

**AN ANALYSIS TECHNIQUE IN TEACHING VOCABULARY
AT SMPN 22 SAMARINDA**

THESIS



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Samarinda, March 16rd, 2025

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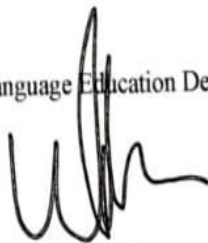

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Abstract

Vocabulary is considered the most important tool for mastering any language skill and also contributes to the understanding the written and oral text. This research was conducted to analyze the techniques used by teachers in teaching vocabulary. The participants of this study were two English teachers. The data were collected through classroom observation and interviews. Observation and interviews were conducted with each teacher who was given permission by the teacher to share their experience in teaching vocabulary. The data were analyzed by using qualitative. The research focuses on strategies used in the classroom. The findings revealed that the teachers used repetition, pictures, pronunciation drills, clues, games, question and answer, read-aloud modeling and demonstration. By using those techniques the teachers can teach the material clearly to the students. teachers mix up the strategies to make students enjoy the teaching and learning process because the students are interested in learning through various activities.

Keywords: Vocabulary, ability, Teaching Technique

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CHAPTER I

INTRODUCTION

1.0 Background of the Study

Teaching vocabulary is essential for young learners who are acquiring a new language, especially English. Mastering vocabulary is crucial for achieving fluency in speaking English, making it one of the foundational skills in language learning. Vocabulary learning involves the collection and memorization of words that an individual knows. Moreover, young learners need to enhance their language abilities. English encompasses four key aspects that learners should be aware of: spelling, pronunciation, grammar, and vocabulary. In addition, there are four primary skills associated with learning English—speaking, listening, writing, and reading (Amalia, 2019). When students have a solid grasp of vocabulary, they become better communicators and can understand the language more effectively. It is important for students to learn how to use vocabulary appropriately in various contexts and situations.

Vocabulary is considered the most important tool for mastering language skills (Dauletova, 2023). It also plays a crucial role in understanding both written and spoken texts. For young learners, improving their vocabulary helps them enrich their English language skills and boosts their confidence in comprehending and interpreting the meanings of unfamiliar words in context. Learning vocabulary involves not just acquiring new words but also understanding their functions and how they apply to different contexts and situations.

When learners have a broader vocabulary, they can more easily grasp the meanings of words. Teaching English to young learners at an early age is essential (Lelawati, Dhiya, Mailani, 2018). As Amalia (2019) noted, when a young learner starts learning English early, the benefits are greater. This emphasizes the

importance of introducing English to children as soon as possible. Children typically begin to expand their vocabulary in elementary school, where they start to learn and memorize new words. Using English, students can express their ideas, needs, and desires. In other words, to communicate effectively in English, students must possess a sufficient vocabulary.

Teaching a foreign language to young learners in the city, particularly at SMP 22 Samarinda, is relatively straightforward due to the educational resources available at the school. These resources include dictionaries, flashcards, an LCD projector, pictures, and internet access. When students encounter difficulties translating a word, they can easily look up its meaning online themselves. However, the teacher faces several challenges in teaching English vocabulary at SMP 22 Samarinda. First, students find it difficult to memorize vocabulary due to the sheer volume of words they are expected to learn. It is important that students not only memorize vocabulary but also understand its meaning and usage. Second, the teacher struggles to engage students in learning English because they perceive the subject as difficult. This indicates a need for the teacher to develop effective strategies that make vocabulary learning more enjoyable and accessible. Incorporating media or role play into vocabulary lessons can enhance student interest and help them memorize words more easily. Vocabulary is a crucial aspect of learning a foreign language, and a successful education in this area enables students to express their ideas in writing and boosts their confidence in speaking English.

Based on my own experience as a junior high school student, I recall that our teacher used a technique where we memorized five English vocabulary words before class began. This method was engaging and quite successful, as most students could remember at least three of the five words for an extended period.

Based on the background above, in this study the researcher will to investigate the teacher teaching techniques in English vocabulary at SMP 22 Samarinda.

