CHAPTER I

INTRODUCTION

A. Background of The Study

English as international language is spoken almost all over the world. In the global era, English takes an important role as communication language used in many sector of life, such as trading, bilateral relationship, politic, science, technology and many others. In fact, people use the language to express their feelings, ideas and desires. English has become the language used by many people over the world to connect and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information and technology.

People need to communicate in doing daily activities and making an interaction to other people in their life. English uses as a medium language in all aspects of national relationship with other countries such as diplomatic, social, cultural, international commerce and also in education.[1]

Teaching is more than a set of methods, teaching well means addressing a set of objectives for a particular group of students at a certain point in the school year, using certain resources, within a particular time frame, in a particular school and community setting. It means developing students' skill and strategies for learning, at the same time they learn the content of the curriculum. In the past, vocabulary teaching and learning were often given little priority in second language programs, bur recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers,

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[1] George Braine and Claire May, *Writing from Sources: A Guide for ESL Students* (California: Mayfield, 1996), 3.

using the language in different contexts, reading, or watching television.[2] Our vocabulary is directly related to our success in school. That is why there are so many vocabulary questions on state and national standardized tests. Readers who evaluate our writing on essay tests also focus on our vocabulary, to make sure we use words precisely and correctly.

Applying different strategies in teaching and learning process is not a new notion for a teacher. From writer's informal observation, there are some English teacher still confused how to teach vocabulary to the students. The writer also found that many students had difficulties in learning English especially in the vocabulary. In the writers' opinion vocabulary is one of language aspect that is very important for studying English. By having vocabulary well, students are easier to accept explanation. In using the language, students who are rich vocabulary will be successful in expressing skill. But one who is poor in vocabulary will get trouble in those skills. In a class, most of the students are passive because they do not know a lot of vocabularies. It means that vocabulary plays an important role for learners in they field of study. This phenomenon leads the writer to explore what actually happened. The writer think that it is important to explore more about the teacher strategy in teaching vocabulary, and how the strategies implemented in the classroom situation. In this case, the study focused to examine the three English teachers at one junior high school.

B. Statements of The Problems

From description above, the problems of this study is formulated as follow:

1. What strategy does the teacher use in teaching vocabulary?

2. How are the strategies implemented in the classroom situation?

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[2] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), 255.

C. The Objective of The Study

In line with the statement of the problem above the objective of this study as follow:

1. To know strategy that the teacher use in teaching vocabulary.

2. To know the strategies that implemented in the classroom situation.

D. Limitation of The Problem

For some problems above the writer limit the problems of the study on English teacher strategy in teaching vocabulary and how these strategies are implemented in the classroom situation.

E. Previous Study

There are some previous studies related on my research tittle as follow:

1. The first previous studies arranged by Jepri Ardian with student register number 112301086. His research tittle is Teachers' Strategies in Teaching English at Non-English Department of IAIN Sultan Maulana Hasanuddin Banten. From the research he concludes that: teachers have different way to teach English in the classroom even in the non-English department of IAIN Sultan Maulana Hasanuddin Banten. Generally, they use Cooperative Learning Strategy and Accessing Prior Knowledge.[3]

2. The second paper is Teaching Vocabulary Through Imitation and Repetition Technique arranged by Siti Munjiawati with students' register number 072300279. From the research she concludes that this technique has significantly change in the experiment class.[4]

3. The third paper arranged by Andika Putra. His students' register number 04432679 with research tittle Teaching English Using Film "In The Eyes of

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[3] Jepri Ardian, *"Strategies in Teaching English at Non-English Department of IAIN Sultan Maulana Hasanuddin Banten"* (A Paper, Program Sarjana, IAIN Sultan Maulana Hasanuddin Banten, Serang 2016).

[4] Siti Munjiawati, *"Teachimg Vocabulary Through Imitation and Repetition Technique"* (A Paper, Program Sarjana, IAIN Sultan Maulana Hasanuddin Banten, Serang 2007).

