

An Analysis on English Teacher Strategies in Teaching Vocabulary

1st Cindy Marcellina Putri

IAIN Palangka Raya, Palangka Raya, Indonesia

marcellinaputri473@gmail.com

2nd M. Azhary

IAIN Palangka Raya, Palangka Raya, Indonesia

azharymuhammad2@gmail.com

3rd Nurul Hikmah

IAIN Palangka Raya, Palangka Raya, Indonesia

nurulhikmah@iain-palangkaraya.ac.id

ABSTRACT

Vocabulary is an important component in learning English. Before learning the four skills in English, namely reading, writing, speaking and listening, students must understand vocabulary first. Based on the results of interviews with MI teacher Hidayatul Muhajirin Palangka Raya, it was explained that class III MI students had difficulty pronouncing, understanding and remembering English vocabulary. Therefore, English teachers use various strategies in learning to make it easier for students to learn. The purpose of this research is to find out the strategies used by English teachers at MI Hidayatul Muhajirin Palangka Raya in teaching vocabulary. The method used in this research is a qualitative method. The subjects of this research were English teachers at MI Hidayatul Muhajirin Palangka Raya. Data collection for this research was carried out using interview observation techniques and documentation. The data analysis techniques researchers use are data reduction, data display, data conclusion (data verification). The results of the research show that there are three strategies used by English teachers at MI Hidayatul Muhajirin Palangka Raya in teaching vocabulary in English learning. The three strategies are singing, playing games and drilling.

Keywords: Strategy, English teacher, Vocabulary

INTRODUCTION

English is an international language used in many countries (Syaputri, 2023). English is one of the language areas that Indonesia needs in the current era of globalization (Utami et al., 2022). Vocabulary mastery is one of the basic components for mastering English as a foreign language at elementary level, intermediate and advanced. In study four language skills (listening, speaking, reading, and writing),

Institut Agama Islam Negeri (IAIN) Palangka Raya, Indonesia, 24-25 October 2023

<http://e-proceedings.iain-palangkaraya.ac.id/index.php/inacelt>

Copyright © 2023 by INACELT

vocabulary one basic components which must be mastered. This is natural, considering that four language skills requires knowledge without vocabulary. More and more students master the vocabulary then it will be more good mastery by having a good vocabulary limited, students will discover difficulty in mastering reading skills and others. Vocabulary is an important factor in learning English. In the process of general understanding, a person not only needs to know the meaning of a particular word, but all aspects of the word also need to be understood. According to Dakhi & Fitria (2019), vocabulary plays an important role in the use of a language. There are seven levels of word understanding: knowledge of word frequency in the language, knowledge of word register, collocation knowledge, morphological knowledge, semantic knowledge, polysemy knowledge, and knowledge of word equivalents in the mother tongue. When learning a new word, some language learners find it difficult to choose a word and when they intend to express a meaning, they may also find it difficult to choose the right word.

An English teacher usually teaches using the same teaching method in a classroom. But the learning achievements of each student are different from one another. There are those who are successful in the process of acquiring English, while there are also those who experience obstacles. One of the reasons causing this difference lies in learning strategies. There are learning strategies that are useful for someone but are not successful for others and vice versa. According to Wenden and Rubin (1987), students have different levels of learning expertise in the language learning process. This means that language learners need to master several learning techniques to make their second or foreign language learning more effective. Learning English for students is very important to increase their knowledge in the field of language, to teach English at MI it is necessary to consider material that is suitable to be taught to students. English vocabulary is suitable for MI students to learn, by studying English vocabulary this can help enrich students' language.

MI Hidayatul Muhajirin Palangka Raya is one of the madrasah that teaches English since class III MI. Based on the results of interviews, students in class III had

difficulty pronouncing and remembering English vocabulary. Because English is not their everyday language. In fact, vocabulary is the initial capital for students to learn English before they learn reading, speaking and listening skills in learning English. Therefore, in teaching English teachers need to use various strategies to make class III MI students able to pronounce and remember English vocabulary. There are three strategies used by English teachers at MI Hidayatul Muhajirin Palangka Raya in teaching English vocabulary. Based on this background, the aim of this research is to find out the strategies used by English teachers at MI Hidayatul Muhajirin Palangka Raya in teaching vocabulary.

