

**TEACHERS' STRATEGIES IN ENHANCING EFL
STUDENTS' VOCABULARY AT MIDDLE SCHOOL IN
PEKALONGAN**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education



By :

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SN. 2519016

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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ACKNOWLEDGMENT

Praise be to Allah, the Cherisher and Sustainer of the worlds, my thesis has become a reality and getting many kinds of support from many individuals. Therefore, I would like to extend my sincere gratitude to all of them.

1. First, surely for my beloved family. To my dearest parents Mr. Taufiq and Mrs. Purwati for your support, prayers, and unconditional love until I can finish this thesis. To my little Brother, Dimas for making me laugh with your ridiculous behavior. To my Partner, M. Dwi Rizkiyana for the support and sponsor. My babies, Uju, Uli, Ochi, Kuki, and Oreo for giving me support through meowing.
2. Second, I'm so grateful for my Supervisor's professionalism. Mrs. Isriani Hardini, thank you for your amazing suggestion and knowledge.
3. Third, I want to express my appreciation to my second family, Putri Aulia Rahmah, Syaifatun Najwa Futichah, and Sandrina Dinda Adella. I am extremely grateful for your assistance and support.
4. Fourth, my fellow English Education Department'19 students. Thank you for your unwavering support, and memories. I am very happy to be one of you.
5. Last but not least, I wanna thank myself for believing in myself. I wanna thank me for doing all hard work. I want to thank me for never quitting. I want to thank me for always being a giver and tryna give more than I receive.

MOTTO

“Time Waits for No One”

(The Rolling Stones)

“If I'm lost again, I need to find it again”

(Space - SEVENTEEN)



ABSTRAK

Vocabulary merupakan salah satu aspek yang paling utama yang harus dikuasai siswa sebelum mereka dapat memahami materi guru. Untuk mendukung siswa dalam belajar bahasa Inggris, diperlukan strategi pengajaran vocabulary. Studi ini mengkaji strategi guru untuk meningkatkan kosa kata siswa EFL dan kelebihan dan kekurangan dari strategi tersebut. Dalam mengumpulkan data, peneliti mewawancarai tiga guru Bahasa Inggris di salah satu Sekolah Menengah Pertama di Pekalongan. Wawancara menggunakan wawancara semi terstruktur. Penelitian ini menggunakan teori penelitian naratif Creswell & Poth (2016) untuk mengumpulkan data. Untuk menganalisis isi data, peneliti menggunakan teori Schmitt (1997) dalam mengajar dan belajar kosa kata yang mencakup 5 strategi yaitu determinasi, memori, sosial, kognitif, dan metakognitif. Hasil penelitian menunjukkan bahwa guru menggunakan strategi penguatan, strategi graphic organizer, games, drawings and pictures, dan real objects untuk meningkatkan vocabulary siswa EFL. Tiga strategi yang diterapkan oleh guru (Reinforcement Strategy; real object; drawing and pictures) sesuai dengan teori Schmitt (1997), sedangkan dua strategi yang lain (games dan graphic organizer) tidak sesuai. Sebagian besar guru menggunakan lebih dari satu strategi dalam mengajar vocabulary. Kelebihan dan kekurangannya bervariasi berdasarkan strategi yang diterapkan oleh guru dan lingkungan kelas yang diajar.

Kata Kunci: Strategi Guru, Vocabulary, Siswa EFL, Pengajaran Vocabulary

ABSTRACT

Vocabulary is one of the most main aspects that students must master before they can understand the teacher's material. To support students in learning English, vocabulary teaching strategies are required. This study examines teachers' strategies for enhancing EFL students' vocabulary and the advantages and disadvantages of the strategies. To gather the data, the researcher interviewed three English teachers at one of the Middle Schools in Pekalongan. The interview used a semi-structured interview. This study used Creswell and Poth's (2016) narrative research theories to collect the data. For analyzing the data content, the researcher used Schmitt's (1997) theory of teaching and learning vocabulary which includes 5 strategies, namely determination, memory, social, cognitive, and metacognitive. The result of the study shows that teachers used reinforcement strategies, graphic organizer strategies, games, drawings and pictures, and real objects to enhance EFL students' vocabulary. The three strategies applied by the teacher (Reinforcement Strategy; real objects; drawing and pictures) are in line with Schmitt's (1997) theory, while the other two strategies (games and graphic organizer) are not appropriate. Most of the teachers used more than one strategy in teaching vocabulary. The advantages and disadvantages are varied based on the strategies applied by the teacher and the class environment.

Keywords: Teacher Strategies, Vocabulary, EFL Students, Teaching Vocabulary.

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me with guidance, health, and patience so that the writing process of my research proposal entitled “**Teachers’ Strategies In Enhancing EFL Students’ Vocabulary At Middle School In Pekalongan**” can be completed. It is submitted to the English Department of UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the Research Seminar Proposal courses. This proposed study can be accomplished because of many support of several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

1. The head of the English Education Department and Teachers’ Training Faculty of UIN K.H. Abdurrahman Wahid Pekalongan, Mr. Ahmad Buehanudin, M.A.
2. My supervisor Mrs. Isriani Hardini, S.S, M.A., Ph.D. for giving me suggestions, guidance, and time in writing this research proposal.
3. All lecturers of the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan.
4. My beloved family who have given me endless support, prayer, advice, and encouragement in writing this research proposal.
5. My dearest friends who have fought through the journey together since the very beginning.

Pekalongan, 4th September 2023

The Researcher

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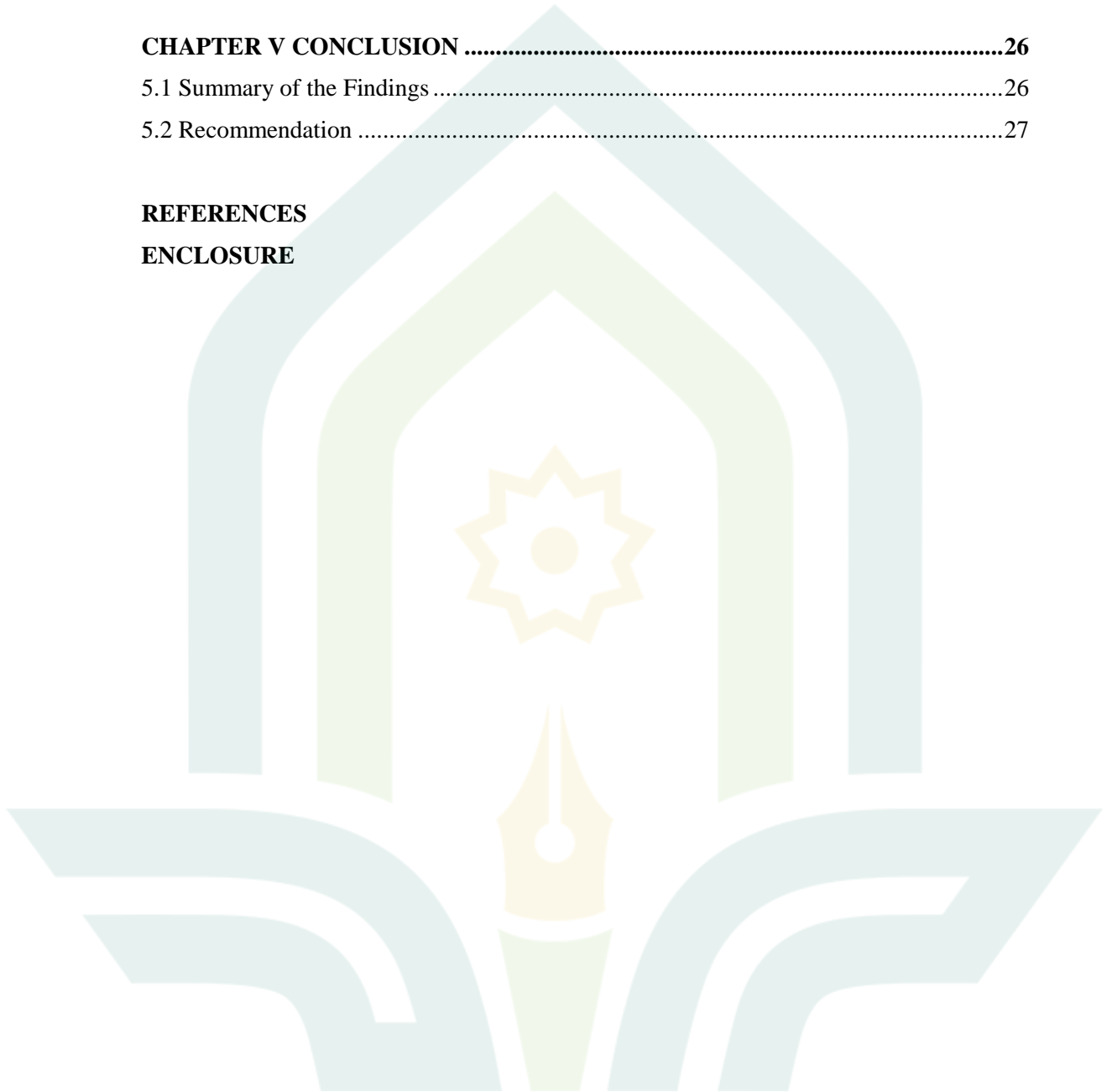
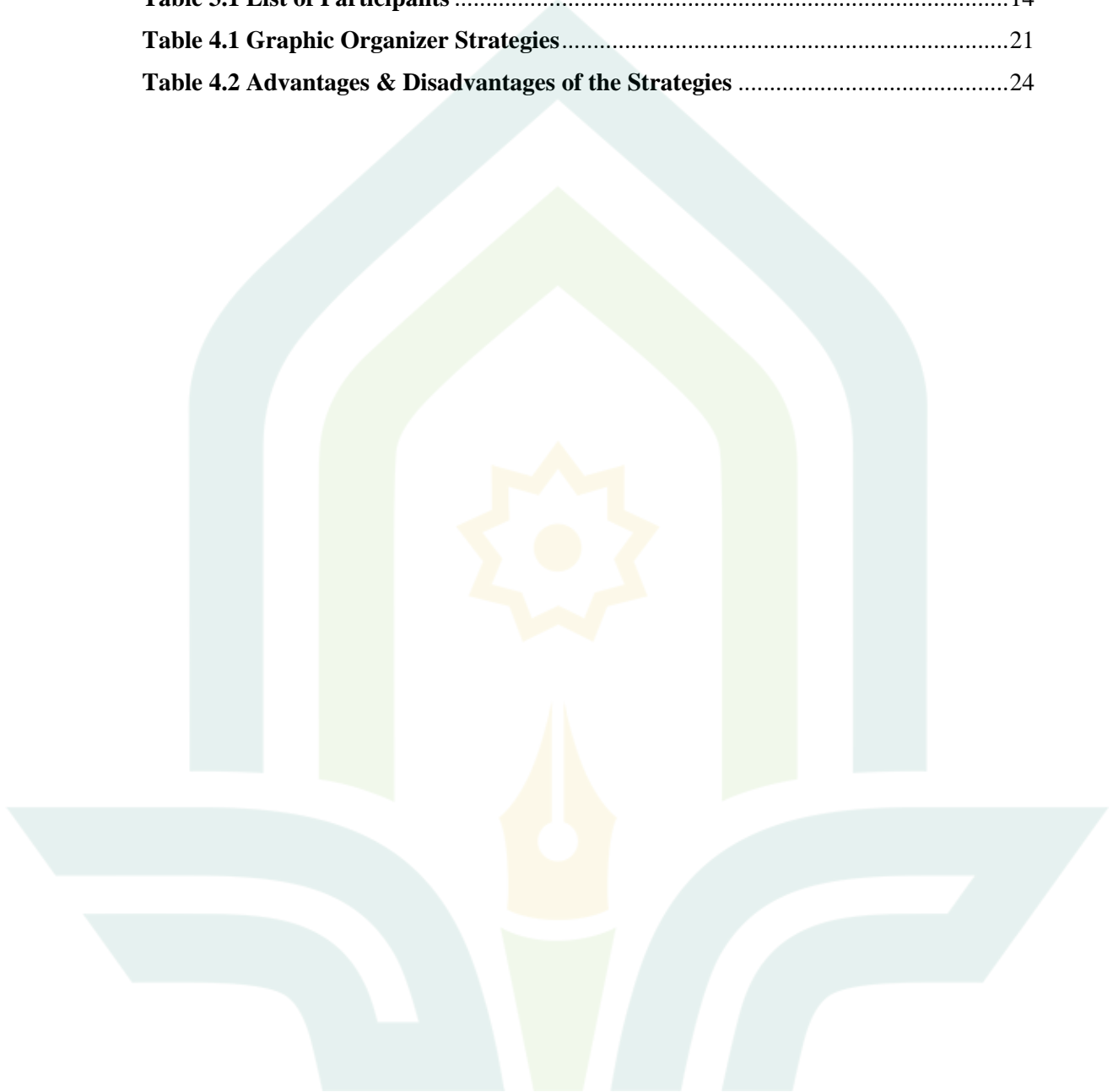