1.1 Research Question

Based on background of the study, the problem can be formulated as:

1. What are teacher techniques in teaching vocabulary for SMP 22 Samarinda?

1.2 Research Objectives

The objective of study is following:

1. To find out strategy in teaching English vocabulary at SMP 22 Samarinda

1.3 Theoretical and Practical Significance of the Study

The following are the uses of the research:

1. Theoretically, the result of this research expects to be used to explain the theory in the next chapter about technique in teaching English vocabulary at SMP 22 Samarinda.
2. Practically, the result of this research, as material can be used in teacher technique process for the people who is learning and teaching English.

1.4 Scopes and Limitations

It is important to limit the study to focus on teacher techniques in teaching vocabulary at SMP 22 Samarinda. According to Kindsiko and Poltimae (2019), a purposive sampling procedure in qualitative research allows researchers the freedom to select participants based on specific criteria. However, one challenge is obtaining a defined sample size. In this research, the researcher chose to work with two English teachers to collect the data.

1.5 Definition of Key Terms

1. The technique is a plan strategy designed to achieve the goal.

2. Teacher techniques are a vital aspect of the strategy for teaching English vocabulary, as they play a crucial role in achieving learning objectives. Without effective techniques, the teaching process may lack meaning. Teachers must understand both their roles and the methods and strategies necessary for successful implementation of the learning process.

3. Vocabulary is a basic aspect of constructing sentences, whether for speaking or writing..

CHAPTER II

LITERATURE REVIEW

2.0 Vocabulary

1.1.1 Definition of vocabulary

In learning a foreign language, it is crucial for students to recognize the importance of vocabulary. Vocabulary serves as the foundation that teachers use to instruct students in a new language. According to Lelawati, Dhiya, and Mailani (2018), vocabulary refers to the stock of words available to a speaker or writer. It includes not only individual words but also phrases made up of one, two, or three words that express a single idea.

For second language learners, vocabulary is an essential tool, as a limited vocabulary can hinder effective communication. Coxhead (2006) emphasizes that vocabulary plays a vital role in language acquisition; the more vocabulary students acquire and frequently use, the better they can convey meaning in various situations. Mastery of vocabulary significantly influences their ability to speak, listen, read, and write effectively. Nguyen and Khuat (2003) describe vocabulary as the collection of words that an individual knows. Overall, vocabulary is intricately linked to listening, speaking, reading, and writing skills.

Vocabulary refers to the collection of words that a native speaker or writer can use. When teaching vocabulary, there are several important aspects to consider, including pronunciation, spelling, meaning, and word usage. According to Lelawati, Dhiya, and Mailani (2018), learning vocabulary can be difficult for learners who do not have enough word knowledge. Rahayu (2012) points out that many students struggle to speak and memorize words effectively, which can impede their understanding of what they read or hear. This challenge often stems

from students having difficulty with abstract English words. The term "vocabulary" can refer to all the words in a language or to specific words and phrases used in particular contexts, such as dialects, registers, and terminologies.

Vocabulary refers to the words that we teach or learn in a foreign language. It plays a central role in language acquisition and is critically important for language learners. According to Fidyati (2019), key abilities necessary for learning a language—such as writing, reading, listening, and speaking—are heavily reliant on vocabulary knowledge. McCarthy (2011) explains that vocabulary comprises the words of a language and emphasizes that systematic use of these words is essential for effective communication. This indicates that learners must master vocabulary to understand the language more easily.

1.1.2 Definition of Teaching Vocabulary

Vocabulary is a vital component of language learning. Teaching vocabulary involves assisting students in understanding the meanings and types of words (Rahayu and Roza, 2018). In the context of education, especially when learning a foreign language, acquiring vocabulary is essential for comprehending new words. The process of teaching vocabulary can be viewed as one where students learn new words that the teacher presents to them.

Methodology plays a fundamental role in teaching vocabulary, as various approaches can be utilized during English instruction. Effective teaching methods are essential for vocabulary acquisition. Harmer (2013) notes that teaching vocabulary involves more than merely presenting new words; it is an integral part of language instruction. This means that when teachers teach vocabulary, they should take into account the characteristics of their students in order to select appropriate techniques or methods. By doing this, students are more likely to enjoy the learning process and become actively engaged in acquiring vocabulary.

Ultimately, this approach will enhance their vocabulary mastery and improve their overall English skills.

Learning vocabulary is a crucial stage for individuals, particularly for students who are acquiring, mastering, and using a language. It is essential to understand the meanings of words and to use them appropriately in sentences. For teachers, implementing effective methods and strategies during the teaching and learning process is important, as this helps students absorb listening and speaking vocabulary before progressing to reading and writing vocabulary. It is nearly impossible to learn a language without words (Alqahtani, 2015).