Indra" To Increase Student's Vocabulary Mastery. He concludes that film as a teaching resource make vocabulary lesson more fun and easy to understand.[5]

Although many previous research reports have given a comprehensive portrait on teaching strategies of teaching vocabulary, it is important to explore more about this case. From the three previous researches that the writer states here there are some differences between my research and their research. My research focused on the implementation, concepts, and the reasons in doing the strategies in teaching vocabulary. The research conducted by Jepri Ardian focused on teacher strategies in teaching generally, but the other research focused on the use of specific strategies to improve students' vocabulary mastery

F. The Organization of Writing

This paper is divided into five chapters as follow:

Chapter I is introduction. Here the writer explains about the background of the study, statements of the problems, the objective of the study, limitation of the problem, previous study and the organization of the writing.

Chapter II propose the theoretical framework which consist of teaching and learning strategies, teaching vocabulary, the general concept of vocabulary and the purpose of learning vocabulary.

Chapter III is methodology of research. Here the writer explains about the place and time of the research, the informants, technique of data collection and technique of data analysis.

Chapter IV is result of the research. In this part the writer explains about research findings and discussion of research findings.

Chapter V closing. In this part the writer describes conclusion and suggestions.

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[5] Andika Putra, *"Teaching English Using Film "In The Eyes of Indra' To Increase Student's Vocabulary Mastery"* (A Paper, Program Sarjana, IAIN Sultan Maulana Hasanuddin Banten, Serang 2004).

CHAPTER II

THEORETICAL FRAMEWORK

A. Teaching and Learning Strategies

Teaching cannot be defined apart from learning, enabling the learner to learn, setting the conditions for learning. A search in contemporary dictionaries reveals that learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction. H. Douglas Brown in his book states that:

> Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, total physical, intellectual, and emotional responses are necessary to successfully send and receive messages in a second language.[6]

Learning strategies are conscious attempts either physic thoughts applied by students in order to facilitate language comprehensively or to remember new information during the process of learning a language.

Teaching is defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.[7] Teaching is a guide for learning activities, enabling student to learn in specific condition. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques.

Teaching is effort to create conductive condition. So go on for the best and significant learning activity. Teaching in this item concern transfer of knowledge and educate transfer of values.

Furthermore "strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for

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[6] H. Douglas Brown, *Principles Language Learning and Teaching Fourth Edition* (New York: Longman, 2000), 1.
[7] H. Douglas Brown, *Principles of Language Learning and Teaching* (New York: San Francisco State University, 2007), 7.

controlling and manipulating certain information."[8] Many teachers realized that engaged teaching and active learning are desirable. Knowledge of strategies is important, because the greater awareness you have of what you are doing, if you are conscious of the processes underlying in the learning that you are involved in, the learning will be more effective.[9] Teaching that encourages students to ask question and look for answers, to apply what they have learned in order to solve problems, to listen to each other and debate ideas politely and constructively. These are challenge for teachers to make students work in the classroom with crowded curriculum, short class period and many students.

According to David Nunan "strategies are the mental and communicative procedures learners use in order to learn and use language. Underlying every learning task is at least one strategy. However, in most classrooms, learners are unaware of the strategies underlying the learning tasks in which they are engage.[10]

Typically, strategies are divided into three main categories[11]:

1. **Metacognitive** is a term used in information − processing theory to indicate an "executive" function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production bor comprehension, and evaluating learning after an activity is completed.

2. **Cognitive** strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself.

3. **Socio-affective** strategies have to do with social mediating activity and interacting with others.

There are several features of language learning strategies:

1. **Problem orientation**. Language learning strategies are tools. They are used because there is a progblem to solve, a task to accomplish, an objective to meet, or a goal to attain. For example, a learner uses one of the reasoning or guessing strategies to better understand a foreign language reading passage.

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[8] Brown, *op.cit*., 125.
[9] David Nunan, *Second Language Teaching and Learning* (USA: Heinle and Heinle Publishers, 1999), 171.
[10] Ibid.,
[11] Ibid., 136

Memory strategies are used because there is something that must be remembered.

2. **Action Basis.** Related to the problem orientation of language learning strategies is their action basis. Language learning strategies are specific actions or behaviors accomplished by students to enhance their learning. Examples are taking notes, planning for a language task, self-evaluating, and guessing intelligently.