METHOD

The method used in this research is a qualitative method. The subjects of this research were English teachers at MI Nurul Huda Kapuas. Data collection for this research was carried out using interview observation techniques and documentation. The data analysis techniques researchers use are data reduction, data display, data conclusion (data verification).

FINDINGS

The results of the research show that there are three strategies used by English teachers at MI Hidayatul Muhajirin Palangka Raya in teaching vocabulary in English learning. The three strategies are singing, playing games and drilling. These three strategies are used to make it easier for students to learn English at MI. Based on the results of interviews with English teachers at MI Hidayatul Muhajirin Paangka Raya, of the three strategies that are most often used are singing, then playing games and then memorizing.

Singing is a fun activity for children. Students can easily remember English vocabulary by singing. According to the English teacher at MI Hidayatul Muhajirin Palangka Raya, this singing activity and experience makes an impression on students, apart from that singing is also a tool for children to express their thoughts and feelings. Singing is a vocal activity for children that provides many positive benefits. Singing can train children to increase vocabulary and brain memory, build children's self-confidence

and reduce hormones related to stress, making the mind fresher, so that children are happier in taking lessons and will get good learning achievements or results. Singing activities are carried out by teachers in teaching English vocabulary. Usually the teacher will change the lyrics of a song into English vocabulary lyrics. According to him, this aims to make it easier to convey the material to students, and students can easily capture or understand the material provided by the teacher. This fact is in accordance with the opinion of Kurnia (2017) who states that singing makes it easier for children to understand the material being presented. Pertiwi's research (2021) explains the same thing, that 62% of people who learn English vocabulary use this singing strategy often because it makes it easier for students to understand the lesson.

According to the author, singing is the right choice in teaching elementary school or MI students to know, understand and remember English vocabulary. Remembering that English vocabulary is not included in the language used in everyday environments. So students are certainly not used to it. Apart from singing, playing is a very prominent hobby for children, so the teaching method of singing and playing is very supportive in the teaching and learning process. By applying the singing and playing method to MI students for learning English, it will produce results and information on how quickly the partners understand English using the singing and playing method.

The English teacher at MI Hidayatul Muhajirin also uses game playing strategies to teach English vocabulary. According to him, students look more enthusiastic and enthusiastic in learning English vocabulary when using game playing strategies. By playing games in one meeting, students can remember 6-10 words, compared to when students only learn by listening. Nurhadi (2012) explains that to introduce or teach English vocabulary to children, innovative and varied learning methods and media must be designed, so that children are interested in learning English vocabulary. Apart from that, according to Wiyani and Barnawi (2012), it is also important to note that at this early age, one of the characteristics inherent in children is that they prefer to play, so that this period is often interpreted as a play period. Furthermore, Rahmawati (2012)

explained that when using learning methods and media to develop children's English vocabulary, it is also important to combine it with games. This is because playing activities for children are fun activities.

Games are often considered entertainment by many people. However, apart from entertainment, games can also be used for learning or are often called educational games. Educational games also aim at a learning process for someone to master an ability, skill and knowledge. According to Rahmandan Tresnawati (2016), educational games are games that help children learn or master something. Krisnawan (2015) in his research also revealed that regarding English educational games for early childhood, they both found that English educational games could help children improve their English language skills. This is in line with Lindawati's research which states that playing games can make it easier for children to remember English vocabulary. Mulyanti (2023) said that the learning process using game media can improve elementary school students' mastery of English vocabulary effectively. By using games, it can also make it easier for teachers to deliver learning material and for students it can improve students' vocabulary mastery and make learning fun, and children are motivated to actively participate in learning activities so that there is positive interaction between teachers and students, students with students and students with media. Hakiki (2023) explains that using games in learning English really helps children remember some of the vocabulary they have acquired. According to researchers, using games in learning English vocabulary is the right choice. because game can increase students' motivation and enthusiasm for learning so that students can easily understand and memorize English vocabulary. However, teachers need to choose what games can be used in the learning process.