Teaching vocabulary is one of the most discussed aspects of teaching English as a foreign language. During this process, teachers may face various challenges. They should recognize that teaching vocabulary is distinct from the students' native language. Additionally, teachers need to understand their students' characteristics and prepare effective techniques and materials to achieve their language teaching goals.

Teaching vocabulary involves introducing new words and their meanings, which is crucial for improving students' speaking, listening, reading, and writing skills in a new language. This process ultimately benefits them in their daily lives.

1.1.3 The Importance of Vocabulary

People need words to express themselves in any language, making vocabulary essential for anyone who wants to learn a language. If students lack vocabulary, they will struggle to understand others' ideas and communicate their own. Yokubjonova (2020) emphasizes that vocabulary is fundamental for any language speaker; thus, its importance in language teaching is immense. When students speak in English, fluency and speech development are crucial, and enhancing their word knowledge and learning techniques is vital. Students must be motivated to learn new words. Enhancing vocabulary is undeniably a critical part of life, and recognizing its importance in language acquisition is key to

achieving success in language learning academically. Furthermore, without vocabulary, language abilities cannot develop.

2.1 Definition of Approach, Methods, Technique and Strategy

2.2.1 Approach

Approach is important in the teaching process. According to Celce (2001), an approach to language teaching reflects a certain model or research paradigm. It consists of a set of assumptions, beliefs, and theories about the nature of language, learning, and teaching.

2.2.2 Methods

The term "method" can mean different things to different people. In the context of language teaching, a method refers to a plan that aligns with various theories. The different meanings of methods can often be deduced from their names.

2.2.3

Technique is an important element of teaching. Without effective techniques, teaching activities can become boring and less effective for students in the classroom. Technique results from choices made by the teacher.

2.2.4 Strategy

Strategies are the steps or actions taken to achieve the goals of a successful outcome, particularly in contexts like warfare. In other words, strategies are efforts aimed at reaching a successful goal. Teaching strategies refer to the activities conducted by both teachers and students to ensure that educational objectives are met effectively and efficiently.

2.2 Teaching Technique

An English teacher must know how to effectively teach vocabulary and apply specific techniques for presenting it. The goal is to help students understand and utilize words within their language skills. It is not solely about guiding students to easily grasp the meanings of new words; rather, it involves employing various strategies in the teaching and learning process to present vocabulary effectively in the classroom.

1. Pictures: Graphics, and maps can significantly enhance students' understanding of specific words or concepts. For example, using an image of a "cat" allows teachers to introduce related vocabulary such as "eye," "fur," "small," "tail," and "sound." Nouns, in particular, work well with pictures. This method is an effective way to present blocks of related words when teaching vocabulary. By using images, students not only imagine the object but can also visually see it, which aids in memorizing and understanding the word and its meaning more easily.
2. Read Aloud: Reading aloud is very useful in teaching English, especially for improving students' vocabulary. Sounds can be used to illustrate words that describe them. For example, students can produce sounds like hissing, scratching, and ringing. They can listen to these sounds and write down the words they hear..
3. Repetition: Repetition is a helpful technique for fluency because it gives learners the chance to use language again within a short amount of time. Through repetition, the teacher tries to help students speak English fluently and correctly.
4. Game: Games help to avoid a monotonous learning process. They are often associated with fun, which can reduce anxiety. Additionally, games

assist teachers in creating a context where the language is useful and meaningful. They contribute to the learning process when teachers provide students with opportunities to learn, practice, and review the English language.

2.3 Teaching-Learning Process

Understanding the age and characteristics of learners is essential for teachers to effectively implement teaching techniques in the classroom. Teaching techniques are a set of methods used during the teaching and learning process. Numerous techniques can be employed to creatively convey the meanings of new words.

The first technique involves using actual objects and models, which is very helpful for teaching vocabulary to young learners. By presenting real objects, teachers can effectively convey the meanings of many words and concepts. While handling real objects is advantageous, the use of models also aids in learning.

The second technique incorporates demonstrations and pictures. By showing words or images to students, the teaching approach becomes more learner-centered. The teacher can practice related vocabulary and encourage students to repeat the words spoken. This method is straightforward and easily implementable.

