

AN ANALYSIS OF TEACHERS' STRATEGY IN TEACHING ENGLISH VOCABULARY DURING COVID-19

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Article History

Received: 7 April 2022

Revised: 22 April 2022

Published: 31 Mei 2022

ABSTRACT

The main objective of teaching English is to explore and describe the strategies used by the teacher, problem faced by the teacher, and problem solved by the teacher in teaching vocabulary. A descriptive qualitative study was conducted to analyze the data of the study. The data were taken from interview, observation and document with participants who are English teachers of SMP IT IMISc Labuapi. Furthermore, this study focuses on the process of teaching vocabulary to the first-grade students in SMP IT IMISc Labuapi. Based on the class observation, interview, and document, this study shows that there are some strategies conducted by the teachers, i.e.: (1) memorization, (2) synonym/antonym, (3) translating, and (4) fill in the blank. The problems faced by the teacher are: (1) classroom management, (2) student's motivation and (3) student's laziness. The problems solved by the teacher are: (1) she called the students who make noise and asked them some questions about the material or she ordered the student who was noisy to go out, (2) the teacher gave advice and motivation about the importance of English subject and the importance to improve the vocabulary. Besides, the teacher also implemented another strategy by giving score to the active students. The students also can consult the difficult materials with the teacher out of class, (3) the teacher gave new vocabulary that wrote in the whiteboard every meeting to improve their vocabulary. The strategies used by the teacher are good because the strategies can make the students more active. Besides that, the strategies used by the teacher can make the students interested in following the class.

Keywords: *Teaching Strategy; English Vocabulary, Covid 19*

INTRODUCTION

Language is tools communication with other people using sounds, symbols and words in expressing a meaning, idea or thought. Learning foreign languages, especially English, has been used as a communication bridge between people, such as share opinions, ideas. English is a subject that has a lot of skills to be mastered. In Indonesia the student has been getting English lesson since sitting elementary school. However there are still many of them who have not master in every skill such as reading, speaking, writing and listening. In English language have four skills and three components. Those are grammar, pronunciation and vocabulary. It can be said that vocabulary is one of the most important aspect in learning English because when students master vocabulary without knowing the meaning of a word it will be in vain and make misunderstanding with interlocutors.

Based on explanation and supported by Usumagi at al. (2018) students can describe everything what they think without using grammar, however they eger to express nothing without vocabulary. The quality of lerner's language skill depends on the how far he or she mastering the vocabulary. It is well known that vocabulary is a core a component of language proficiency especially in English and provides much of the basis for how well learner, speak, listen read, and write.

Sadewo (2016) explain that vocabulary is one of element of language that should by learned and taught. Meanwhile carpenter & Olson (2011) state that vocabulary is essential component in second foreign language learning because it's needed for expressing meaning and conveying through both respective and productive skill. Its mean without having vocabulary, the students will have difficult to know the meaning of what they listen and read as well as to express their aim in communication. It is known that having limited vocabulary would limit the students in using the English skills such as writing, listening, reading and speaking. Even though the students master in those skills but their vocabulary is low, it will be disturb or they will not able to increase their skills in learning English. That's the reason that vocabulary is important component in English.

Vocabulary is generally considered as an important part of the learning process of a language or the development of one's abilities in a language that is already mastered. If a student has an adequate vocabulary of English and the teachers are attuned to effective strategies for teaching vocabulary, it automatically supports achievement of four English skills. So the teacher must have to deal the ways of enriching vocabulary. To explore students ability about vocabulary mastery, teacher have to take a identify the student ability in

mastering derivational word, because, it will give guarantee to enrichment of vocabulary mastery, helping to well arrange the sentences, and able to put correct words to every sentence. Thus, the sentence will easy and clear to understand for those read read it. Now this is a challenge for all the teachers to find appropriate strategy to teach students via online. According to Patahuddin, at all (2017) the improvement of students vocabulary in learning English depends on the teachers strategy because as we know to teaching English in junior high school is not easy. So the teacher must be creative in creating and choosing an appropriate technique, media and activity in classroom or via online and using methods make students easy to memorize and maintain vocabulary. So, several strategies perhaps would be effective for teacher to provide students vocabulary mastery through reading comprehension.