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CHAPTER I

INTRODUCTION

1.1 Background of Research

English is one of the compulsory foreign language subjects in Indonesian schools. It is hoped that the availability of English lessons will help students to easily obtain information from anywhere. While learning English, students are taught to practice reading, writing, speaking, and listening skills. Structure, vocabulary, pronunciation, and spelling are all language learning elements that help to support these four skills (Gultom, et al., 2022). Students must be able to memorize and understand English vocabulary in terms of understanding the language. Language skills necessitate vocabulary.

Learning English as a foreign language (EFL) is becoming more common nowadays. Referring to Iwai (2011), EFL students or English as Foreign Language students are those who study English in non-English speaking countries (e.g., Japanese people who learn English in their country are EFL learners). In other words, most of the EFL students are non-native English speakers (Peng, 2019). In terms of EFL, many students are concerned about their English language skills because they are afraid of receiving negative feedback when learning English; thus, the role of the teacher is important in assisting students in learning English (Al-Jarf, 2007).

According to Read (2004), there are two types of vocabulary learning, incidental and intentional vocabulary learning. Most people gain more vocabulary because of incidental causes, for example, watching a movie or reading something that uses English. However, in a school environment, students will be given tips or methods to help them enhance their English vocabulary. Teachers typically use translation, games, a dictionary, and a story to enhance their students' vocabulary (Glutom, et al., 2022).

This study takes place in one of the Middle Schools in Pekalongan. Two curricula are used in teaching and learning activities, especially in English. The Merdeka curriculum is used for grades 7 and the 2013 curriculum for grades 8 and 9. Teachers who teach English in this school explain the material using English and Indonesian.

There are three previous studies that examined vocabulary teaching strategies. The first study conducted by Gultom, et al. (2022), stated that teachers use translation, games, dictionaries, and stories to enhance students' vocabulary in class. The study also discusses the difficulties that teachers face when teaching vocabulary. Meliana, Umaemah, and Hidayat (2018) explain that the most effective strategy in teaching vocabulary is using games and the most ineffective strategy in teaching vocabulary is memorizing 15-20 words each meeting. Extensive reading enhances students' spelling, meaning, grammar, and vocabulary acquisition (Pigada & Schmitt, 2006).

However, available research mostly investigated teachers' difficulties when teaching students vocabulary. Therefore, this study was conducted to

know what strategies the teachers use to enhance students' vocabulary and the advantages and disadvantages of the vocabulary teaching strategies at one of the Middle Schools in Pekalongan. To gather information, English teachers at this school were interviewed about teaching methods for enhancing students' vocabulary. From this background, the researcher wants to investigate this study with the title "**Teachers' Strategies in Enhancing EFL Students' Vocabulary at Middle School in Pekalongan**".

1.2 Formulation of the Problem

According to the explanation above, this study has two questions to answer:

1. What strategies do teachers use to enhance students' English vocabulary?
2. What are the advantages and disadvantages of the strategies that teachers use?

1.3 Operational Definition

To avoid misunderstanding the terms in this study, the researcher provides some definitions related to the study as follows:

1. **Teacher Strategies:** Teacher Strategies assist all potential teachers in acquiring the fundamentals of professional knowledge required to facilitate learning for students (Orlich, *et al*, 2010)
2. **EFL Students:** EFL students or English as Foreign Language students are those who study English in non-English speaking countries (Iwai, 2011)

3. **Teaching Vocabulary:** There are five types of vocabulary teaching strategies: determining, memory, social, cognitive, and metacognitive (Rambe, 2015).

1.4 Aims of the Study

The study aims to explore the strategies that the teacher uses in teaching vocabulary and the advantages and disadvantages of the strategies. The researcher hopes to gain insight into what strategies are suitable to apply in the classroom to teach vocabulary and the advantages and disadvantages of each strategy.

1.5 Significance of the Research

The significance of this research is explained as follows:

1. Theoretical Significance

The researcher hopes that this study may help readers know what strategies in teaching vocabulary (based on the theory from Schmitt in 1997) have many advantages in teaching vocabulary.

2. Practical Significance

In the future, the researcher hopes this study can be used as one of the ways for teachers to use the appropriate strategies in teaching vocabulary to middle school students.

3. Empirical Significance

This research provides empirical evidence as an additional resource for improving teachers' strategies for teaching vocabulary.

CHAPTER II

THEORETICAL BACKGROUND

2.1 Literature Review

2.1.1 Teaching Vocabulary for EFL Students

In teaching English, especially vocabulary, the teacher must prepare everything carefully, starting from understanding the material to be given, the strategies used, and the characteristics of the children in the class (Alqahtani, 2015). In order to teach vocabulary to students, the teacher must choose the most appropriate strategies based on the students' needs. Teachers must be creative and up-to-date with theories and strategies in teaching vocabulary (Susanto, 2017).

People use vocabulary to convey their thoughts, ideas, and opinions, which is an expression of the human mind (Dakhi & Fitria, 2019). Individuals must have a large vocabulary to communicate effectively with their surroundings and improve their expressive power in both their native tongue and a foreign language (Özcan, *et al*, 2022).

In teaching and learning activities, teacher strategies are a collection of methods used by teachers to help students improve their abilities and understand the material (Tileston, 2003). Teaching strategies will always differ depending on the material and the circumstances of the class. With the right strategy in the teaching and learning process, students and teachers can deliver and receive the material properly.

Teaching vocabulary to EFL students requires more attention, effort, and different strategies than teaching vocabulary to ESL students. In Indonesia itself, vocabulary learning usually correlates with the subject given in teaching and learning activities (Susanto, 2017). Teachers believe that teaching vocabulary as part of the main content being presented is more effective than teaching vocabulary alone.

EFL teachers at schools, colleges, and universities must ensure that the learning environment is fun and interesting (Ashraf, 2018). To teach new things to students, the teacher must first capture their attention so that the lesson may be more easily understood. Using instructional media and practices that students enjoy is one way to capture their attention for example mobile game-based learning and mobile learning applications. Mobile learning applications are considered more attractive than learning using the traditional method (Alhebshi & Gamlo, 2022).

EFL students frequently struggle with learning English because they are concerned about not understanding the material properly and about the feedback they will receive from the teacher or friends (Al-Jarf, 2007). As a result, the teacher's readiness to teach vocabulary to EFL students requires the use of the appropriate strategy that has been personalized to the student's needs and circumstances.

2.1.2 Strategies in Teaching Vocabulary

Strategies for teaching vocabulary are needed before teachers start teaching in the class. The use of the appropriate method might help teachers

and students make teaching and learning activities easier. There have been many techniques and strategies for teaching vocabulary that have been developed by experts. Some commonly used vocabulary teaching strategies such as dictionary use, semantic mapping, deducing the meaning from context, affixation, learning words through flashcards, word puzzles, reading comprehensions, predicting family words, learning words through riddles, and many more (Sarifa, 2018).

There are many approaches to teaching vocabulary that might assist teachers in facilitating learning and teaching vocabulary activities. Based on Rambe's (2015) theory about teaching and learning vocabulary, teaching and learning vocabulary should be based on the frequency of use, because in learning, some words appear more often than others.

Ajayi (2018) in his article said that Vocabulary graphic organizers are visual resources that can be used to educate English language learners (ELLs) on how to represent and illustrate relationships between vocabulary terms and their probable meanings, features, and affiliations. Some teachers use this strategy to help students understand and remember a word. By implementing this strategy, students are expected to absorb the teacher's words more quickly.

Diamond & Gutlohn (2006) divide vocabulary teaching strategies into Intentional vocabulary teaching and Incidental vocabulary teaching. Intentional vocabulary teaching consists of instructing specific words, word-learning strategies, fostering word consciousness, and Multiple exposures in

multiple contexts. Meanwhile, incidental vocabulary learning can be obtained through having extensive oral-language experiences at home and school, listening to books read aloud to them, and reading widely on their own.

Using a graphic organizer can make it easier for students to understand vocabulary. Graphic organizers are a strategy to help students understand vocabulary by writing definitions, synonyms, antonyms, and the application of these words in a paragraph. Bromley, Irwin-DeVitis, & Modlo (1995) explain that a graphic organizer is a visual representation of knowledge, a method of organizing information, and putting the important elements into a pattern using four labels.

