



VOCABULARY TEACHING AND LEARNING STRATEGIES IN MTS

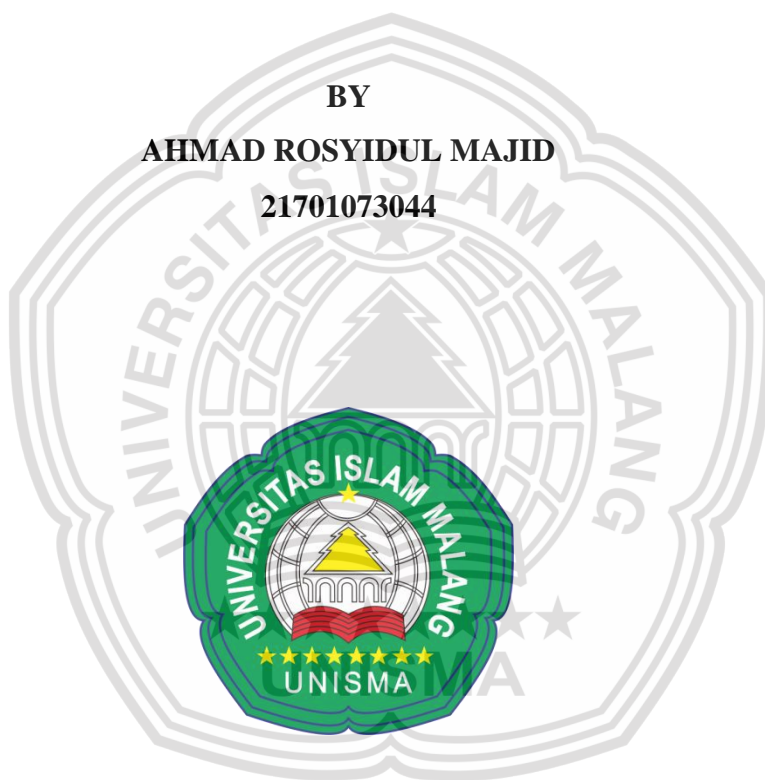
SUNAN DRAJAT BANJARANYAR, LAMONGAN

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ABSTRACT

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Vocabulary is the most important parts of language learning as it is impossible to express the intended meaning without correct vocabulary. Teaching and learning of vocabulary includes not just how to teach a word's meaning, but also how to teach its spelling, pronunciation, collocations, and relevance. Therefore, vocabulary teaching strategies is important to teach vocabulary appropriately. In this case, the study intended to study vocabulary teaching strategies used by English teacher at MTS Sunan Drajat Banjaranyar, Lamongan

This study used descriptive qualitative research design on 5 7th grade students and 1 teacher at MTS Sunan Drajat Banjaranyar, Lamongan. The data for this research collected from the result of the direct interview with participants. The data are analysed using qualitative analysis based on Creswell (2006) that consist of steps such as organization that includes data reduction, coding and grouping, and description that includes interpretation and drawing conclusion.

The study concluded that the teaching strategies implemented in 7th grade in MTS Sunan Drajat Banjaranyar, Lamongan utilizes memorization, cognitive and meta-cognitive strategies as well as, extensive vocabulary learning and independent learning. Moreover, most vocabulary teaching done the teacher is promoting students' independent learning by directing students to find difficult words at home without direct supervision from the teacher.

CHAPTER I

INTRODUCTION

This chapter presents an overview of this study. It consists of background of the study, focus on the study, research question, , purpose of the study, significant of the study and organization of the research.

1.1 Background of Study

Vocabulary is the most important thing to be learnt by the students as one of the most important parts of language learning. Word knowledge or vocabulary is the building block of language and no language practices happens without vocabulary. According to Brown (2001), vocabulary is at the heart of language and is crucial for language learners since words are the building blocks of a language, as they label objects, actions, and ideas. Without correct vocabulary, people are unable to express the intended meaning. Mastering vocabulary would be helpful for students to assist them in comprehending the language being learned (Hapsari, 2020). Vocabulary has been one of the most important aspects of language mastery over time.

Following the overvaluation of morphological and syntactic abilities, word knowledge is now seen as the most significant aspect in language competency, as words are the bearers of meaning, and understanding sentences or texts is impossible without them (Vermeer, 2001).The students should comprehend and understand to implement it in front of speaker especially how to communicate with a good vocabulary building in each vocabulary. According to Nation (2006) To

comprehend common written content in English, a language learner should have a vocabulary size of 8,000 to 9,000 words, and a vocabulary size of 15,000 words to read and absorb communications with ease. Vocabulary has important role to use as tool of communication. Without vocabulary, the students is impossible to learn or master English, even communicate in English.

Teaching and learning vocabulary are an integral part of foreign language learning since it is basic sub-skill for someone who wants to learn a foreign language (Susanto, 2017). Teaching vocabulary is not as simple task as the teacher have to teach not only the meaning but also how the word can be used contextually. In teaching English, especially vocabulary, the teacher should be creative in selecting the materials and able to stimulate the students' interest. The teacher needs to manipulate some strategies to support the teaching and learning process. Building word awareness and vocabulary knowledge requires the students to make a personal construction of meaning (Masrai & Milton, 2017).