The third technique is drawing. For students, drawing serves as an engaging way to teach vocabulary. It offers a simple method to introduce new words to young learners. The meaning of objects, actions, qualities, and relationships can be effectively illustrated through drawings.

2.4 Previous Related Study

There have been two previous studies conducted to observe the teaching and learning of vocabulary. The researcher can compare the vocabulary teaching methods used and their results in different schools, leading to conclusions about which method or strategy is most effective for teaching students.

The first thesis is by Sasa Astra Pamungkas, a student at the Teacher Training and Education Faculty of Muhammadiyah University of Surakarta. The title of the thesis is "Strategies in Teaching Vocabulary to First-Year Students at SMP N 2 Bringin, Kabupaten Semarang." This research was conducted in February 2012. The study aimed to describe the strategies used by the teacher, the problems faced by the teacher, and the solutions the teacher implemented while teaching vocabulary. The subject of this study is the English teacher at SMP N 2 Bringin, Kabupaten Semarang. The focus is on the process of teaching vocabulary to first-grade students at this school. The writer concludes several points regarding the strategies employed by the teacher, the problems encountered, and the solutions provided. The strategies implemented by the teacher include: (1) memorization, (2) synonym/antonym, (3) translation, and (4) fill-in-the-blank exercises.

The problems faced by the teacher were: (1) classroom management, (2) lack of student motivation, and (3) student laziness. The solutions the teacher applied included calling on noisy students to answer questions about the material or asking them to leave the classroom. Overall, the strategies used by the teacher were effective because they encouraged students to be more active in their learning.

According to a second study titled "A Study on The Techniques of Teaching English Vocabulary to Children at Elementary School Al-Munawarah

Plus Pamekasan,” authored by Irma Suryani, various techniques are employed by teachers at Elementary School Al-Munawarah Plus Pamekasan. These techniques include "listen and do," "listen and repeat," "question and answer," group or pair discussions, modeling and demonstration, concept mapping, brainstorming, outdoor activities, singing songs, games, and using pictures. The techniques "listen and do," "listen and repeat," "question and answer," and "modeling and demonstration" were found to be more dominant than the others. This research shares similarities with previous studies focused on teaching vocabulary; however, the difference lies in the specific aspects explored by the researcher. In this study, the researcher aimed to describe the strategies that teachers use to teach English vocabulary to young learners at MI Kedungharjo.

CHAPTER III

RESEARCH METHODOLOGY

3.0 The Research Design

This research is qualitative in nature and focuses on the strategies used in the classroom. The researcher examines the techniques employed by teachers to teach vocabulary to young learners. Specifically, it describes the methods utilized by teachers in teaching English vocabulary to students at Junior High School 22 Samarinda. According to McMillan and Schumacher (2001), qualitative research explores the richness, depth, and complexity of phenomena. The purpose of this type of research is to provide descriptions of social phenomena as they occur naturally. Dornyei (2007) notes that this study combines both library and field research. Library research is conducted to gather secondary data, while field research is aimed at obtaining primary data directly from participants. Therefore, the researcher will visit the setting to conduct observations.

3.1 Subject of Research

The focus of this research study is on the teachers who instruct English vocabulary at Junior High School 22 Samarinda. Specifically, it aims to examine the teaching strategies used for English vocabulary among the seventh-grade students at this school.

3.2 Research Instrument

The research employs qualitative methods. Throughout the research process, the researcher fulfills multiple roles, including designer, data collector, analyst, interpreter, and report writer (Moleong, 2001:121). The instruments used for data gathering include observation, interviews, and documentation.

1. Observation

In this observation, the focus is on teachers and students in an English vocabulary class. It examines the strategies used by teachers to teach English vocabulary. The researcher observes seventh and eighth-grade students at Junior High School 22 in Samarinda, specifically analyzing the teaching and learning processes and the efforts to improve students' English vocabulary.

2. Interview

The researcher conducted an interview with the English teacher at Junior High School 22 in Samarinda and the researcher recorded the conversation using an audio recorder. During the interview, the researcher inquired about the classroom conditions and how the learning process occurs. Additionally, the researcher asks the teacher about the learning process and compiles a list of questions relevant to this research in order to gather data. The focus of the interviews is the teacher's strategies for teaching English vocabulary, including the materials used, the media employed, and the techniques implemented. The researcher also explores the challenges the teacher faces with students.

