used to encourage the students work personally in reading a common text then highlight or write the word that they consider the important words. After that they have to share what they found. This strategy emphasizes them to have group discussion in the class. It is very valuable to have the operative teaching English vocabulary. In observing this strategy, the researcher found that there was only one teacher from informal institution used this strategy

Strategy 4 – Memorizing

This strategy was almost used by both formal and informal teachers in teaching vocabulary because it was easy to apply and suitable for any level of the students, but it had some weaknesses. This caused the students had low memory and made a monotonous teaching learning process.

IV. CONCLUSION

Based on the findings above, the researcher found that both formnal and informal English teachers did not improve their strategy in teaching vocabulary. It can be concluded that memorizing was still commonly applied in teaching vocabulary at any level of the students.

The implementation of memorizing strategy had some weaknesses which must be patched through improving the strategy in teaching vocabulary by the teachers. For future research, it is suggested to conduct the study about the effectiveness of other strategies in teaching vocabulary.

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