3. **Involvement beyond Just Cognition.** Language learning strategies are not restricted to cognitive functions, such as those dealing with mental processing and manipulation of the new language. Strategies also include metacognitive functions like planning, evaluating, and arranging one's own learning; and emotional (affective), social, and other functions as well.

4. **Direct and Indirect Support of Learning.** Some learning strategies involve direct learning and use of the subject matter, in this case a new language. These are known as direct strategies. Other strategies, including metacognitive, affective, and social strategies, contribute indirectly but powerfully to learning.

5. **Degree of Observability.** Language learning strategies are not always readily observable to the human eye. Many aspects of cooperating, a strategy in which the learner works with someone else to achieve a learning goal, can be observed, but the act of making mental associations, an important memory strategy cannot be seen.

6. **Level of Consciousness.** Many modern uses of learning strategies reflect conscious efforts by learners to take control of their learning, and some researchers seem to suggest that learning strategies are always conscious actions.

7. **Teachability.** Some aspects of the learner's makeup, like general learning style or personality traits, are very difficult to change. In contrast, learning strategies are easier to teach and modify. Strategy training helps guide

learners to become more conscious of strategy use and more adept at employing appropriate strategies.

8. **Flexibility.** Language learning strategies are flexible; that is, they are not always found in predictable sequences or in precise patterns. There is a great deal of individuality in the way learners choose, combine, and sequence strategies.[12]

B. Teaching Vocabulary

In the days when grammar is the major center of attention in language classes, vocabulary was also the focus of drills, exercise and memorization effort. "Vocabulary learning and teaching relate to both reading, which is respective understanding the language, and writing productive use"[13]. Vocabulary skill can help students with their respective skill, in this case reading. Vocabulary also can use to identify specific linguistic goals.[14]

A first consideration in delineating the construct of vocabulary in research and practice is that individuals have various types of vocabulary that they use for different purposes. Generically, vocabulary is the knowledge of meaning of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge words also comes in at least two forms, receptive–that which can understood and recognize and productive–the vocabulary we use when we write and speak.

Oral vocabulary is the set of words for which we know the meaning when we speak or read orally. **Print vocabulary** consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasing larger role in literacy than those the oral vocabulary.

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[12] Ibid., 11-13

[13] R.R. Jordan, *English for Academic Purpose A Guide and Resource Book for Teacher*, (New York: Cambridge University Press, 1997), 149.

[14] Richards C. Jack, *English Language Teaching Materials*, (New York: Cambridge University Press, 2010), 10.

Production vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar and use frequently. Conversely, **receptive or recognition vocabulary** is that set of words for which an individual can assign meaning when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly. In general, recognition or receptive vocabulary is larger than production vocabulary.[15]

C. The General Concept of Vocabulary

Vocabulary cannot be separated from the language. It is an important part of a language. "Vocabulary is a component of a language that maintains all of information about meaning and using word in language."[16] It means that without vocabulary the language cannot used to maintain all information in language. Vocabulary can be defining as sound that expresses a meaning and forms an independent unit in a language. It can be say that vocabulary is smallest unit of speech that processes individual meaning to speak and can be used to interact one another in teaching-learning foreign language. Vocabulary is central to language and of the critical importance to the typical language learner.[17] Student ability in vocabulary is important for everybody who learns language for listening, speaking, reading and writing. The learners who learn foreign language will speak fluently, accurately and easily, because they have much vocabulary.

According to Krashen and Terrell stated in David Nunan's book "The status of vocabulary has been considerably enhanced. This has come about partly as a result

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[15] Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice,* (New Jersey: Lawrence Erlbaum Associates Publishers, 2005), 3.

[16] Harimukti Krida Laksana, *Kamus Linguistik*, (Jakarta: PT Gramedis Pustaka Utama, 1993), 127.