3. Documentation

Documentation refers to the collection of various materials, such as photographs, videos, films, memories, and letters. It is a technique for gathering data that indirectly informs the research subject. The documents used may include syllabi, lesson plans, and images. In this context, the researcher utilizes these instruments to understand the teacher's lesson plans and materials for teaching English vocabulary. The researcher aims to collect data on the teacher's strategies for teaching English vocabulary effectively.

3.3 Research Data Analysis

The data analysis technique used in this research is descriptive analysis. This approach involves collecting, organizing, and presenting data. The

qualitative method is a type of research that does not rely on calculations or statistical procedures. To describe the strategies employed by teachers in teaching English vocabulary, Meleong (2010) states that "data analysis is a process of managing data and organizing it into coherent patterns, categories, and units."

1. Organizing and Familiarizing with the data, The researcher must become familiar with the data through effective data management. This involves reading and re-reading notes and transcripts, organizing the data, immersing oneself in it, highlighting important sections, and listening to audio recordings multiple times. As the researcher analyzes the transcripts, they organize the data according to the audio formats used during the interviews. The respondents' answers are transcribed directly by the researcher, ensuring that the original words and phrases remain unchanged to avoid altering their meaning or introducing bias. To familiarize themselves with the transcripts, the researcher reads and re-reads them after integrating the interviewee's responses. This thorough preparation is essential for conducting a comprehensive analysis.

2. Interpretation involves highlighting meanings, telling a story, providing explanations, and developing plausible interpretations. Representation includes displaying data through graphics, images, diagrams, figures, frames, or tables. In the final step, the researcher writes reports that present the data by subject or case, supported by descriptive details. In narrative research, the researcher clarifies the overall meaning of the story, then presents the results and draws conclusions.

CHAPTER IV
FINDING AND DISCUSSION

4.0 Finding

After observing a classroom, I conducted an interview with the teacher I had observed. The purpose of these interviews was to gain deeper and more specific insights into the teacher's techniques for teaching vocabulary. The interviews took place in informal settings, allowing for flexibility and encouraging the participants to share their opinions, experiences, and responses freely. I held the interviews after each observation, completing all observations and interviews over the course of three weeks.

In each observation, I provided a checklist in the observation protocol to identify the techniques used by the teacher in teaching vocabulary. From this protocol, I was able to determine the techniques that were used most frequently. These frequently used techniques are summarized in Table 2.

Table 2. Observation Protocol

TEACHER	FREQUENTLY OF TECHNIQUE USED							
	R	Q	C	M	P	RA	PD	G
TEACHER A	1	3	2	2	1	2	1	2
TEACHER B	3	3	1	1	1	1	1	0
SCORE	4	6	3	3	2	3	2	2

R : Repetition
Q : Question
C : Clue
M : Modeling and Demonstration

P : Picture
RA : Read Aloud
PD : Pronunciation Drill
G : Game

There were six observations conducted for two teachers. Teacher A, who teaches grade 8-J, was observed three times, while Teacher B, who teaches grade 8-K, was also observed three times. According to the data, the techniques that were most frequently used included questioning and repetition. It is noteworthy that both teachers employed questioning in all their observations, and Teacher B utilized repetition three times.

During the classroom observation, the researcher noted that teachers employed various techniques to teach vocabulary to their students. I identified several techniques that were utilized by all the teachers.

Repetition

The first technique used by teachers to teach vocabulary was repetition. Teacher A employed this technique while teaching about the school environment.

The techniques are presented as seen in excerpt 1:

Teacher A: Repeat after me, "classroom."

Students: "Classroom."

Teacher A: I study in the classroom.

Students: I study in the classroom.

Teacher A: Okay, good. (Observation 1)

Similar to teacher A, teacher B also used repetition in teaching activities at school, as observed in observation 2.

Excerpt 2

Teacher B : I will read the sentence, please repeat after me! Sinta reads
a book in the library.