Games are one of the methods used by teachers to teach vocabulary. Based on Derakhshan & Khatir's (2015) theory, games are effective in teaching vocabulary to students because they frequently include friendly competition and build a cooperative learning atmosphere in which students can participate. Games can make students active in learning because games are a strategy that is familiar to students' daily activities. The application of games in vocabulary teaching activities cannot be used all the time because this strategy is not appropriate for long-term application.

Other strategies of teaching and learning vocabulary presented by Schmitt (1997) as:

a. Determining Strategies

Determination strategies include guessing the word based on knowledge, asking the teacher/other people, and using a dictionary. An

example of determining strategies is predicting, analyzing, and guessing the meaning of a word.

b. Social Strategies

Social Strategies aims to help students understand the definition and meaning of a word with help from other people such as teachers, friends, parents, etc. Example of social strategies is interacting with a native speaker, study group, and asking a teacher/classmate.

c. Memory Strategies

Memory strategies are strategies that require students to use their memory abilities (remember). Example of memory strategies is remembering the vocabulary list, word grouping, etc.

d. Cognitive Strategies

Cognitive strategies concentrate on using repetitions for interpreting vocabulary. Example of cognitive strategies is a word list, flash card, verbal repetition, etc.

e. Metacognitive Strategies

Metacognitive strategies are strategies carried out by students independently. An example of metacognitive strategies is using media such as music, movies, newspapers, etc.

2.2 Previous Studies

Some previous studies concerning Vocabulary Teaching Strategies have been conducted by different authors as follows:

Gultom, et al. (2022) in their study called “Teachers Strategies in Teaching English Vocabulary in Junior High School”, stated that teachers use translation, games, dictionaries, and stories to enhance students’ vocabulary in class. This study also explains how to deal with students who cannot be told to work together to keep the class conducive by ordering them to leave the class. As a form of appreciation, the teacher will give additional scores to students who are active while learning.

The second study is from Meliana, Umaemah, and Hidayat (2018) entitled “Exploring Teacher’s Strategies in Teaching Vocabulary at Grade Tenth Of Smk Sultan Agung Sumber”. This study explains that the teacher's strategies include comprehending vocabulary in detail, memorizing vocabulary at each meeting, using a dictionary, and teaching vocabulary through games. This study explains that the most effective strategy in teaching vocabulary is using games and the most ineffective strategy in teaching vocabulary is memorizing 15-20 words each meeting.

Another study about Vocabulary Teaching Strategies is the study from Pigada & Schmitt (2006) called “Vocabulary acquisition from extensive reading: A case study” which discussed how extensive reading programs can improve lexical knowledge. In other words, extensive reading enhances students’ spelling, meaning, grammar, and vocabulary acquisition.

However, previous studies have not explained teachers' strategies for teaching vocabulary or the advantages and disadvantages of each strategy. The majority of current research focuses only on various vocabulary teaching

strategies and the difficulties encountered when teaching vocabulary in the classroom. To fill the research gap, this current study focuses on the strategies that the teacher uses and the advantages and disadvantages of the strategies.

2.3 Conceptual Framework

Teaching English as a foreign language in Indonesia is a challenge for teachers, the right strategy is needed to adjust students' abilities to understand the material presented. Before starting to teach English, the teacher must teach students vocabulary so that in the future students can more easily understand the material that will be delivered in the future. Teaching vocabulary will be easy if the teacher uses the right strategy, and vice versa, teaching vocabulary will be difficult if the teacher uses an inappropriate strategy.

This research discovered teacher strategies for teaching vocabulary in one of the Middle Schools in Pekalongan. The researcher used Schmitt's (1997) theory about strategies for teaching vocabulary. Strategies in teaching vocabulary according to Schmitt (1997) divided into 5 strategies, namely determining, memory, social, cognitive, and metacognitive. To conduct the research, the researcher carried out an interview to collect the data from the participants. In the interview, the researcher found several strategies in teaching vocabulary that the participants used and the advantages and disadvantages of the strategies.

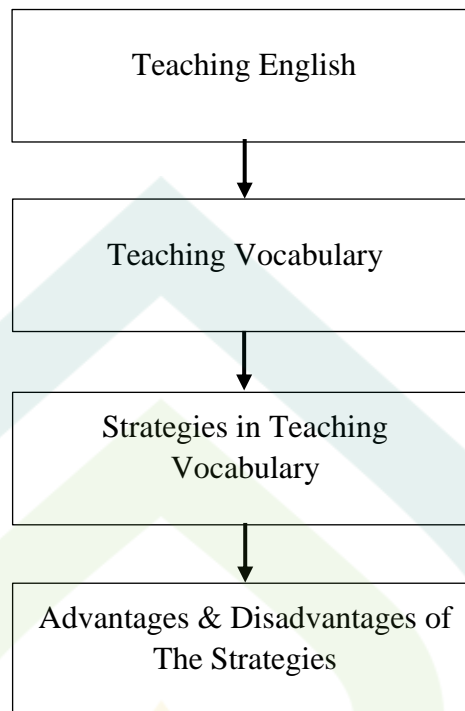


Table 2.1 Conceptual Framework

CHAPTER III

RESEARCH PROCEDURE

3.1 Research Methodology

This study uses a qualitative method and discusses teachers' strategies for enhancing students' vocabulary at one of the Middle Schools in Pekalongan. The data were gathered from three English teachers at the school. Semi-structured interviews were conducted to gather the data.

3.2 Research Context

Teaching vocabulary, especially for EFL students requires the teachers to use the most suitable strategies based on the student's needs. At one of the Middle Schools in Pekalongan, teaching and learning activities in class, particularly English, are carried out for two meetings per week. The teacher presents the subject in both English and Indonesian during the lesson. Because this Middle School does not have its vocabulary material for study, teachers must teach students vocabulary in between the material they teach in class. This research aims to explore teachers' strategies and advantages & disadvantages in teaching EFL students vocabulary in one of the Middle Schools in Pekalongan.

3.3 Setting and Participant

The participants of this study are three English teachers consisting of two females and one male. However, they teach in various classes and curricula. Furthermore, teachers' data information will be kept confidential to

protect their privacy. Etikan *et al* (2016) define the purposive sampling method as a way of determining participants for research data collection based on certain criteria. The researcher used the following criteria.

1. English Teacher
2. Based on gender, one male and two females
3. Having teaching experience for 2 or more years

No	Name of Participant	Gender	Age	Teaching Experience
1	Participant 1	Female	58	35 years
2	Participant 2	Male	54	27 years
3	Participant 3	Female	25	2 years

Table 3.1 List of Participants

3.4 Data Collection

In this study, the researcher collected data through semi-structured interviews. Interviews are methods for gathering verbal data from study participants and researchers. The interviewer asked a series of questions whereby the participants had to respond in their own words during a semi-structured interview (Easwaramoorthy & Zarinpoush, 2006). The interview took place in one of the Middle Schools in Pekalongan after the teaching and learning activities had finished. Each teacher has been interviewed on different days for approximately 1 hour. An audio recording was used to interview the participants.

The researcher concentrates on the strategies teachers use in teaching vocabulary, and the advantages and disadvantages of the strategies used. To

minimize misunderstandings and misinterpretations, this interview has been conducted in Indonesian and translated into English.

3.5 Data Analysis

After collecting the data, the interview data was translated and transcribed from Indonesian to English. In collecting data, this study applies Creswell & Poth's (2016) theory of narrative research by collecting data, transcribing data, and retelling existing data to become a narrative framework. The interview data were analyzed by using Schmitt's (1997) theory of techniques in teaching vocabulary.

3.6 Research Steps

The implementation of the research steps from the beginning to the finish of the research was included in the research steps as follows:

- a. Identifying the problem
- b. Conducting literature review
- c. Defining the goal and research questions
- d. Collecting the data
- e. Analyzing the data
- f. Writing the research

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

The researcher presents the findings of the study in this chapter. It demonstrated that each person has their own stories about themselves. A different explanation is given in the story about teaching vocabulary to EFL students. There are two main points of the result, teacher strategies in teaching vocabulary and the advantages & disadvantages of the strategies.

4.1.1 Teacher Strategies in Teaching Vocabulary

Some teachers used several strategies to help them teach vocabulary to EFL students. Two participants used more than one strategy, while one only used one strategy to teach vocabulary. As a result, teachers should continue to explore strategies and techniques for teaching vocabulary.

Teaching strategies have an important role in the classroom. Without a strategy, teachers would be aimlessly projecting material that does not connect with or interest students. Strategies enhance learners' participation, connect with them, and add excitement to the subject being provided. In teaching vocabulary, the strategies applied must be relevant to the curriculum applied or the student's needs.

“I used reinforcement strategy. The reinforcement strategy includes social, memory, cognitive, and metacognitive aspects.... I use real objects. We use anything around us, for example, we teach vocabulary that is around the school environment as part of teaching vocabulary using real objects.”

(Participant 1, May 15th, 2023)

From the data above, the reinforcement mentioned by Participant 1 is an approach that aids in the development of students' memory, and social, cognitive, and metacognitive abilities. Another strategy that Participant 1 used is teaching vocabulary using real objects. The reinforcement strategy applied by Participant 1 can help students to learn English. This method can be said to be a complete method because it covers all internal and external aspects of students.

“In Graphic Organizer, I ask students to find the meaning of the word. Later on, students will search for the definition, synonym, and antonym, then make a sentence from that word.... for games, I normally use props, such as cards.”

(Participant 2, May 19th, 2023)

Otherwise, participant 2 uses the Graphic Organizer strategy and drawing and pictures. Participant 2 also claimed that the use of graphic organizers in teaching vocabulary made students more familiar with the words being discussed.

“I asked them to observe what was in class first, then asked the children to search for the English word from that object.... I ask them to make a list of everything in their home. For example, writing down what was in the living room and then looking it up in the dictionary.”

(Participant 3, May 25th, 2023)

The strategy that Participant 3 used is teaching vocabulary using real objects and a dictionary. Besides that, participant 3 used a dictionary to help make it easier for students to search for the meaning of certain words.

4.1.2 Advantages & Disadvantages of The Strategies

The implementation of vocabulary teaching strategies in the classroom is not always easy, each strategy has advantages and disadvantages. The advantages and disadvantages that exist will be considered by the teacher to be applied in learning activities. The following are the advantages and disadvantages of the vocabulary teaching strategies applied by the participants.