Due to the pandemic covid 19 the students have to do learning from home. This pandemic, impacted to all sector particular a policy of teaching and learning process sifting from offline system to online learning system. Based on these reason intents ti investigate the trategies that are used by the teacher to increase and maintain student's vocabulary via online during covid-19. Here the teacher should think hard to find strategy

for increasing students skill in English and also their vocabulary because the teacher must still teach the students even they can't face to face. That's why the researcher interested to conduct the research about teaching vocabulary entitled "An analysis of teachers' strategy in teaching English vocabulary during covid-19. Based on the previous statement, this study aims to inverstigate the two research objective, i.e., 1) investigate the English teacher strategies in teaching vocabulary COVID-19 pandemic, 2). examine the extent of the teacher strategies help the teachers in English e-learning classes during the COVID-19 pandemic.

METHOD

Research Design

This study used qualitative research embarancing Descriptive, Research is an attempt to answer or solve question of the study. Supporting this, Ary (2010:426) sayas that research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its context. In this case, the researcher used descriptive design with qualitative as research design. This is to gain the information about strategies which are used by the teacher to teach vocabulary during Covid-19 in IT IMSc Lobar. Before writing thesis proposal, the researcher saw the

situation of learning process because of Covid-19. It used to obtain some information about the phenomenon and the research created problem, identify the phenomenon which happens in learning process.

So, in this research the approach of this study is qualitative research. It is a study using subjective perspective to see phenomenon. Based on Ary (2010: 420) the main purpose of qualitative approach seeks to understand and interpret human and social behavior as it is lived by participant in particular social setting. So the aim about this research is to describe, explain the strategies which are used by the teacher in teaching vocabulary during covid-19 and the students' response toward the strategy. Instrument used for data collection in qualitative research is there researcher herself, often collecting data through direct observation or interview. Qualitative research uses human as instrument and the researcher uses interview guidance for the student and English teacher as the instruments. Qualitative study more typically use nonrandom or purposive selection techniques based on particular criteria. This study uses purposive as the sample technique.

Subject of the Study

This study was taken at junior high school IT IMSc in west Lombok. The researcher conducted the research in this school because

the researcher would know the use of teachers strategy in that place. Due to covid-19 some school did not apply offline learning but apply the online learning. Therefore, the researcher choose this school as the place to conduct the research. The selection of subject is based on the uniqueness of the case. In this study, the subject will be taken English Learners at junior high school IT IMSc. Because here the researcher will analyze the teacher's strategy in teaching English, obviously the subjects taken are English teacher.

Instruments

The instrument used to collect the data needed in this study, the technique employed in this study was non-participant observation through, interview, and observation. This technique used by the researcher to answer to overall research question. The data collection techniques more focus on the result of observation aim to investigate the information. The researcher used interview to investigate what are the types of teachers' strategy used by students. Moreover, the researcher use observation in the form of camera and field note to get documentation of the research about students and teacher activities in the classroom to facilitate the investigation the types of teachers strategy, i.e., a) interview; Interview was the phase when the researcher conducts the research

toward the participants. It was in the form of question concerned on students' opinion related to teacher strategy were used. The interview was in the form of open ended question. One form of question that sparked a broad and open answer, b) observation; observation become the second data collection technique in this study to support the main data collection from interview. This instrument employed to answer the first and second questions of the study.

Data Analysis

After collecting the data needed in this study, the data then, were analyzed systematically according to Donald Ary et al. (2010:481) theory who states that there are three steps to analysis the data qualitative: familiarizing and organizing, coding, reducing, interpreting and representing. Those of steps, were described sequently, i.e., 1) Familiarizing and Organizing; Familiarizing means the researcher become more intimate and understand with every terminology or everything related to communication. Then, organizing mean the researcher gathering data-based interview with English students then making transcription of it, 2) Coding and Reducing; coding is about developing concepts from the raw data. The step-in coding is referred to as axial coding, open coding, preliminary coding, or provisional coding. After

familiarizing the transcripts, in this step the researcher describes and categorize the data. It sorts by looking for units of meaning words, phrase, sentence, subject ways of thinking, behavior patterns and events that seem to appear regularly and that seem important. Coding of items is done in order to begin to recognize differences and similarities in the data. A code can be a word or short phrase that represents a theme or an idea.