Students : Sinta reads a book in the library

Teacher B : once again Sinta reads a book in the library

Students : Sinta reads a book in the library (Observation 2)

In this technique, both teachers repeat the sentences more than once. They asked the students to repeat it two or three times until they could pronounce it correctly and clearly. Based on the interview teacher A used repetition techniques to help students in speaking especially to memorize how to pronounce the words correctly. She said:

Excerpt 3

Yah kadang saya suruh mengulang, mengulang karna saya suruh aktif mendengar karna nnti saya suru mereka mengulang apa yang sudah saya jelaskan gitu. Itu aja sih memang saya masih ehh learning by doing sih mba dalam proses belajar selama ini gitu. (Teacher A)

Yah sometimes I ask the students to review what I explain. Just it ehh learning by doing in learning process. (Teacher A)

Almost same with the teacher A, in the interview teacher B said:

Excerpt 4

Jadi ehh untuk smp ini strateginya yang pertama saya rewind dulu, yang mereka pernah pelajari waktu di sd sampai dimana kemudian baru saya ehh tingkatkan lagi seperti itu. (Teacher B)

So in Junior High school, the first strategy is to rewind, what they have learned in Elementary school then I ehh increase the lesson like that. (Teacher B)

Kalian pernah ehh mengenal struktur kalimat seperti ini nah, kalau sudah pernah saya teruskan kalau belum pernah saya ajarkan kembali direwind gitu, ohh jadi begini gini gini nah ehh kemudian vocab vocabnya yang berdekatan dengan itu misalnya ehh misalnya yang

paling basikkan simple present iya kan yang mana yang mereka sehari hari pakai misalnya makan, minum ehh berpakaian ehh jalan, main sepeda ehh yang berdekatan dengan kegiatan sehari hari itu yang pertama dulu yang kita kenalkan vocab vocabnya misalkan I eat. I walk, I ehh yang seperti itu ya. (Teacher B)

Do you ever know about structured sentences like this, nah if they already learn about it I will continue the lesson if never I will teach and rewind, I tell them like this then tell them about the vocabulary like ehh the basic simple present right which they use it in daily activities like eat, drink, ehh clothes, ehh walk around, playing a bike ehh related to daily activities it should be learned as I eat, I walk, I ehh as I said before. (Teacher B)

Heemm alhamdulillah selama ini ehh mudah diterima karna saya mencoba mulai dari rewind kan mearewind kembali kesulitan mereka dimana kemudian saya ajarkan ehh kembali yang mereka ingat dulu kemudian saya tingkatkan kembali levelnya nah seperti itu. Alhamdulillah bisa menerima. (Teacher B)

Hemmm Alhamdulillah so far ehh they are easy to understand because I try to rewind and find their problem, then I review what they remember then I follow up the level but Alhamdulillah they can easily to understand. (Teacher B)

Oral repetition can make the students easier for the learner to absorb or comprehend the particular material given by the teacher (Gunawan, 2020). Thus

Teacher A : What posts are shown on social media?
Student : That is a poster

During the interview teacher A explained the reason she used the pictures in the learning process. She said:

Excerpt 6

Diproses belajar mengajar tersendiri dikelas biasanya itu dikelaas itu ya kadang tuh saya menggunakan apa namanya bantuan proyektor terus itu ehh dengan youtube juga ehh apa sesuai dengan materi, misalnya kemarin itu tentang ehh apa namanya animals, nah itu tuh saya tayangkan tentang video pengenalan hewan, dengan apa namanya kebiasaannya ciri-cirinya kemudian apa namanya hidupnya dimana nah dengan begitukan mereka ohh ternyata apa namanya banyak vocab vocab yang berkenaan berkaitan dengan hewan dan lain sebagainya itu yang mereka belum tau dengan begitu dengan melihat video mereka tau gitu akhirnya.

In the teaching and learning process, I sometimes use a projector along with YouTube videos related to the material. For example, yesterday, I played a video about animals. The video introduced various animals, highlighting their abilities, characteristics, and habitats. From this video, the students were able to learn many new vocabulary words related to animals.

Ehh alhamdulillah so far sih bagus ya apa lagi dengan media yang gk apa namanya gk klasikal ceramah aja mereka tuh kayanya tuh ehh sangat tertarik dengan media belajar yang ehh apa namanya ni ehh apa yang

inovatiflah gitu bisa dibilang ya kaya gitu tadi memberikan ehh apa namanya ehh video video yang apa namanya sesuai dengan materi kemudian bermain kartu juga kadang kita, bermain kata kata juga sesuai dengan materi itu gitu, tergantung tebak tebakan gitu

Alhamdulillah, so far everything is good. The media has helped us understand that learning doesn't have to be classical or lecture-based. Instead, it's more engaging with media learning. We've adopted more innovative techniques, such as using videos related to the material, and we sometimes play games like flashcards that connect to what we're studying. We also incorporate activities similar to charades.