“... social strategies, if we want the students to work in groups, it is meant to help students that lack of understanding can be assisted by more understanding friends.... in working in a group, students’ character usually hard to work together, they want to work individually, and they lack social sense, we tried to encourage them to work in groups, but the students still don’t want to.”
(Participant 1, May 15th, 2023)

“The advantage is if the material discusses games, students can easily absorb vocabulary because children are more familiar with it. However, when using the Vocab graphic organizer strategy, students understand the meaning of words better and they remember them longer. On the other hand, students can easily visualize and understand if I use cards in teaching material.... The disadvantage of game methods is that students sometimes struggle to use them in texts because they just hear the word. Meanwhile, if I use the card, I don't have it for all the material, so it's incomplete. When learning vocabulary, students are more likely to remember and forget the word more quickly.”
(Participant 2, May 19th, 2023)

“Students also memorize and understand vocabulary faster when they get used to the item around them... The disadvantage is more to the situation in the classroom. For example, I cannot control the class situation, it makes learning difficult.”
(Participant 3, May 25th, 2023)

From the data above, the advantages and disadvantages of the strategies conveyed by the participant are in the form of real examples of events that exist in the classroom. The strategies for teaching EFL student vocabulary

that the teacher used have their own advantages and disadvantages. All the disadvantages of the strategies above can be covered by the other strategies. Merging two or more strategies when teaching vocabulary in class can make teaching activities more appropriate.

4.2 Discussion

The researcher examines the findings in this section and how they connect to the theories in Chapter II. There are two research questions asked in this study, namely strategies that teachers use to enhance students' vocabulary and the advantages and disadvantages of the strategies. This study focuses on teachers' strategies in teaching vocabulary and the advantages and disadvantages of the strategies at one of the Middle Schools in Pekalongan. The result of the study showed that the strategies and the advantages and disadvantages that the teachers used varied.

4.2.1 Teacher Strategies in Teaching Vocabulary

Teacher strategies in teaching vocabulary are highly distinctive and selected based on the needs of students. According to Hunt, *et al* (2009), when planning courses and units, teachers often refer to the state content standards of the states in which they teach. This is comparable to all of the participants who prepare their teaching strategies to be in line with the curriculum that is used. The aim of adjusting the strategies used in the applicable curriculum is to make it easier for teachers to decide on the appropriate vocabulary teaching strategies in a short time.

a. Reinforcement Strategies

One of the participants used reinforcement strategies in teaching vocabulary. The reinforcement strategies are in line with Schmitt's (1997) theory of vocabulary teaching and learning strategies that categorize it as Determining, Social, Memory, Cognitive, and Metacognitive strategies. Based on the interview that the researcher conducted, teaching vocabulary using social strategies is carried out in the form of group learning activities that require interaction between students. Another strategy included in the reinforcement strategies is memory strategies. Memory strategies help students to understand or remember the vocabulary by memorizing the vocabulary list that the teacher gave.

b. Teaching Using Real Object

Using real objects can make it easier for students to remember vocabulary because students see directly the objects being studied (Susanto, 2017). This strategy is used by all of the participants in their class. Teaching vocabulary using real objects is one of the simplest ways to teach and learn vocabulary in the classroom because it does not require many resources and can make use of any object in the learning space.

Teaching vocabulary using real objects can be considered as determining strategies. Schmitt (1997) defines determining strategies as a strategy that includes guessing the word based on knowledge, asking the teacher/other people, and using a dictionary. In teaching using real objects, sometimes the teacher tells the students to write the vocabulary of the

object they saw in Indonesian and then search for the English word of the object using a dictionary.

c. Graphic Organizer

Graphic organizers are essential and effective teaching instruments for organizing data and concepts and assisting learners in understanding newly acquired information (McKnight, 2010). This strategy makes teaching English especially vocabulary more complex. This Strategy is in line with Bromley, *et al* (1995) theory about graphic organizers. Students are not only taught to memorize words, but also to understand their meaning, synonyms, antonyms, and how to utilize those words in a sentence. Participant 2 claimed that the use of graphic organizers in teaching vocabulary made students more familiar with the words being discussed.

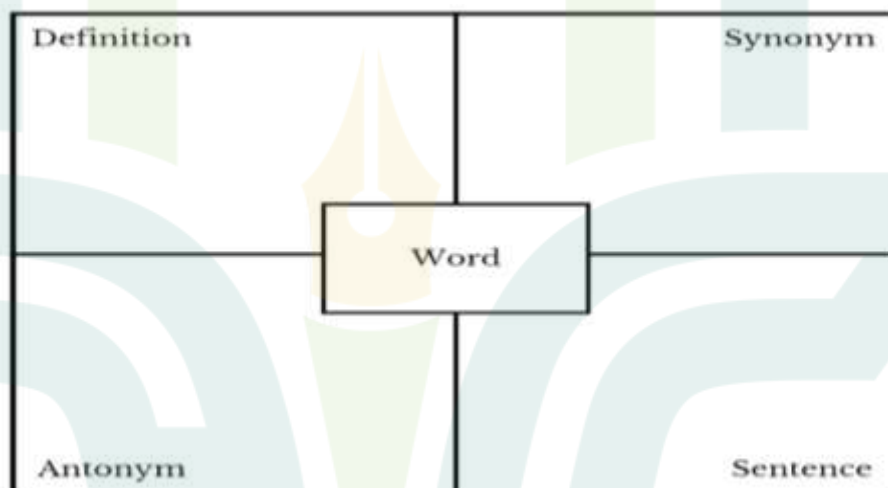


Table 4.1 Graphic Organizer Strategies

d. Games

Games are used to help young learners learn a language, and they offer students an active part when they play, supporting student-centered activities. This strategy is sustainable with Derakhshan & Khatir's (2015) theory that using games is effective in teaching vocabulary to students because they frequently include friendly competition and build a cooperative learning atmosphere in which students can participate.

The Participant claims that using strategies that the students are familiar with can help students understand the material better. In teaching vocabulary, students tend to easily memorize and understand the vocabulary that they often hear. Teaching vocabulary using games is considered a social and cognitive strategy. Playing games can train students' social skills by interacting with other players or students. On the other hand, hearing the same word repetitive can make students memorize the word intentionally or unintentionally.

e. Teaching Using Drawing and Pictures

Teaching vocabulary using pictures and drawings is carried out by participants 2. The use of pictures can help students visualize objects, making it easier for students to understand the meaning of the words. Based on Wright (1989), pictures are one of the resources that are used to enrich and stimulate students to understand a word.

The use of picture and image media is in line with Schmitt's (1997) theory regarding teaching and learning vocabulary. Teaching using

drawings and pictures is included in the cognitive strategies category. Examples of teaching vocabulary using drawings and pictures include using flashcards, showing posters, etc.

The results indicate that most of the teachers use more than one strategy in teaching vocabulary to EFL students. Three of the five strategies applied by teachers in line with Schmitt's (1997) theory of teaching and learning Vocabulary, there are reinforcement strategy, pictures and drawings, and real objects. Combining multiple strategies can improve the impact of teaching activities. The teacher uses diverse strategies such as reinforcement strategy, graphic organizers, teaching vocabulary using drawings and pictures, and teaching using real objects.

4.2.2 Advantages & Disadvantages of The Strategies

All the strategies that the teacher applied, each of them having advantages and disadvantages. Based on Sari & Sugandi (2015); and Tosun (2015), the advantages and disadvantages can be varied, some strategies will be fun if done occasionally, but will be boring if applied too often; also not all strategies can be applied to diverse class situations due to differences in student abilities.

The advantages and disadvantages of the strategies that the participant

used:

No	Strategies	Advantages	Disadvantages
1	Reinforcement	<ul style="list-style-type: none"> • Maximize student abilities; • Students are trained to memorize, socialize, and improve 4 basic skills in English. 	<ul style="list-style-type: none"> • Not all students are excellent in all of these abilities. Some students tend to remember quickly, some easily interact with other people, and some do not master everything.
2	Graphic Organizer	<ul style="list-style-type: none"> • Structured; • Complex; • Easier for students to memorize the meaning, and find the synonyms, antonyms, and their application in sentences. 	<ul style="list-style-type: none"> • Students often cannot place words in sentences correctly.
3	Games	<ul style="list-style-type: none"> • Many students play it; • Interesting. 	<ul style="list-style-type: none"> • Games can attract students and make them not focus on the learning activities.
4	Drawing and Pictures	<ul style="list-style-type: none"> • Students can visualize the object. 	<ul style="list-style-type: none"> • Limited cards available.
5	Real Object	<ul style="list-style-type: none"> • Students familiar with the object; • Easy to find. 	<ul style="list-style-type: none"> • Less varied.

Table 4.2 Advantages & Disadvantages of the Strategies

The advantages that exist in a strategy do not make the strategy the most suitable strategy to be applied and the disadvantages that exist in a strategy do not make the strategy can be directly said to be a strategy that is not suitable for the application. Aware of the advantages and disadvantages of the existing strategies can help teachers select the most appropriate strategy. Because teachers will usually apply more than one strategy to help teachers teach vocabulary in class according to what students need.



CHAPTER V

CONCLUSION

This chapter concludes the research and discussion above, regarding the strategies and the advantages and disadvantages in teaching vocabulary in one of the Middle Schools in Pekalongan. The researcher also provides advice to English teachers, lecturers, and future researchers.

5.1 Summary of the Findings

The findings show that strategies and the advantages and disadvantages of teaching vocabulary at one of the Middle Schools in Pekalongan, Central Java, can be seen below.

1. Based on the result and discussion, the findings revealed that teachers used some strategies such as reinforcement strategies, graphic organizers, games, drawing and pictures, and real objects. Each strategy implemented is adjusted to the needs of the students. Three of the strategies used are in line with Schmitt's (1997) theory of strategies in teaching vocabulary, there are reinforcement strategy, Teaching using real objects, and teaching using pictures and drawings. The other strategies are in line with Bromley, Irwin-DeVitis, & Modlo's (1995) theory about graphic organizers; and Derakhshan & Khatir's (2015) theory about Games as teaching vocabulary strategies.
2. The advantages and disadvantages of each strategy are varied. Based on Sari & Sugandi (2015); and Tosun (2015), the advantages and

disadvantages can be varied, some strategies will be fun if done occasionally, but will be boring if applied too often; also not all strategies can be applied to diverse class situations due to differences in student abilities. The advantages and disadvantages of a strategy may come from the strategy itself or from the teacher or students who use it. Nonetheless, when multiple strategies are applied together, they are capable of making up for the disadvantages of other strategies.

5.2 Recommendation

The researcher recognizes that this study is not excellent. This research only focuses on the strategies that the teachers use in teaching vocabulary for EFL students in one of the Middle Schools in Pekalongan and the advantages and disadvantages. In this section, the researcher would like to offer some recommendations.

1. English Teachers or Lecturers

English teachers or lecturers must search for other strategies that are more variative and suitable for teaching and more adapt to the times and technology today and in the future. Teachers and lecturers should be able to understand the characteristics of their students to be able to suit the strategies that will be applied in class.