The las step is 3) interpreting and Representing; Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. Representation involves how the data are presented in graphs, pictures, diagrams, figures, or frameworks. In the last step, the researcher writes the reports and reports the data by themes, topics, or cases and demonstrates these through descriptive detail. In narrative inquiry, the researcher explants the large meaning of the story. Then, display findings and make conclusion.

FINDINGS AND DISCUSSION

Research Findings

To classify the finding, this study will anwer the research question baed on the theory of Schumacher and Deshler (1992:56) in Fauziati (2010:150). Based on the data findings, there were four Strategies conducted by teacher in teahing vocabulary,

i.e., 1) Strategies, 2) Synonym/ antonym, 3) Translating, and 4) Fill in the blank. The finding were outlined based on the queastios of the study. Here are the explanation of the four Strategies conducted by teacher in teahing vocabulary in EFL Classroom.

1. Teachers' Strategies In Teaching Vocabulary During Covid-19 Pandemic Memorization

This was done to make the students to understand the reading text easier. Teacher also directly translated difficult words encountered in text. This strategy was believed to develop vocabularies of the students. Mostly, the teacher used memorization to improve the student's vocabulary. In every meeting the teacher always wrote new vocabulary related with the reading material in the whiteboard. She asked the students to write and memorized the words.

Synonym/ antonym

In this activity, the teacher helped the students to translate the difficult word. However, she did not directly translate in Indonesia, but she often used the synonyms of that words or she used that word in context to make the students easy to understand their meaning. The teacher mostly used Indonesia language to explain the material. The teacher explained the

generic structure, goal, and function of procedure text. After that, she asked the students to provide examples about procedure text. This strategy was found at the first, second and third observation. The writer did not find this strategy in the fourth observation, because the fourth observation was used for daily exam. Synonym/antonym strategy was used by the teacher when there was students asked about difficult vocabulary, teacher did not directly give the meaning of the word but the teacher gave the students the familiar synonym or antonym of that words.

Translating

The other strategy that the writer found was translating. That strategy was observed by the writer at first, second and third observation, but the writer did not find this strategy in the fourth observation because the observation of the four used by teachers for daily tests.

Student : miss, apa artinya "list"?

(miss, what the meaning of "list"?)

Teacher : jika saya punya kalimat seperti ini; " tolong buat "list" siswa yang piket hari ini" berarti list artinya apa?(If I have sentence like this; "please make a list of students" picket" so, what the meaning of list?

Student :daftar miss. (List miss)

Teacher : that right, the meaning of "list" is daftar.

In this strategy the teacher did not directly give the meaning of the word which the students asked her, but the teachers used that word in a simple sentence to make the students understand. So, students would think and knew the meaning of the word without having to be told directly by the teacher.

Besides that, based on interviews with teachers, the writer also found that one of the strategies used by the teacher to improve student's vocabulary is translating.

Untuk Strategi, mungkin disini tidak bisa bervariasi, salah satunya di karen akan kurangnya sarana prasana, strategy yang pernah sering saya gunakan, mungkin fill in the blank, memorization, translating. Tapi mungkin yang paling sering adalah translating.

(For strategy, here may be not varied, one of the reasons is because the media in this school is very limited. Maybe the strategy that I use frequently is fill in the blank, memorization, translating. But perhaps the most often is translating.).

Based on interviews with teacher above, translating is the most often strategy that used by the teacher.