Another strategy used by English teachers in teaching vocabulary is drilling. According to Fitria (2017) Drilling means listening to a model, provided by the teacher, or tapes or other students, and repeating what is heard. This is a repetition exercise, a technique still used by many teachers when introducing new language items to their students. Drilling is a lingual technique for introducing new language items to your

students based on the students repeating a model given by the teacher. It is used after teaching new vocabulary, grammar points and sentence structures. Practice is usually done in chorus (the whole class repeats) and then individually. This technique is used to: focus on accuracy rather than fluency, improve the student's pronunciation, provide practice on difficult sounds and imitate intonation, practice chunks of language in a safe environment for the student and memorization of common language patterns. English teachers at MI Hidayatul Muhajirin Palangka Raya use the drilling method for vocabulary that is considered difficult to pronounce. The teacher prepares a video or recording of pronouncing English vocabulary from native speakers. Then repeat together. Once it is felt that the students' pronunciation is starting to get better, the students are asked to repeat it independently. It is hoped that the application of the drilling approach will make learning foreign languages easier for children. The use of this method is a solution to the gap between expectations and reality (Suryanirmala et al., 2018). According to Ningsih (2019) the drilling method can make learning English more fun.

Practicing the pronunciation of English vocabulary directly using the drilling method will certainly make things easier for students. As stated by Syaputri (2023) in her research, children will quickly understand vocabulary by practicing it directly. According to the English teacher at MI Hidayatul Muhajirin, the drilling method is quite helpful for students in learning English vocabulary in class.

References

- Belajar Bahasa Inggris Siswa Kelas IV SDN Tegalsari Adimulyo Tahun Pelajaran 2013/2014. Rokhmah, K. (2017). Penggunaan Metode Sing A Song Dalam Upaya Peningkatan Motivasi Dan Hasil <https://jurnal.fkip.uns.ac.id/index.php/pgsdkebumen/article/viewFile/8771/6858>
- Dakhi, S., & Fitria, T. N. (2019). The Principles and the Teaching of English Vocabulary: A Review. JET (Journal of English Teaching), 5(1), 15–25. <https://doi.org/10.33541/jet.v5i1.956>