[17] Kevin Eyraud, *The Word Walls Approach: Promoting to Vocabulary Learning, English Teaching Forum*, Vol.35, No.1, (July 2000),2.

of the development of communicative approach in language teaching."[18] On the other word vocabulary has become one of the object of the research in the methodology of teaching till become a result of the development of communicative approach. Vocabulary should be taught especially for foreign language teaching-learning activity; because even the students have mastered grammatical form they could not communicate in the foreign language without mastering vocabulary.

D. The Purpose of Learning Vocabulary

To learn something people have to know the purpose of the things they learn, in this case the purpose of learning vocabulary is to help students easier in expressing their ideas. Learning language not only prepare the material as much as possible, but also to train students how to use language actively, whether oral or written form. Many definition of the purpose in learning vocabulary can be found from the experts:

> Large vocabulary helps us express our ideas precisely in communication. We often believe that need a large number of words to master English language well, it is not always wrong because we are hoped to realize without a certain amount of vocabulary, it seems it is quite impossible to use the language precisely and vividly. We sometimes have difficulties in understanding the meaning of the word, in differentiating the word form, and in applying the word in a sentence.[19]

From the description above it can be conclude that vocabulary understanding is very important as one means to understand the language of relationship with it is context, both the Indonesian and English context. Then the students are able to communicate both verbally or in writing.

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[18] David Nunan, *Language Teaching Methodology*, (New York: Prentice Hall, 1991), 117.
[19] A.M. Zainuri, *Vocabulary 1*, (Jakarta: English Department, 2003), 1.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Methodology of The Research

Method is a level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught and the order in which the content will be presented. "…method is an overall plan for the orderly presentation of language material, no part of which is based upon the selected approach. An approach is axiomatic, a method is procedural."[20] A method is the practical realization of an approach. The organist of a method has arrived at decisions about types of activities, roles of teachers and learners.

Research is the study of an event, problem or phenomenon using a systematic method, in order to understand it better and to develop principles and theories about it.[21] Research is a systematic process of inquiry consisting of three elements or components: (1) a question problem or hypothesis, (2) data, (3) analysis and interpretation of data.[22]

There is no universal definition of qualitative research. In the literature of social science and applied professional fields, such terms as interpretative, naturalistic, constructivist, ethnographic, and fieldwork are variously employed to design the broad collection of approaches that we call simply qualitative research. Qualitative research methods were developed in the social science to enable researchers to study social and cultural phenomena. It is related with data which is usually not in the form of numbers. Qualitative research is an inductive approach and its goal is to gain a deeper understanding of a person's or group's experience.[23]

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[20] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching, Second Edition* (Cambridge University Press), 19.

[21] Jack C. Richards and Richards Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics, Third Edition* (England: Longman, 2002), 456.

[22] David Nunan, *Research Methods in Language Learning* (New York: Cambridge University Press, 1992), 3.

[23] Sari Wahyuni, *Qualitative Research Method: Theory and Practice* (Jakarta: Penerbit Salemba Empat, 2012), 1. K

In general, qualitative research methods focus on identifying, documentating, and knowing (by interpretation) the world views, values, meanings, thoughts and general characteristics of life events, situations, ceremonies and specific phenomena under investigation (with it is goal being) to document and interpret as fully as possible the totality of whatever is being studied in particular context from the people viewpoint or frame of reference.

This present study employed a qualitative case study design. A case study is a specific instance that is frequently designed to illustrate a more general principle. It provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles. Indeed a case study can enable readers to understand how ideas and abstract principles can fit together.[24] A case study was chosen by the writer because this study is to observe and to explore the English teacher strategy on teaching vocabulary and how the strategies implemented in the classroom situation . So it is an ideal design to understand and interpret observations of educational phenomena.

B. Place and Time of The Research

In making this paper the writer conducts the research at Junior High School Sekolah Umum Berbasis Islam Jiput-Pandeglang. The writer chooses this school, because this is the nearest school from her house.

This research starts from November 2016 until January 2017.