Fill in the blank

In the last teaching and learning process the writer found the that the teacher used fill in the blank to improve student's vocabulary, there is fill in the blank. This strategy was found by the writer at the third observation. In this case, the teacher provided the students with an incomplete text and asked the students to complete the text by selecting the words that have been provided. After the students finished the exercise, the teacher discussed the students' answers. Based on the interviews with teachers, the writer also found that one of the strategies used by the teacher to improve student's vocabulary was fill in the blank.

Untuk Strategi, mungkin disini tidak bisa bervariasi, salah satunya dikarenakan kurangnya sarana prasana, strategy yang pernah seringgunakan, mungkin fill in the blank, memorization, translating. Tapi mungkin yang paling sering adalah translating.

(For strategy, here may be not varied, this is because the media in this school is very limited. Maybe the strategy that I use frequently is filling in the blank, memorization, translating. But perhaps the most often is translating.).

In the post teaching on, before the class was closed, the teacher gave homework

to the students to make one procedure text and submits in the next week.

Teache : your homework is,.. please make procedure text with free theme and submit in the next week. Ok, my students. I think enough for this meeting.

and, please close this class by saying Hamdallah together!

Students : OK, Miss. Alhammdulillah.

2. Problem Faced by the Teacher

Class management

Class management was a common problem in teaching learning process in *SMP IT IMISc Labuapi*. Every class consisted of more than 30 students. For example, in the class 7D, it consisted of 42 students and in the class 7 E, it consisted of 40 students. It can be concluded that the number of the students are too many. Because of this, the teacher got difficulties to manage the class. For example, the class will become noisy and uncontrolled if the students felt tired or bored. In this school, every meeting consists of 2x40 minutes. Based on the interview with the teacher, the writer got information as bellows:

Interviewer: *kendala-kendala atau*

masalah- masalah apa yang sering ibu hadapi mengajar

vocabulary didalam kelas? (What obstacles or problems that you often face in the classroom in teaching vocabulary?)

Teacher : *Mungkin membuat siswa agar Tenang dan memperhatikan saat guru member penjelasan menjadi salah satu masalah yang saya hadapi. Mungkin karena satu itu muridnya terlalu banyak, Kelas yang baik itu seharusnya maksiamal diisi 20 murid saja, tapi kenyataannya disini diisi 40 atau 42 siswa. Maka dari itu kelas akan langsung jadi ramai Ketika siswa merasa bosan atau capek.“*

(Maybe to make class calm and give attention when the teacher explained become one of problem that faced by me. May be because the class is too many students, the ideal class should be consist 20 students, but in here one class consist 40 until 42 students. So the class will be noisy if the students have been felt bored or tired)

The students in junior high school, especially in the first grade can be classified as adolescent learners. They easily got bored when teacher explained the materials. Most of them did not pay attention to the teacher

especially when they felt tired and did not understand about the material that explained by the teacher.

The motivation of the students

As the teenage learners, the students in the first grade at junior high school had different motivation in following the teaching learning process. Based on the interview with the teacher, the writer got information bellows:

Teacher : Semangat murid- murid kadang juga menjadi masalah yang sering saya hadapi, murid-muridakan marasa senang dan semangat belajar ketika materi yang yang diajarkan mereka anggap mudah tapi kalau materi yang diajarkan mereka aggap sulit, maka mereka cenderung lebih memilih untuk tidak memperhatikan.

(The motivation of spirit of the students sometimes become my problem, the students will felt enjoy and full spirit if the materials that I thought easy, but they will choose to not pay attention to me when the materials that I thought difficult for them)

According the interview above, the writer concluded that the students sometimes felt enthusiastic to study, but they also felt bored in the teaching learning process. For

example, when the teacher gave easy material they would pay attention to the teacher, but if the teacher gave the difficult materials the student did not pay attention to the teacher's explanation. They easily got bored when they got difficult materials.

Student's laziness

The other problem faced by the teacher in teaching vocabulary is student's laziness. Based on the interview with the teacher, the writer got information bellows

Teacher: dan mungkin untuk masalah yang bisa dikatan paling sering saya hadapi adalah kemalasan siswa, cotohnya ketika saya suruh bawa kamus saja banyak yang tidak membawa, sedangkan tidak mungkin kalau saya harus memaksakan ke mereka untuk membawa kamus..