2. Researchers

This research is expected to be used as a consideration for other researchers to conduct further research on strategies and advantages and

disadvantages in teaching vocabulary. Further teaching vocabulary for EFL students research, especially exploring the strategies used and the advantages and disadvantages, can explore more strategies and other advantages and disadvantages. The researcher hopes that further researchers will evaluate this topic with a different perspective and provide credible reference sources.



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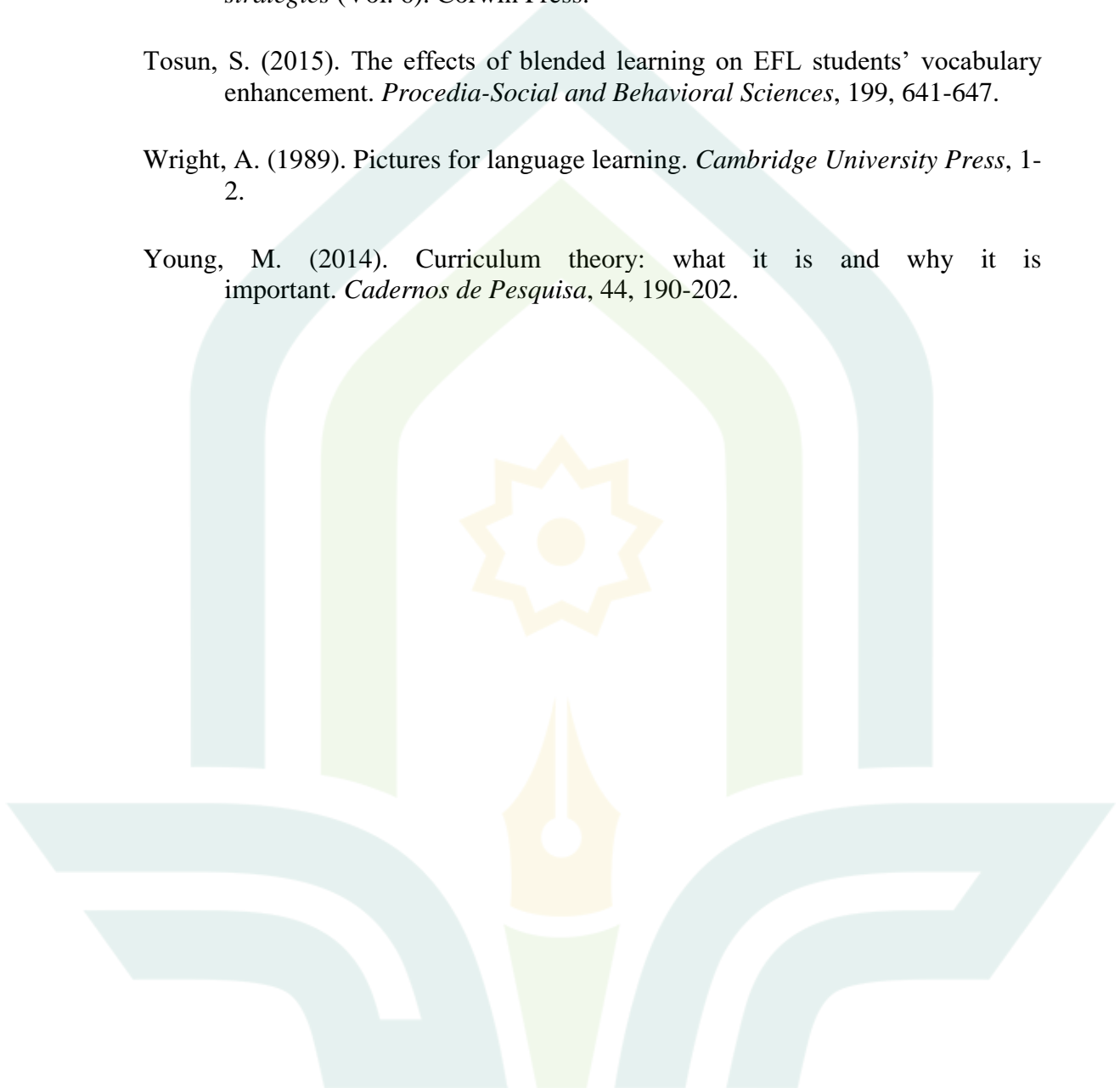
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The logo features three concentric arches in shades of light blue and green. In the center, there is a yellow sun-like symbol with a central dot. Below the arches is a stylized fountain pen nib, also in yellow and green. The base of the logo consists of two large, light blue, wing-like shapes that curve outwards.

ENCLOSURE

Enclosure 1: Interview Questions

Questions	
A.	Participant Profile
1.	Can you introduce yourself starting with your name, place & date of birth, and age?
2.	What is your First Language, Second Language, and Third language (if there are any)?
B.	Teaching Background
1.	How long have you been teaching English?
2.	In which class do you teach English?
3.	What curriculum is applied in teaching and learning in the class?
C.	Teaching Vocabulary Strategies
1.	How do you prepare the strategy before teaching vocabulary?
2.	In preparing the strategies, do you adjust the strategy that you used with the applicable curriculum in the class or do you adjust the strategy based on anything else?
3.	What strategies are used in teaching vocabulary in your class?
4.	Do you use any objects to help you teach vocabulary in your class? Can you mention the objects that you use?
D.	Advantage & Disadvantage
1.	Are there any advantages & disadvantages of the strategy applied in teaching English vocabulary?
2.	Can you mention and explain the advantages of the strategy you implemented?
3.	Can you mention and explain the disadvantages of the strategy you implemented?

Enclosure 2: Interview Transcription

Partisipan 1

Tanggal Pengambilan Data : 15 Mei 2023

No	Pertanyaan	Jawaban
1.	Profil Partisipan a. Dapatkah Ibu memperkenalkan diri Ibu terlebih dahulu? b. Apa Bahasa Ibu, Bahasa kedua, dan Bahasa ketiga yang dipelajari?	a. Nama saya R (inisial), saya lahir di Semarang pada tanggal 7 Juni 1965, jadi saya sudah hampir 58 tahun. b. Bahasa pertama saya Bahasa Jawa, Bahasa kedua saya Bahasa Indonesia, dan waktu itu saya mempelajari Bahasa Indonesia sewaktu memasuki sekolah. Kalau di rumah jelas menggunakan Bahasa Jawa. Kemudian Bahasa ketiga karena saya tertarik pada Bahasa Inggris, saya mempelajari Bahasa Inggris.
2.	Latar Belakang Mengajar a. Sudah berapa lama Ibu mengajar Bahasa Inggris? b. Di kelas berapa Ibu mengajar Bahasa Inggris? c. Kurikulum apa yang diterapkan di kelas yang diajar oleh Ibu?	a. Kalau mengajar di SMP 1, mengajar Bahasa Inggris berarti sejak tahun 1988, artinya 35 tahun sampai sekarang. b. Kelas 9, di kelas 8 hanya 1 kelas, dan seringkali memang saya mengajar di kelas 9. c. Kurikulum 2013
3.	Strategi Mengajar Vocabulary a. Bagaimana cara Ibu mempersiapkan strategi yang akan diterapkan	a. Iya, sewaktu ada materi baru, of course I lead the students' mind to the topic, saya mengajak siswa untuk menuju/memahami topik dengan cara bercerita dulu.

	<p>sebelum mengajar vocabulary di kelas?</p> <p>b. Dalam mempersiapkan strategi tersebut, apakah ibu menyesuaikan strategi tersebut dengan kurikulum yang berlaku atau disesuaikan dengan hal lainnya?</p> <p>c. Strategi apa yang digunakan dalam mengajar vocabulary di kelas anda?</p> <p>d. Apakah ibu menggunakan objek tertentu untuk membantu ibu dalam mengajar vocabulary? Dapatkah ibu menyebutkan objek tersebut?</p>	<p>b. Tetap, patokan saya strategi untuk mengajar itu harus sesuai dengan kurikulum. Nah, seiring dengan berjalannya waktu, dengan melihat situasi anak seperti itu baru saya menggunakan strategi yang lain.</p> <p>c. Saya menggunakan strategi penguatan. Strategi penguatan itu mencakup aspek sosial, memori, kognitif dan metakognitif.</p> <p>d. Ya tentu saja saya membutuhkan objek, karena memudahkan siswa memahami materi, bentuknya real objek. Kita mengambil yang disekitar kita saja, lingkungan sekolah kalau umpamanya nanti kita mau mengajarkan vocabulary yang ada di sekitar sekolah. Tanpa bantuan objek lainpun, objek real itu pasti sudah sangat membantu siswa.</p>
<p>4.</p>	<p>Kelebihan & Kekurangan</p> <p>a. Apakah ada kelebihan dan kekurangan dari strategi yang diterapkan Ibu dalam mengajar vocabulary?</p> <p>b. Dapatkah ibu menyebutkan dan menjelaskan kelebihan dari strategi yang diterapkan?</p>	<p>a. Iya tentu saja ada</p> <p>b. Kelebihannya, contohnya ini umpamanya strategi sosial itu kalau kita menginginkan anak bekerja kelompok, kerja kelompok itu berarti membantu siswa yang kurang dan bisa dibantu oleh temannya yang lebih paham. Yang penting kelompoknya itu harus random harus diacak, agar anak dapat lebih mudah memahami materi yang kita</p>

	<p>c. Dapatkah ibu menyebutkan dan menjelaskan kekurangan dari strategi yang diterapkan?</p>	<p>sampaikan.</p> <p>c. Kekurangannya, contohnya kalau kerja kelompok, karakter anak itu biasanya susah bekerja sama, inginnya individu, bersosialnya kurang, sudah kita encourage untuk berkelompok, namun anak tetap tidak mau. Tapi kekurangan yang ada tersebut dapat ditutup dengan strategi yang lain, dengan strategi-strategi yang lain.</p>
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Partisipan 2