Yang saya rasa saya menggunakan teknik itu, ya satu yang pertama tadi itu ehh lebih menyenangkan dan ehh mereka lebih aktif lagi lebih aktif dari saya hanya berceramah memberikan contoh secara lisan saja, dengan menggunakan tehnik dengan media belajar yang lebih apa namanya inovatif tadi dengan kartu, video, mereka lebih lebih apa namanya antusias gitu nah itu.

Based on the technique I used, ya the first one is more interesting, and ehh they more active than I only teach oral give the example of oral, using the media learning that what is innovative with cards, the video they are what is it more enthusiastic.

Teacher B also used pictures in teaching activities in the classroom. it can be seen in observation 2.



Picture A



Picture B

In this learning process, the teacher used pictures and combined various questioning techniques. This can be seen in excerpt 7.

Excerpt 7

- Teacher B : What are they doing? (Show the picture A)
Students : They are reading a book
Teacher B : What is he doing? (Show the picture B)
Students : He is playing football. (Observations 2)

The teachers used a technique that involves pictures because showing images allows students to not only imagine the objects but also see them directly. This approach helps students improve their vocabulary more easily. Maulana (2021) stated that pictures are an effective technique for highlighting the significance of lexical elements. In every aspect of their lives, these visual aids enable students to learn, understand, and use vocabulary. Thus, using pictures plays an important role in vocabulary learning and significantly assists students in this process.

Pronunciation Drill

The third technique used by the teacher was the pronunciation drill, which was implemented during lessons around the school. When the teacher asked students to read aloud one by one and noticed that some students mispronounced words, the teacher would conduct a pronunciation drill, as observed in Observation 1.

Excerpt 8

- Teacher A : Rika please read the sentence!

Rika : I write a sentence in my book. (She pronounced werit)
 Teacher A : write (rait), (rait), not werit. Jangan dibaca huruf w nya.
 Rika : rait
 Teacher A : Once again
 Rika : Rait (observation 1)

During the observation of teacher B in class, she employed the pronunciation drill technique in the learning process. The teacher advised the students to read the sentence together.

Excerpt 9

Teacher B : Now read the sentence together! One, two, three goo
 Students : They ate a pizza in the canteen. (They read kanten)
 Teacher B : No bukan kanten, tapi kentin, repeat again
 Students : kentin (Observations 5)

During my classroom observation, I noticed that Teacher A and Teacher B worked diligently to help students pronounce words correctly. After engaging in pronunciation drills, the students were able to distinguish between words that sound similar. In the follow-up interview, they mentioned:

Excerpt 10

Teacher B

Kalau itu belum pernah saya ukur ya, tapi kalau dari mudahnya mereka misalnya karna saya mengajarkan tehnik ini tanpa paksaan harus begini gini jadi mereka ehh santai rileks gitu yang penting belajarnya mereka, kamu bisa saya bilang kamu bisa, saya saya miss saya, saya suruh baca gitukan baca kalimat ini gitu, miss saya nda bisa, dicoba dulu nanti kamu baca salah ibu koreksi seperti itu. jadi mereka terpacu dan yang penting kamu nda malu keluarkan dulu suaramu mau benar atau salah nanti baru ibu koreksi seperti itu, jadi mereka di di di push untuk mengeluarkan apa

yang ada dalam pikirannya jadi dia gk, gk takut kaya gitu mau bahasa inggris ini menyulitkan seperti apa haffun jadinya.

I'm not sure about the exact percentage, but I've found that using this technique makes it easier for students to feel relaxed while studying with me. I encourage them by saying that they should try their best, and if they make mistakes, I'm here to help them correct them. This approach builds their confidence. It's important not to be shy about trying, even if they make mistakes. If they do get something wrong, I'll help them understand the right answer. I encourage them to express their thoughts and let them know that learning English isn't as difficult as they might think.

This technique is employed by the teacher to help students pronounce words correctly. Additionally, it is useful for introducing new vocabulary that they may not have encountered before. Students need to learn how to articulate words clearly, using the correct sounds and appropriate word stress. According to Coxhead (2006), observations and interviews highlight the importance of using pronunciation drills in vocabulary teaching. Pronunciation drills can also assist students in effective communication as they advance their English language skills.