. Vocabulary instruction includes not just how to teach a word's meaning, but also how to teach its spelling, pronunciation, collocations, and relevance (Nation, 2011). According to Schmitt (2008), rather than teaching all components of word knowledge at the same time, it is crucial that some parts of word knowledge be gained before others as the process to teach the vocabulary may have variations from one teacher to another. However, most of the teachers in the school have some problems when they teach vocabulary. According to Meliana (2018), education in Indonesia is now based on the Curriculum 2013 where the students are required to take an active role and the teacher is only as a facilitator for students. According to

Hamruni (2009), teaching strategy is teaching activities that must do by the teacher and the student so that the purpose of teaching reached effectively and efficiently. According to Thornbury (2002), teaching strategies is plan which prepared by the teacher to achieve certainly educational goal.

There are many components of teaching strategy, as stated by Hamruni (2009) that teaching strategy are consisting of teacher as an agent, student as the target where the teaching is applied, teaching purpose, material, method, media, evaluation and environment. In term of strategies in teaching vocabulary, Ellise (1985) explained some technique to increase the vocabulary of students in learning English quickly such as preparing and monitoring vocabulary list, contextual vocabulary learning and drills, the ripple effect that used to teach vocabulary from the root word to other words related to it. According to Pribilova (2006) there are many different methods and approaches to achieve goal of vocabulary learning such as helping the learners understand it is important to visualize the item and repeat the learned words, direct method or the direct approach, suggestopedia that helps learners to memorize words by stimulating the brain by music and total physical response method or TPR and communicative language teaching or CLT that stresses the meaning of a language in context.

Considering previous studies above, the researcher is interested in studying vocabulary teaching and learning strategies on 7th grade students at MTs Sunan Drajat Lamongan. The study focused on MTs Sunan Drajat Lamongan because Mts Sunan Drajat is one of the institutions in Lamongan which has the the program

called Imtihan where student graduation required to pass 5 subjects, one of which is English.

1.2 Statement of the Problem

What strategies are used by the English teacher in teaching vocabulary at MTs Sunan Drajat Lamongan?

1.3 Purpose of the Study

In according with the statement of the problem above this study is aimed at: Finding the strategies in teaching English vocabulary at MTs Sunan Drajat Lamongan.

1.4 Scope and Limitation of the Study

This study focused on English vocabulary and teaching strategies, and located at MTS Sunan Drajat Banjaranyar, Lamongan. The participants of this study limited on one class, and the sample were selected purposively on 5 students and 1 teacher. This study is limited to one class because the researcher did not get the permission in other classes, Moreover, the study is limited to 5 students because the teacher only provide 5 best students for the interview.

1.5 Significance of the Study

Theoretically, the result of this study will contribute to the theories and related studies about vocabulary teaching strategies. Practically, for the teacher, the result of the study will help English teachers to improve skill in teaching

vocabulary. It is hoped that the result of this study can give some contributions to the success of the teaching learning English at junior high school especially related to the effort of enriching students' vocabulary in learning new vocabulary. The teacher is able to select the most appropriate strategy to overcome the problem and the student can understand easily. For the next researcher, the result of this study is hoped to give beneficial information for the studies related to vocabulary teaching strategy.

1.5 Definition of the Key Terms

a. Vocabulary Teaching

In this study, the terms vocabulary teaching refers to the treatment towards 7th graders at MTs Sunan Drajat Lamongan aimed to make them understand and memorize the meaning and contextual use of words based on 7th grade curriculum such as greeting, asking for permission, introduce, asking time that they discover.

b. Vocabulary Mastery

The term vocabulary mastery is used in this study to describe an ability of 7th graders at MTs Sunan Drajat Lamongan to understand the meaning of words or vocabulary in English language based on 7th grade curriculum such greeting, asking for permission, introduce, asking time that they discover.

c. Vocabulary Teaching Strategies

In this study, the terms vocabulary teaching strategies refers to the strategy applied by the English teacher in MTs Sunan Drajat Lamongan to teach vocabulary to the students effectively and ensuring their retention.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains the conclusion of the study derived from the summary of the findings about vocabulary teaching strategies and discussion by considering related theories and previous studies.

5.1 Conclusion

From the findings of the study, it can be stated that the teaching strategies implemented in 7th grade in MTS Sunan Drajat Banjaranyar, Lamongan utilizes various strategies in teaching vocabularies to the students including memorization, cognitive and meta-cognitive strategies as well as, memory strategies. For memorization strategy, the teacher used the list of words based on 7th curriculum including greeting, asking for permission, introduce, asking time and others with addition to difficult words they found. In terms of cognitive strategy, the teacher directs the students to find difficult words by analyzing text and make sentence from it, while metacognitive strategy is shown in how the teacher monitor and evaluate students' vocabulary learning progress. Other than that, the teacher also employs metacognitive strategies to ensure that the students manage, monitor and evaluate their own learning such as giving vocabulary assignments and demonstrating the use of new words in a sentence.

5.2 Suggestion

The researcher provides suggestion based on the result and conclusion of the study to English education students, English teacher and the next researcher.

For English teacher, it is suggested to conduct vocabulary teaching in more contextual and include cooperative learning which is considered as social strategies, because in this study or many previous strategies social strategies in vocabulary teaching did not present.

For future researcher, it is suggested to conduct study about vocabulary learning strategies implemented by students to enrich their vocabulary repertoire..



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