Tanggal Pengambilan Data : 19 Mei 2023

No	Pertanyaan	Jawaban
1.	Profil Partisipan a. Dapatkah Bapak memperkenalkan diri Bapak terlebih dahulu? b. Apa Bahasa Ibu, Bahasa kedua, dan Bahasa ketiga yang dipelajari oleh Bapak?	a. Nama saya Y (inisial), Pekalongan, 23 Juni 1969, sekarang kurang lebih umur saya 54 tahun. b. Bahasa Ibu saya Bahasa Jawa, Bahasa keduanya Bahasa Indonesia, Bahasa ketiganya Bahasa Inggris, saya juga sedikit belajar Bahasa Sunda.
2.	Latar Belakang Mengajar a. Sudah berapa lama Bapak mengajar Bahasa Inggris? b. Di kelas berapa bapak mengajar Bahasa Inggris? c. Kurikulum apa yang di terapkan di kelas yang diajar oleh bapak?	a. Saya mengajar Bahasa Inggris dari sejak lulus hingga sekarang 27 tahun. b. Kelas 7 sebagian dan kelas 8. c. Kelas 7 kurikulumnya Merdeka, untuk kelas 8 Kurikulum 2013. Kalau kelas 7 itu penekanannya kepraktik banyak aplikasi keseharian. Kalau di kelas 8 itu penentuan materinya masih terpancang oleh aturan dari kurikulum dari pemerintah.
3.	Strategi Mengajar Vocabulary a. Bagaimana cara bapak mempersiapkan strategi yang akan diterapkan sebelum mengajar vocabulary di kelas?	a. Kalau strategi itu sebenarnya saya menyesuaikan dengan materi, sedangkan untuk pengajaran vocab secara langsung itu tidak ada dalam materi, jadi hanya disisipkan saja. b. Kalau saya menyesuaikan dengan jenis teks. Kalau jenis teksnya

	<p>b. Dalam mempersiapkan strategi tersebut, apakah bapak menyesuaikan strategi tersebut dengan kurikulum yang berlaku atau disesuaikan dengan hal lainnya?</p> <p>c. Strategi apa yang digunakan dalam mengajar vocabulary di kelas bapak?</p> <p>d. Apakah bapak menggunakan objek tertentu untuk membantu bapak dalam mengajar vocabulary? Dapatkah bapak menyebutkan objek tersebut?</p>	<p>prosedur berarti kita mengambil kosakata yang baru yang bagi anak itu masih belum biasa ditemukan. Kalau umpamanya, jenisnya yang dibutuhkan game ya berarti kita mencari kosakata yang berkaitan dengan game.</p> <p>c. Biasanya saya menggunakan strategi Vocab Grafik Organizer. Jadi Grafik Organizer ini, saya minta siswa untuk mencari makna dari sebuah kata. Nanti siswa akan mencari definisi, sinonim dan antonimnya lalu membuat kalimat dari kata tersebut.</p> <p>d. Saya menyesuaikan, kalau game biasanya saya menggunakan alat peraga, contohnya card, kalau yang strategi vocab grafik organizer biasanya saya hanya mengandalkan apa yang ada di teks.</p>
<p>4.</p>	<p>Kelebihan & Kekurangan</p> <p>a. Apakah ada kelebihan dan kekurangan dari strategi yang diterapkan bapak dalam mengajar vocabulary?</p> <p>b. Dapatkah bapak menyebutkan dan menjelaskan kelebihan dari strategi yang</p>	<p>a. Iya setiap strategi pasti punya kekurangan dan kelebihan masing-masing.</p> <p>b. Kalau kelebihan dari strategi yang menggunakan game biasanya anak mudah menyerap kosakata karena anak lebih familiar. Namun bila menggunakan strategi vocab grafik organizer itu siswa lebih memahami makna kata dan lebih lama diingat</p>

	<p>diterapkan?</p> <p>c. Dapatkah bapak menyebutkan dan menjelaskan kekurangan dari strategi yang diterapkan?</p>	<p>oleh mereka. Di sisi lain, siswa dapat dengan mudah memvisualisasikan dan memahami jika saya menggunakan kartu dalam bahan ajar.</p> <p>c. Kekurangan dari strategi game itu biasanya anak mengalami kesulitan dalam pengaplikasiannya dalam teks, karena anak hanya terbiasa mendengar kata tersebut, anak juga sering terdistraksi dengan game yang ditampilkan. Sedangkan kalau menggunakan card itu saya tidak punya untuk semua materi, jadi kurang lengkap. Kalau dalam pembelajaran vocabulary biasanya anak cepat hafal tapi cepat lupa juga.</p>
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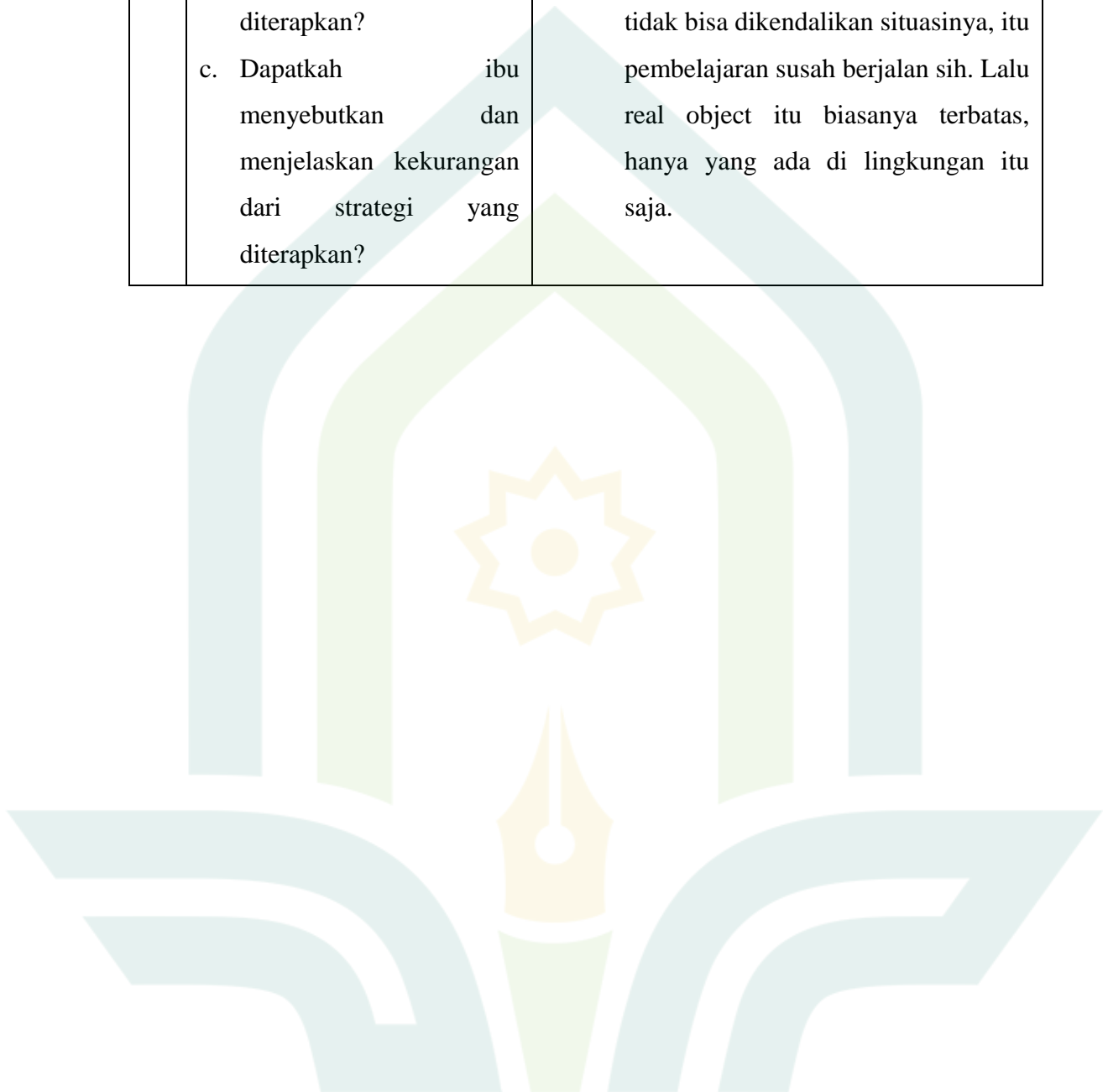
Partisipan 3

Tanggal Pengambilan Data : 25 Mei 2023

No	Pertanyaan	Jawaban
1.	Profil Partisipan a. Dapatkah Ibu memperkenalkan diri Ibu terlebih dahulu? b. Apa Bahasa Ibu, Bahasa kedua, dan Bahasa ketiga yang dipelajari?	a. Nama M (inisial), Pekalongan, 2 Juli 1998 b. Bahasa pertama saya Bahasa Jawa, second language saya Bahasa Indonesia, Bahasa Inggris itu third language saya.
2.	Latar Belakang Mengajar a. Sudah berapa lama Ibu mengajar Bahasa Inggris? b. Di kelas berapa Ibu mengajar Bahasa Inggris? c. Kurikulum apa yang diterapkan di kelas yang diajar oleh Ibu?	a. Saya mengajar Bahasa Inggris di SMP 1 itu 2 tahun. b. Saya mengajar kelas 7, 7 c-f c. Kurikulum merdeka belajar tapi untuk penerapannya masih sesuai kebutuhan aja.
3.	Strategi Mengajar Vocabulary a. Bagaimana cara Ibu mempersiapkan strategi yang akan diterapkan sebelum mengajar vocabulary di kelas? b. Dalam mempersiapkan strategi tersebut, apakah Ibu menyesuaikan strategi tersebut dengan kurikulum yang berlaku	a. Tidak ada strategi tertentu, namun saya biasanya memperkuat bonding dengan anak. Karena mindset anak tentang Bahasa Inggris itu susah, jadi saya ga mau anak merasa sudah pelajarannya susah lalu malas juga ketemu saya di kelas, terus ga mau mengikuti pelajaran. b. Biasanya saya lihat dulu yang ada di kurikulum itu yang mau di apply yang mana. c. Saya biasanya itu mengajar vocab

	<p>atau disesuaikan dengan hal lainnya?</p> <p>c. Strategi apa yang digunakan dalam mengajar vocabulary di kelas anda?</p> <p>d. Apakah ibu menggunakan objek tertentu untuk membantu ibu dalam mengajar vocabulary? Dapatkah ibu menyebutkan objek tersebut?</p>	<p>dari materi yang diajarkan lalu direlate kan dengan apa yang mereka lihat di daily life. Misal, things around us, saya minta mereka mengamati dulu apa yang ada di kelas, lalu meminta anak untuk mencari Bahasa Inggris dari benda itu apa. Kalau yang dirumah saya minta mereka buat ngelist dulu apa yang ada dirumah kalian. Pertama misal, apa aja yang ada di living room di list lalu dicari di kamus, saya minta mereka translatekan. Saya tidak meminta siswa untuk menghafal. Jadi setelah anak menulis benda yang ada di tempat tersebut, saya akan minta anak untuk menyebutkan benda tersebut dalam Bahasa Indonesia dan Inggris, apabila anak salah mengartikan, saya dan teman-teman sekelasnya akan mengoreksi.</p> <p>d. Ya saya menggunakan objek sekitar saja, objek real.</p>
<p>4.</p>	<p>Kelebihan & Kekurangan</p> <p>a. Apakah ada kelebihan dan kekurangan dari strategi yang diterapkan Ibu dalam mengajar vocabulary?</p> <p>b. Dapatkah ibu</p>	<p>a. Ada.</p> <p>b. Kelebihannya, karena saya memilih bonding dulu dengan anak jadi ketika saya berbicara, ada respon langsung. Siswa juga lebih cepat hafal dan paham kalau belajar vocabulary dengan apa yang ada di sekitar</p>