- Firdaus, M. ., & Muryanti , E. . (2020). Games Edukasi Bahasa Inggris untuk Pengembangan Kosakata Bahasa Inggris pada Anak Usia Dini. *Jurnal Pendidikan Tambusai*, 4(2), 1216–1227. <https://doi.org/10.31004/jptam.v4i2.588>
- Fitria, T. N. (2022). Pengajaran Kosakata Dasar Bahasa Inggris (English Basic Vocabulary) dengan Metode Drilling Untuk Anak-Anak Desa Kalangan Mulur Sukoharjo. *Lamahu: Jurnal Pengabdian Masyarakat Terintegrasi*, 1(2), 67-72. DOI: <https://doi.org/10.34312/ljpm.v1i2.15435>
- Hakiki, I. N. (2023). Permainan Pembelajaran Bahasa Pada Siswa Sekolah Mi Al-Khoiriyah. *Karimah Tauhid*, 2(5), 2007–2012. <https://doi.org/10.30997/karimahtauhid.v2i5.9638>.
- Hasnianti, (2019). Efektivitas Permainan Kartu Kuartet Dan Metode Menghapal <https://e-journal.metrouniv.ac.id/index.php/an-nabighoh/article/view/1685/1491>
- Krisnawan, G. (2015). Rancang Bangun Aplikasi Game Edukasi Bahasa Inggris untuk Anak Berbasis Android. *Proceeding Konferensi Nasional Sistem dan Informatika (KNS&I)*.
- Kurnia, C. (2017). Increasing young learners' vocabulary mastery by using english songs. *Mercu Buana University of Yogyakarta: English Education Department Faculty of Teacher Training and Education*. 3 (1). DOI: <https://doi.org/10.26486/jele.v3i1.266>
- Lindawati, N. P. (2018). Keefektifan Pengajaran Kosakata Bahasa Inggris Pada Anak Sekolah Dasar Dengan Menggunakan Flash Card. *Jurnal Manajemen Pelayanan Hotel*, 2(2), 59-65.. doi: <http://dx.doi.org/10.37484/jmph.020202>.
- Mulyanti, E., & Sya, M. F. (2022). Pemerolehan Kosakata Bahasa Inggris dengan Media Kartu Bergambar di Sekolah Dasar. *KARIMAH TAUHID*, 2(2), 504–409. <https://doi.org/10.30997/karimahtauhid.v2i2.7849>
- Ningsih, A. M., & Afningsih, N. (2019). Pelatihan Teknik “Drilling” Dalam Pengajaran Pengucapan Bahasa Inggris Di Sekolah Dasar. *Prosiding Seminar Nasional Hasil Pengabdian*, 2(1), 397–401.
- Nurhadi. (2012). Teaching English To Young Learners: Pengajaran Bahasa Inggris Pada Anak Usia Dini. Jombang. Jombang: Universitas Pesantren Tinggi Darul Ulum. <https://journal.unipdu.ac.id/index.php/educate/article/view/111>
- Pertiwi, A. B., Rahmawati, A., & Hafidah, R. (2021). Metode pembelajaran kosakata bahasa Inggris pada anak usia dini. *Kumara Cendekia*, 9(2), 95-105. DOI: <https://doi.org/10.20961/kc.v9i2.49037>
- Qomaruddin, Ahmad. (2017). Implementasi Metode Bernyanyi dalam Pembelajaran Mufrad t. *Jurnal Kependidikan*. <https://ejournal.uinsaizu.ac.id/index.php/jurnalkependidikan/article/view/1240>
- Rahman., & Tresnawati. (2016). Pengembangan Games Edukasi Pengenalan Nama Hewan dan Habitatnya dalam 3 Bahasa Sebagai Media Pembelajaran Berbasis Multimedia. *Jurnal Algoritma Sekolah Tinggi Teknologi Games*, 13(1), 184–189. <https://garuda.kemdikbud.go.id/documents/detail/583296>
- Rahmawati. (2012). Peningkatan Kemampuan Berbahasa Anak Melalui Permainan Kartu Pesan Berantai di PAUD Melati Kota Padang. *Jurnal Spektrum PLS*, 1(1), 75–87.

- Suryanirmala, N., Akmaluddin, A., & Adawiyah, R. (2018). Pembelajaran Kosakata Bahasa Asing Pada Anak TK dengan Metode Drilling. *El-Tsaqafah: Jurnal Jurusan PBA*, 17(2), 142–158. <https://doi.org/10.20414/tsaqafah.v17i2.569>.
- Syaputri, K., Aprilia, F., Putra, M., & Nastiti, D. (2023). Penerapan Audio Lingual Method Untuk Meningkatkan Kemampuan Menghafal Kosa Kata Dalam Pelajaran Bahasa Inggris Bagi Anak Sekolah Dasar Di Desa Rambutan. *Proceedings of Bina Darma Conference on Community Service Results*, 1(1), 6 - 14. Retrieved from <https://conference.binadarma.ac.id/index.php/BC2SR/article/view/3302>
- Umar Manshur,dkk. (2023). Peningkatan Kosakata Bahasa Arab Siswa RA Menggunakan Metode Bernyanyi Dan Bermain <https://journal.ummat.ac.id/index.php/JCES/article/view/17589/pdf>
- Utami, W., Sya, M. F., & Hidayat, A. (2022). Developing English learning material for grade 4 students. *LADU: Journal of Languages and Education*, 2(6), 231–240. <https://doi.org/10.56724/ladu.v2i6.144>.
- Wiyani., & Barnawi. (2012). *Format PAUD*. Yogyakarta: Ar-Ruzz Media.