C. The Instrument of The Method

In this research the writer needs instrument. It is very crucial, because it is a part of research component in conduct research successfully. Hanafi states that "instrument can be divided into two kinds, test and non-test." [25]In this research the writer uses only one of the instruments, the non-test instrument. The researcher is

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[24] Louis Cohen *et.al*, *Research Methods in Education, Sixth Edition* (New York: Routledge, 2007), 253.
[25] Abdul Halim Hanafi, *Metodologi Penelitian Bahasa Untuk Penelitian, Tesis, dan Desertasi* (Jakarta: Diadit Media Press, 2011), 112-113

integrally involved in the case as the instrument and does the observation in the class by interviewing some teachers.

While observing the writer is the observer only. The writer watches and observes the whole teaching and learning process to conclude how the English teacher strategy in teaching vocabulary implemented in the classroom situation. After that, the writer interviewing some teachers to know what strategies is used in teaching vocabulary.

D. The Informants

In this research the writer involves the informants as a unit of second analysis. The informants of this study were taken from all of English teachers who teach in second grade Junior High School Sekolah Umum Berbasis Islam Jiput-Pandeglang.

E. Technique of Data Collection

As it mentioned earlier, this study employed qualitative research, precisely a qualitative case study. So that, to explore the characteristics and phenomenon of the single case, multiple data collections was intended to use. Case study can make theoretical statements, but, like other forms of research and human sciences, these must be supported by the evidences presented. In this research the writer will analyze the data after the data collected using descriptive analysis techniques they were classroom observation, interview, and documentation.

1. Observation is needed on research. The researcher must do observation, if his/her research has relationship on daily activity. It has functions to look for and get much more data. According to Loraine Blaxter, Chrstina Hughes and Malcon Tight who note Galton's statement, "structured observation, as used to watch some events in the classroom, forces the observer to command these events into categories defined before. These events can be a mechanical recorded like a movie, audio recorded or video recorded."[26] Then, the three processes involve (a) systematically recording events as happened, (b) giving

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[26] Loraine Blaxter, Christina Hughes and Malcolm Tight, *How to Research*, (PT Indeks: Jakarta, 2001), 267.

code for these events to specified category, and (c) the next analyzing of each event to give description of teacher-students interaction. The methods of observation involve the researcher to watch, to note, and to analyze every important and interest events.

2. Interviewing method involves asking question or discussion to another people. This method can be a useful technique to collect data that may be not to be accessed with use observation or questionnaire techniques. There are many variations of interviewing method can be used.[27] Interviewing can be a meeting or in long distance interviewing, such as by phone or e-mail.

F. Technique of Data Analysis

The writer uses descriptive qualitative method in analysing the data. The data were taken from observation, interview, and documentation are the primary data which described thoroughly in this paper. In this study the writer uses purposive sampling where she chooses some informants with specific criterion.

The data analysis started by conducting deep interviews with informants. Michael J. Wallace states that "we use questionnaires and interviews when we want to tap into the knowledge, opinions, ideas and experiences of our learners, fellow teachers, parents or whatever. We do this by asking questions. The answers are usually recorded in some way so that they become available for subsequent reflection and analysis."[28] After conducting interviews, the writer make a transcript of the interview by playing back recorded interviews then write down the words that correspond with what has been recorded. Finally, the writer makes data reduction by means of abstraction, which retrieves the appropriate data to the research context and ignores data that is not needed.

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[27] Ibid., 259.
[28] Michael J. Wallace, *Action Research for Language Teachers* (United Kingdom: Cambridge University Press, 1998), 124.

CHAPTER IV

RESULT OF THE RESEARCH

A. Research Findings

1. The English Teacher Strategy in Teaching Vocabulary

The classroom observation was conducted in order to identify the strategy used by English teacher in teaching vocabulary and how that strategy implemented in the classroom situation. In this study the researcher as an observer conducted the classroom observation for a month, on the end of October until the end of November 2016. The informants of this research are three English teachers who teach in 8th grade in SMP SUBIS (Sekolah Umum Berbasis Islam) Jiput-Pandeglang. They are Mrs. Anto Susanto, Mrs. Nina Martina and Mrs. Wahyuni, the observation starts at 10.40-12.00 WIB each day.