	<p>menyebutkan dan menjelaskan kelebihan dari strategi yang diterapkan?</p> <p>c. Dapatkah ibu menyebutkan dan menjelaskan kekurangan dari strategi yang diterapkan?</p>	<p>mereka.</p> <p>c. Kekurangannya, lebih ke situasi yang ada di dalam kelas. Misal, kelasnya tidak bisa dikendalikan situasinya, itu pembelajaran susah berjalan sih. Lalu real object itu biasanya terbatas, hanya yang ada di lingkungan itu saja.</p>
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Enclosure 3: Interview Translation

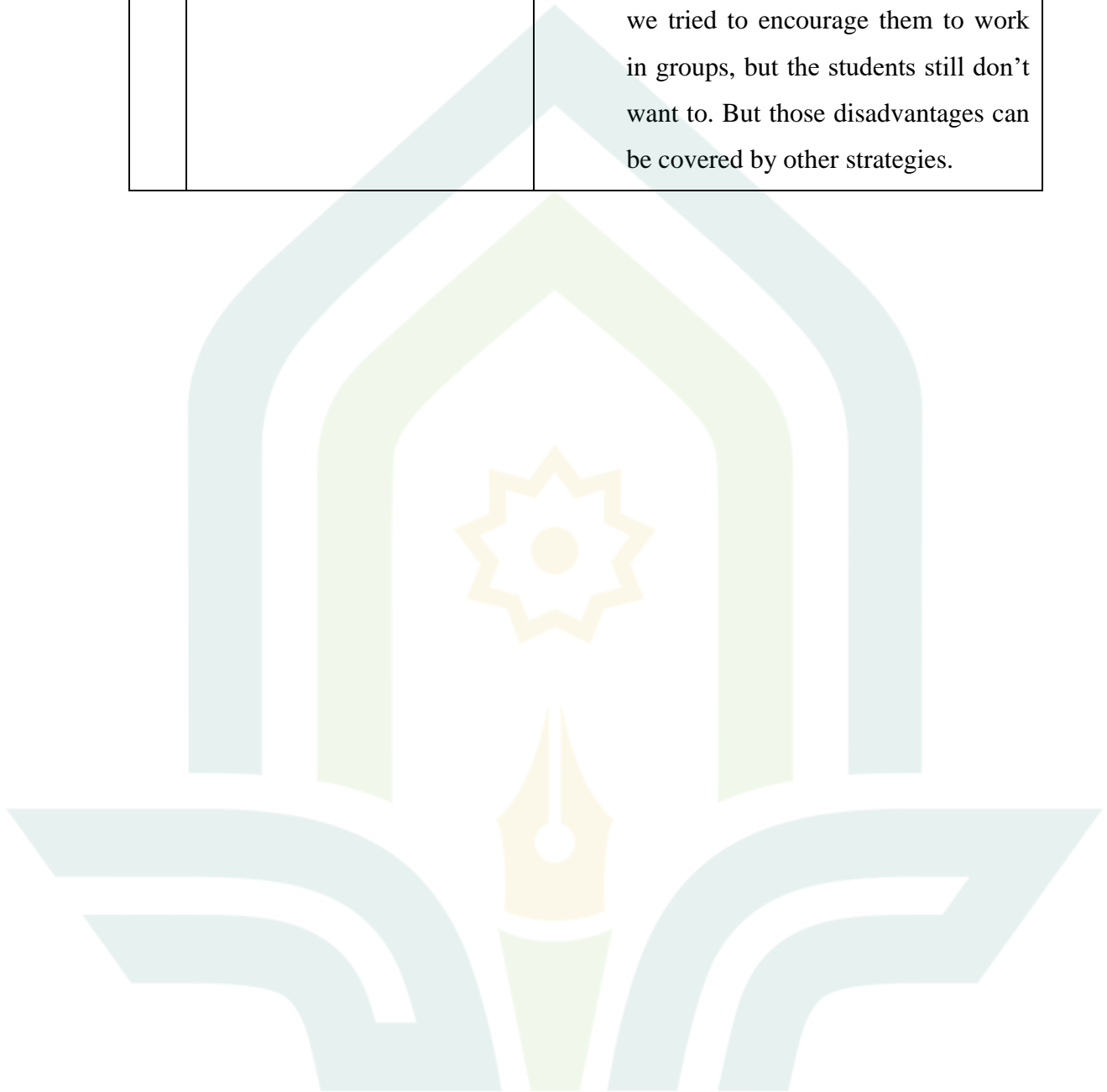
Participant 1

Interview date: 15 May 2023

No	Questions	Answer
1.	Participant Profile a. Can you introduce yourself starting with your name, place & date of birth, and age? b. What is your first language, second language, and third language (if there is any)?	a. My name is R (initial), I was born in Semarang, 7 June 1965, so now I'm almost 58 years old. b. My first language is Javanese, and my second language is Bahasa Indonesia, and at that time, I learned Bahasa Indonesia when I started school. But in my house, we used Javanese. Then, my third language is English because I'm interested in learning English.
2.	Teaching Background a. How long have you been teaching English? b. In which class do you teach English? c. What curriculum is applied in teaching and learning in the class?	a. I have been teaching English at SMP 1 since 1988, which means I have been teaching for 35 years. b. 9 th grade and one of 8 th grade, and I usually teach in the 9 th grade. c. Curriculum 2013.
3.	Teaching Vocabulary Strategies a. How do you prepare the strategy before teaching vocabulary? b. In preparing the	a. Yes, so when there is new material, of course, I lead the student's minds to the topic first. I engage the students in understanding the material by telling them stories. b. Still, my standard strategies in

	<p>strategies, do you adjust the strategy that you used with the applicable curriculum in the class or do you adjust the strategy based on anything else?</p> <p>c. What strategies are used in teaching vocabulary in your class?</p> <p>d. Do you use any objects to help you teach vocabulary in your class? Can you mention the objects that you use?</p>	<p>teaching must fit into the curriculum. And then, as time passes and I observe the child's conditions, I will try a different method (if needed).</p> <p>c. I used a reinforcement strategy. The reinforcement strategy includes social, memory, cognitive, and metacognitive aspects.</p> <p>d. Yes of course I need an object because it will help students understand the material, I use real objects. We use anything around us, for example, we teach vocabulary that is around the school environment as part of teaching vocabulary using real objects. Even without other objects, the real object must have been very helpful for students.</p>
<p>4.</p>	<p>Advantages & Disadvantages</p> <p>a. Are there any advantages & disadvantages of the strategy applied in teaching English vocabulary?</p> <p>b. Can you mention and explain the advantages of the strategy you implemented?</p> <p>c. Can you mention and</p>	<p>a. Yes of course</p> <p>b. The advantages, for example, social strategies, if we want the students to work in groups, it is meant to help students that lack understanding can be assisted by more understanding friends. The important thing is that the groups must be random so that children can understand the material we convey more easily.</p> <p>c. The disadvantages, for example, in working in a group, students</p>

	explain the disadvantages of the strategy you implemented?	character usually hard to work together, and they want to work individually, they lack social sense, we tried to encourage them to work in groups, but the students still don't want to. But those disadvantages can be covered by other strategies.
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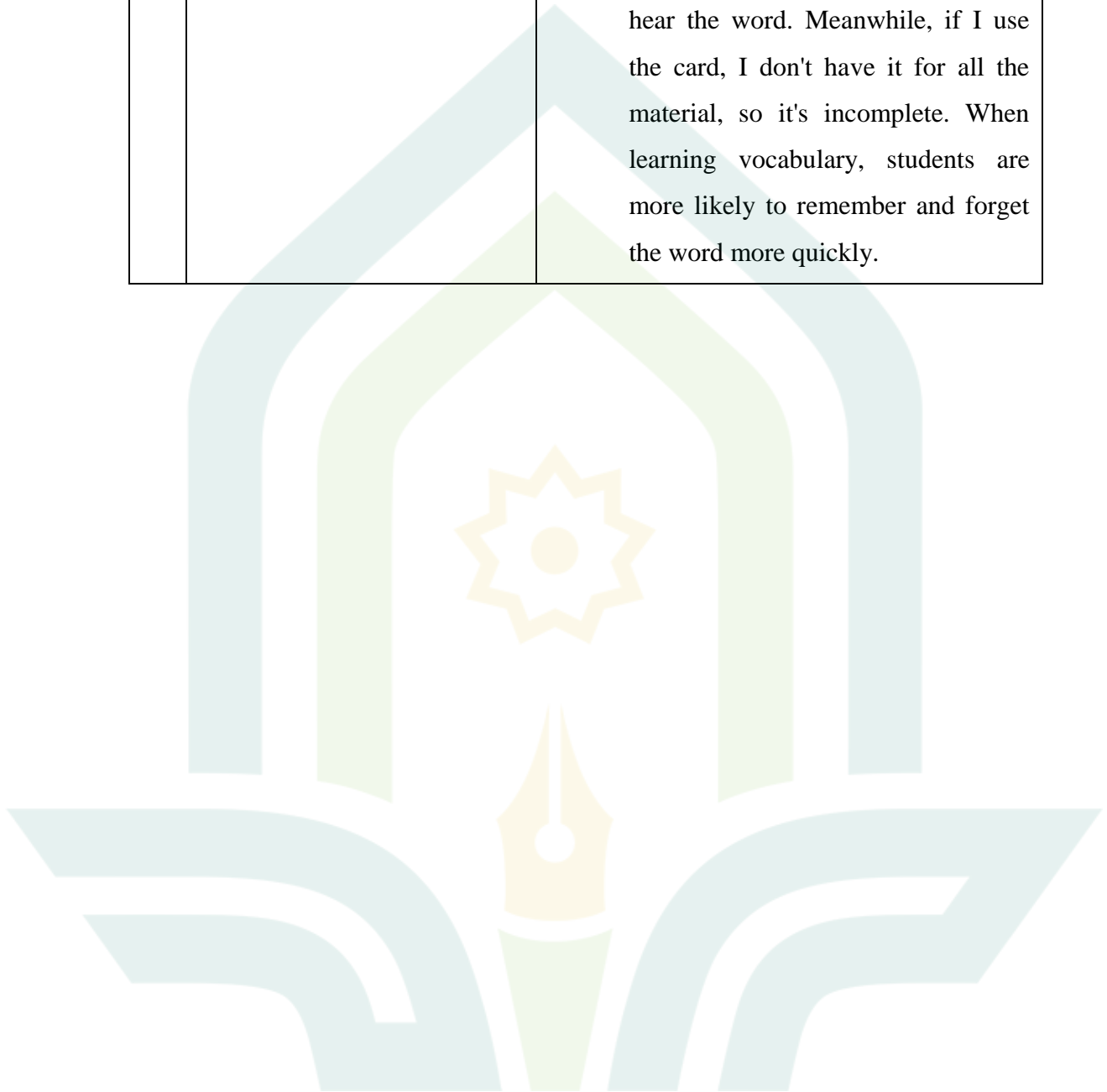
Participant 2