(may be the most problem that I faced is students laziness, for example, when I ordered for them to take a dictionary, most of them not bring it where as I cannot force them to bring or buy the dictionary)

Student's laziness was one of the complex problems faced by the teacher, because this problem came from student's characteristics. So, the teacher could not impose the students to be diligent directly. The teacher had to find the problem solve that could make the students became diligent by their self.

3. Problem Solving Applied by the Teacher

Based on some problems above, there were some ways used by the teacher to solve the problem. When the teacher got problem in managing the class, she would call the students who made noisy and asked them some questions about the material or she order the student who were noisy to go out. So, it would make the students are afraid to make noisy. To solve the problem about the motivation of the students, the teacher gave advice and motivation about the importance of English subject and the importance to improve the vocabulary. Besides that, the teacher also had other strategy that is the teacher would give score to the active students. The students also could consult the difficult materials with the teacher in out of class. In order to solve the problem about students' laziness, the teacher gave new vocabulary that wrote in the whiteboard every meeting to improve their vocabulary and make they have many vocabularies. Beside that sometimes the teacher used game to make students more fun. The teacher also applied reward and punishment for students. The teacher gave reward for active students, like point plus or etc. The teacher also gave punishment to students who made noisy or did not pay attention for teacher explanation?

The teacher usually asked the noisy student get out of the class.

Discussion

Based on the finding, the writer found four strategies used by the teacher. There were memorizations, fill in the blank, finding synonym/antonym and translating. The teacher also always used the same strategies in every meeting in class. The data interview, this study reveals that the problem faced by the teacher and problem solved by the teacher. The problems faced by the teacher included classroom management, student's motivation and student's laziness. The problem solving done by the teacher included, first, she will call the students who made noise and asked them some questions about the material or she order the student who was noisy to go out. Second, the teacher gave advices and motivation about the importance of English subject and the importance of improving the vocabulary. Besides that, the teacher also had other strategy that is the teacher would give score to the active students. The students also could consult the difficult materials with the teacher out of class. Third, the teacher gave new vocabulary that written in the whiteboard every meeting to improve their vocabulary.

To find out the strategies used by the teacher at *SMP IT IMISc Labuapi*, the writer

did four observations in the class VII. the variation of strategies to teaching vocabulary was very difficult to be implemented, because the media in this school was very limited. Besides that, students were not accustomed to speaking in English so their vocabulary could not improve. The students also just thought that the importance was to get good scored, and they had limited vocabulary. To overcome this, one of English teacher at *SMP IT IMISc Labuapi* used several strategies to improve students' vocabulary. The teacher used at least four strategies: memorization, synonym/antonym, translating and fill in the blank.

In general, the researcher concluded the strategies used by the teacher were good because those strategies could make the students more active. Besides that, the strategies that were used by the teacher could make the students interesting to follow the activities. They also had high motivation to be active in joining the lesson in the class. The teacher also had problem solving to solve the problem faced.

CONCLUSION

Based on finding discussion, this study draw conclusion that there are four strategies used by the teacher in teaching vocabulary In teaching vocabulary at *SMP IT IMISc Labuapi*, the teacher used four strategies to improve student's vocabulary,

there are: memorization, fill in the blank, synonym/antonym, and translating. Those are 1) problem faced by the teacher; there are three problems faced by the teacher including: classroom management, student's motivation, and student's laziness, 2) The problem solving applied by the teacher, 3) when the teacher got problem in managing the class, she would call the student who made noisy and asked them some question about the Material or she ordered the student who was noisy to go out. So, this made the students was afraid to make noisy.

To solve the problem about the difference motivation of the students, the teacher gave advices and motivation about the importance of English subject and the importance to improve the vocabulary. Besides that, the teacher also had other strategy that is the teacher gave score to the active students. The students also could consult the difficult materials with the teacher in out of class. To solve the problem about students' laziness, the teacher gave new vocabulary that wrote in the whiteboard every meeting to improve students' vocabulary.

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