The first step, the researcher as a human instrument directly observed the English teacher strategies in teaching vocabulary and how they are implement those strategies in the class. To get the valid data, besides writing the field notes, taking the lesson plan, the researcher also had recorded by using audio-visual recorder the whole of teaching reading practice in the classroom. The researcher takes some pictures of the teaching reading situation. The second step is interview. The interview was carried out after taking classroom observation to find out the teachers' concept on the strategies in teaching reading vocabulary and it is implementation. The interview was used to support the data from observation. The interviews' question related to the points that observed in the classroom observation. This paper was focused in exploring the teachers' concept about their strategies in teaching vocabulary, from the interview and the observation the writer found that the three English teachers proposed the theories of strategy based on their own knowledge and their experiences in teaching vocabulary. They did not know the theory, but they have done it in practice since they had experience in doing the activity in the classroom. It can be concluded that mostly the three English teachers use three approaches; incidental

learning, explicit instruction and independent strategy development in vocabulary instruction and learning. Besides they also encourage students to use metacognitive and cognitive strategies in their learning.

2. How The Strategy Implemented in The Classroom Situation

After taking long observation the researcher concludes that the English teacher implemented the strategies in the classroom situation was presented into three teaching approaches; incidental learning, explicit instruction and independent strategy development.

a. Incidental Learning

In this stage, there were some instructions used by the three teachers as their strategies in teaching vocabulary. This stage requires the teachers provide opportunities for extensive reading and listening. In general they are use brainstorming, encouraging the use of dictionaries. It is in line with Michael J. Wallace which states that "brainstorming is a kind of group activity intended to generate a lot of ideas. Participants are encouraged at the beginning to think up ideas no matter how unlikely."[29]

1. Brainstorming

Brainstorming is activating students' knowledge by asking questions of related words about text given. This is in line with Anderson ideas that "a reader's background knowledge can influence reading comprehension skills. Background knowledge includes all experiences that a reader brings to a text."[30] Background knowledge is also referred to as schema in the reading literature. The English teachers use brainstorming technique as one of the first vocabulary learning strategies for any classroom where they ask for words student do not know in English. They give instructions to students to make some small group. Before teaching and learning vocabulary starts, the

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[29] Michael J. Wallace, *Training Foreign Language Teachers* (UK: Cambridge University Press, 1991), 44.
[30] Neil Anderson, *Exploring Second Language Reading: Issues and Strategies* (Canada: Heinle & Heinle Publishers, 1999), 11.

English teacher ask students what they already know about the text which they will discuss about, then the English teachers ask them to discuss, summarize, and retell the text using their own words to check their vocabulary comprehension.

b. Explicit Instruction

It is involves diagnosing the words learners need to know, presenting words for the first time, elaborating word knowledge and developing fluency with known words. In the researcher view point emphasizing explicit instruction is probably best for beginning and intermediate students who have limited vocabularies.

1. Teacher Offer Variety

Teachers use different ways to present vocabulary including pictures, sounds and different text types with which students can identify: stories, conversation, web pages, questionnaires, news reports, etc. In each of these contexts, topics should be relevant to students' interests.

2. Repeat and Recycle

In this technique learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them. Researcher agree that repetition is an important aid to learning and that having to actively recall or "retrieve" a word is a more effective way of learning than simple exposure or just seeing a word over and over. Researcher also agrees that repeating words aloud helps students remember words better than repeating them silently.

3. Provide Opportunities to Organize Vocabulary

In this stage teacher presents new vocabulary in thematic sets as an aid to memorized. There are many different ways of practicing newly presented vocabulary in class, from repeating the words. Controlled

practice, or reacting to the content in some way, to using the vocabulary to say true things about oneself. At this point researcher concludes that a useful step used by the English teacher is to take time to organize the new vocabulary in some way that allow students to "notice" and bring together the target words as the basis for a communicative activity or to have a clear record for review purpose, or both.

4. Make Vocabulary Learning Personal

Related to the point above, researcher conclude that the English teacher serves materials which is provide opportunities for students to use the vocabulary meaningfully, to say and write true things about themselves and their lives. Students should be encouraged to add vocabulary they want to learn too.