Interview date: 19 May 2023

No	Questions	Answer
1.	<p>Participant Profile</p> <p>a. Can you introduce yourself starting with your name, place & date of birth, and age?</p> <p>b. What is your first language, second language, and third language (if there is any)?</p>	<p>a. My name is Y (initial), Pekalongan, 23 June 1969, now I am about 54 years old.</p> <p>b. My mother tongue is Javanese, my second language is Indonesian, and my third language is English, I also learned a little Sundanese.</p>
2.	<p>Teaching Background</p> <p>a. How long have you been teaching English?</p> <p>b. In which class do you teach English?</p> <p>c. What curriculum is applied in teaching and learning in the class?</p>	<p>a. I have taught English from the time I graduated until now, 27 years.</p> <p>b. Half of Grade 7 and Grade 8.</p> <p>c. For grade 7 the curriculum is Merdeka, for grade 8 it is Curriculum 2013. For grade 7 the emphasis is on practicing many daily applications. The material for grade 8 is still defined by the regulations of the government's curriculum.</p>
3.	<p>Teaching Vocabulary Strategies</p> <p>a. How do you prepare the strategy before teaching vocabulary?</p> <p>b. In preparing the strategies, do you adjust the strategy that you used</p>	<p>a. I adjusted the strategy to the topic that will be studied that day, however, there is no teaching Vocabulary directly, so I just inserted it between teaching the material.</p> <p>b. I usually adjust to the type of text. If the type of the text is procedure text,</p>

	<p>with the applicable curriculum in the class or do you adjust the strategy based on anything else?</p> <p>c. What strategies are used in teaching vocabulary in your class?</p> <p>d. Do you use any objects to help you teach vocabulary in your class? Can you mention the objects that you use?</p>	<p>we will search for the vocabulary that the students find it new. Another example is if that day we discuss games, we will search for vocabulary that is related to games.</p> <p>c. Usually, I use the Vocab Graphic Organizer strategy. In Graphic Organizer, I ask students to find the meaning of the word. Later on, students will search for the definition, synonym, and antonym, then make a sentence from that word.</p> <p>d. I adjust it, for games, I normally use props, such as cards, however for the Vocab graphic organizer strategy, I usually rely only on what's in the text.</p>
<p>4.</p>	<p>Advantages & Disadvantages</p> <p>a. Are there any advantages & disadvantages of the strategy applied in teaching English vocabulary?</p> <p>b. Can you mention and explain the advantages of the strategy you implemented?</p> <p>c. Can you mention and explain the disadvantages</p>	<p>a. Yes, every strategy has its advantages and disadvantages.</p> <p>b. The advantages, if the material discusses games, students can easily absorb vocabulary because children are more familiar with it. However, when using the Vocab graphic organizer strategy, students understand the meaning of words better and they remember them longer. On the other hand, students can easily visualize and understand if I use cards in teaching material.</p>

	of the strategy you implemented?	c. The disadvantage of game methods is that students sometimes struggle to use them in texts because they just hear the word. Meanwhile, if I use the card, I don't have it for all the material, so it's incomplete. When learning vocabulary, students are more likely to remember and forget the word more quickly.
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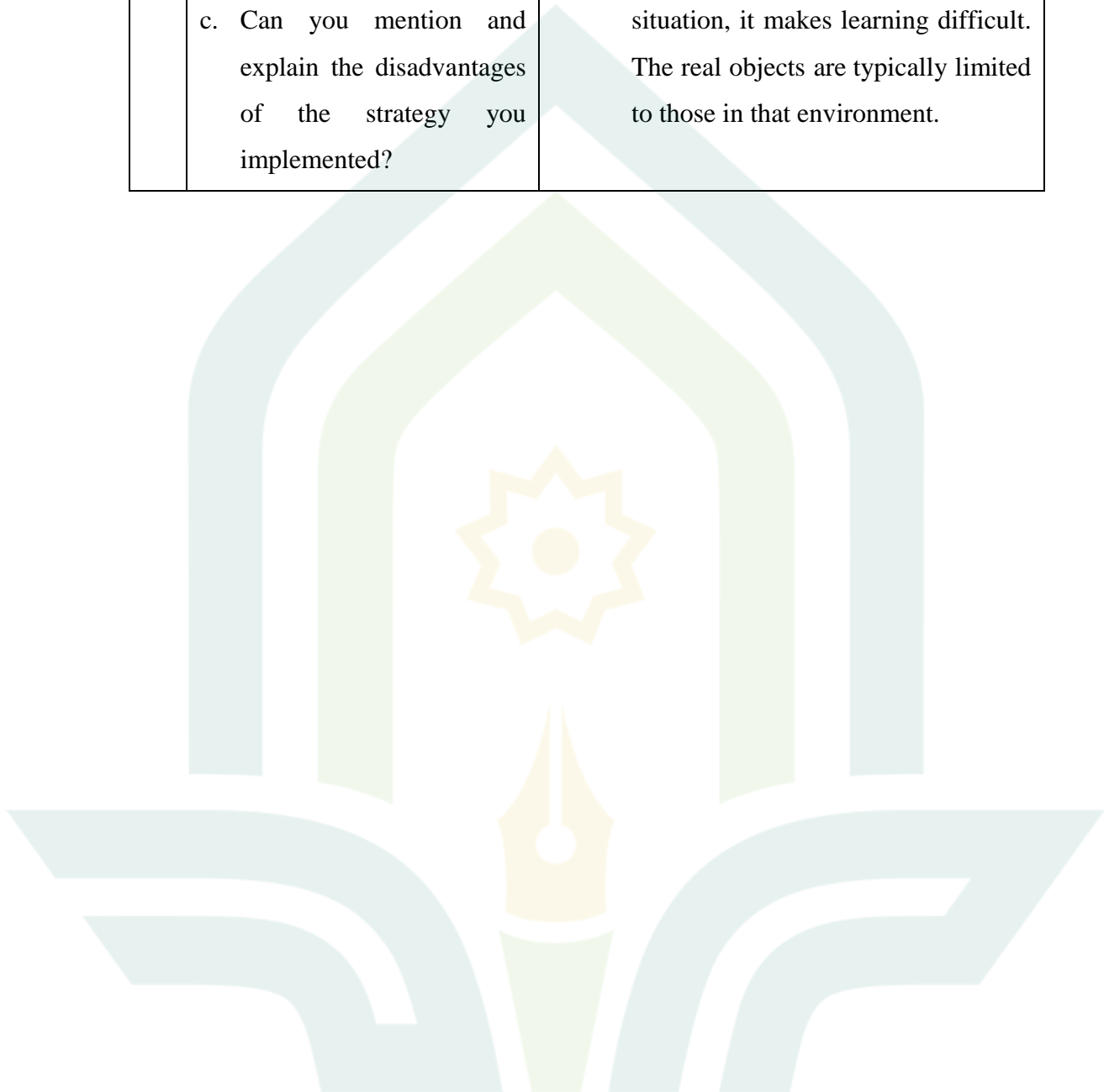
Participant 3

Interview date: 25 May 2023

No	Questions	Answer
1.	<p>Participant Profile</p> <p>a. Can you introduce yourself starting with your name, place & date of birth, and age?</p> <p>b. What is your first language, second language, and third language (if there is any)?</p>	<p>a. My name is M (initial), Pekalongan, 2 July 1998.</p> <p>b. My first language is Javanese, my second language is Bahasa Indonesia, and English is my third language.</p>
2.	<p>Teaching Background</p> <p>a. How long have you been teaching English?</p> <p>b. In which class do you teach English?</p> <p>c. What curriculum is applied in teaching and learning in the class?</p>	<p>a. I teach English in SMP 1 for 2 years.</p> <p>b. I teach grade 7, 7 c-f.</p> <p>c. We use the Merdeka curriculum, but it is still implemented as needed.</p>
3.	<p>Teaching Vocabulary Strategies</p> <p>a. How do you prepare the strategy before teaching vocabulary?</p> <p>b. In preparing the strategies, do you adjust the strategy that you used with the applicable curriculum in the class or</p>	<p>a. There is no special method, although I normally work on strengthening my relationship with the student. Because the student's perspective about English is hard, I don't want the child to feel that the lesson is difficult, and then they are too lazy to meet me in class, and then they refuse to take lessons.</p> <p>b. I usually look at what is in the</p>

	<p>do you adjust the strategy based on anything else?</p> <p>c. What strategies are used in teaching vocabulary in your class?</p> <p>d. Do you use any objects to help you teach vocabulary in your class? Can you mention the objects that you use?</p>	<p>curriculum to determine which one I want to apply to.</p> <p>c. I usually teach vocab from the material being taught and then relate it to what they see in daily life. For example, things around us, I asked them to observe things in class first, then asked the children to search for the English word from that object. If they are at home, I ask them to make a list of everything in their home. For example, writing down what was in the living room and then looking it up in the dictionary. I requested them to translate it rather than memorize it. So, when the student has written the object, I will ask the students to spell it in both Indonesian and English; if the student misinterprets it, the other students and I will correct him/her.</p> <p>d. Yes, I use objects that are around us, real objects.</p>
<p>4.</p>	<p>Advantages & Disadvantages</p> <p>a. Are there any advantages & disadvantages of the strategy applied in teaching English vocabulary?</p> <p>b. Can you mention and</p>	<p>a. Yes, there is.</p> <p>b. The advantage is that I decided to bond with my students first, so when I talk, there is an immediate response. Students also memorize and understand vocabulary faster when they get used to the items around them.</p>

	<p>explain the advantages of the strategy you implemented?</p> <p>c. Can you mention and explain the disadvantages of the strategy you implemented?</p>	<p>c. The disadvantage is more to the situation in the classroom. For example, I cannot control the class situation, it makes learning difficult. The real objects are typically limited to those in that environment.</p>
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AT MIDDLE SCHOOL IN PEKALONGAN**

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