5. Do Not Over Do It

Another important point that the English teacher proposed in teaching vocabulary is not to overload students, there are limits to how much vocabulary anyone can observe for productive use in one lesson and this will be affected by how "difficult" the words are and how much students are required to know about them.

c. Independent Strategy Development

It is involves practicing guessing from context and training learning learners to use dictionaries. Guessing from context is a complex and often difficult strategy to carry out successfully. Although this strategy often may not result in gaining a full understanding of word meaning and form, guessing from context may still contribute to vocabulary learning. Therefore, if regularly practiced, this strategy may contribute to deeper word knowledge for advanced learners as long as they pay attention to the word and its context.

B. Discussion of Research Findings

After long observation, deep interview, and wide description about research findings in the previous section the writer will continue to discuss those findings in this section, the research questions below as a guide to interpret the research findings:

1. What strategies do the teachers use in teaching reading vocabulary?

    The three English teachers in this study mostly use cooperative learning strategy when teaching vocabulary to their students. In the writers' viewpoint cooperative learning itself is a form of indirect teaching in which the teacher sets the problems and organizes the students to work it out collaboratively. The concept that the three English teachers bring to the class when they teach vocabulary is students will be able to understand and remember what they read with fully comprehension. The three English teachers encourage students to use metacognitive and cognitive strategies in their learning. Metacognitive strategy is a term when the students thinking, comprehending, then evaluating the learning process. Cognitive strategy is a term when the students involve more direct manipulation of the learning material itself.

2. How are those strategies implemented in the classroom situation?

    There were some techniques and instructions when the three English teachers carried out cooperative learning strategy in the classroom situation when teaching vocabulary, shortly it was presented into three teaching approaches; incidental learning, explicit instruction and independent strategy development.

    Incidental learning stage includes these activities; brainstorming and encouraging the use of dictionaries. Explicit instruction stages includes these activities; teacher offer variety, repeat and recycle, provide opportunities to organize vocabulary, make vocabulary learning personal and do not over do it. Independent strategy development includes practicing guessing from context and training learning learners to use dictionary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

English teachers' strategy in teaching vocabulary focused on the implementation, concepts, and the reasons in doing the strategies. Based on the result and analysis from classroom observation, it can conclude that all of the teachers have used teaching vocabulary strategies that formulated in incidental learning, explicit instruction, and independent strategy development stages in order to help students comprehend the words. In every stage there were some steps include; brainstorming, encouraging the use of dictionary, teacher offer variety, repeat and recycle, provide opportunities to organize vocabulary, make vocabulary learning personal, do not over do it, practicing guessing from context and training learning learners to use dictionary.

From the interview the writer found that they used the specific strategy based on their own knowledge and experience in teaching vocabulary. Focused on the reasons why the three English teachers conduct the strategies because they want to help students comprehend the words fully. It the other words the answer from three statements problems are below:

1. English Teachers' Strategies in Teaching Vocabulary

    Mostly the three English teachers applied cooperative learning strategy to carry out teaching vocabulary strategies in the class which is incidental

learning, explicit instruction and independent strategy development based on their own experience and knowledge in teaching vocabulary practice.

2. How Are The Strategies Implemented in The Classroom Situation

The three English teachers have used teaching vocabulary strategies that formulated in incidental learning, explicit instruction, and independent strategy development stages in order to help students comprehend the words. In every stage there were some steps include; brainstorming, encouraging the use of dictionary, teacher offer variety, repeat and recycle, provide opportunities to organize vocabulary, make vocabulary learning personal, do not over do it, practicing guessing from context and training learning learners to use dictionary.

B. Suggestion

After did all the research the writer saw some problems and give some suggestions below:

1. The three English teachers need to increase their ability in two aspects; knowledge and experience to become more skillful teachers, especially in teaching vocabulary.

2. In order to get more respective responses from their students the writer suggests the three English teachers tell the students the instructions and some guidance before teaching and learning vocabulary begin, so that the students can understand the words comprehensively.

Overall, it can be inferred that the students believe that all of their teachers' strategies help them to understand the words selection they read.

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