Modeling and Demonstration

The fourth technique used by the teacher was modeling and demonstration. Based on the observation, the researcher noted that Teacher A utilized modeling and demonstration during the lesson. This can be seen in excerpt 11.

Excerpt 11

Teacher A : Apa yang dimaksud dengan teacher office?

Students : silent...
Teacher A : teacher office itu loh tempat guru beristirahat ketika selesai mengajar.
Students : ohh ruangan guru
Teacher A : okay good. (Observation 1)

Teacher B also used the modeling and demonstration technique in teaching and learning process. It can be seen in excerpt 12.

Excerpt 12

Teacher B : What is the past tense of play?
Student : Bermain..
Teacher B : No... past tense itu bentuk lampau dari play, bentuk lampau berarti sudah terjadi, nah kata lampau dari play adalah "Played" said together.
Students : Played
Teacher B : okay good job. (Observation 4)

During the interview, Teacher A and Teacher B provided their reasons for using modeling and demonstration in their teaching and learning processes.

Excerpt 13

Teacher A

Pengenalan hewan dengan apa namanya kebiasaannya ciri-cirinya kemudian apa namanya hidupnya dimana nah dengan begitukan mereka ohh ternyata apa namanya banyak vocab vocab yang berkenaan berkaitan dengan hewan dan lain sebagainya itu yang mereka belum tau dengan begitu dengan melihat video mereka tau gitu akhirnya.
I create videos that introduce different animals, highlighting their abilities and characteristics, as well as their habitats. By watching these videos, viewers can learn a lot of vocabulary related to animals.

Excerpt 14

Teacher B

Hmm yang pertama tuh jelas saya tanya dulu iya kan kalian tau ini nda, kalian pernah baca ini nda gitu, kalian pernah ehh mengenal struktur kalimat seperti ini nah, kalau sudah pernah saya teruskan kalau belum

pernah saya ajarkan kembali direwind gitu, ohh jadi begini gini gini nah ehh kemudian vocab vocabnya yang berdekatan dengan itu misalnya ehh misalnya yang paling basikkan simple present iyakan yang mana yang mereka sehari hari pakai misalnya makan, minum ehh berpakaian ehh jalan, main sepeda ehh yang berdekatan dengan kegiatan sehari hari itu yang pertama dulu yang kita kenalkan vocab vocabnya misalkan I eat. I walk, I ehh yang seperti itu ya.

Hmm, the first is I ask do you know what it is, Have you ever read about it, do you ever know about structured sentences like this, nah if they already learned about it I will continue the lesson if never I will teach and rewind, I tell them like this then tell them about the vocabulary like ehh the basic simple present right which they use it in daily activities like eat, drink, ehh clothes, ehh walk around, playing a bike ehh related to daily activities it should to be learned as I eat, I walk, I ehh as I said before.

Based on interviews with Teacher A and Teacher B, both educators utilized the same technique and held similar opinions about its effectiveness. They encourage students to infer the meanings of certain words by observing their context through modeling and demonstration. Modeling is an instructional strategy where the teacher showcases a new concept or approach, allowing students to learn by observing the demonstration (Salisu and Ransom, 2014).

Clues

The fifth technique used by the teachers was using clues. Teacher A used this technique when he taught about daily activities. It can be presented in observation

Excerpt 15

Teacher A : What is the English of “pergi”

Students : Go

Teacher A : Saya pergi kesekolah berarti?

Students : I go to school (Observation 6)

The researcher found based on the observation, that teacher B also used clues when she taught about past tense. It can be seen in observation 4.

Excerpt 16

- Teacher B : We ate fried chicken. Kami ... ate?
Students : makan
Teacher B : we ate fried chicken last night mean....
Students : kami makan ayam goreng.
Teacher B : last night's mean is...
Students : tadi malam. (Observation 4)

As the researcher found in the interview, this technique related as they said in the interview.

Excerpt 17

Singkatnya bisa dilihat di eh formatif tes pada saat kita memberikan pembahasan, kemudian didalamnya kita adakan formatif tes dan akhirnya disumatif tes. memang ada beberapa apa namanya siswa yang berpengaruh positif terhadap eh teknik yang sudah saya berikan.

Short time, ya it can be seen ya, in brief, we can see in eh formative test when we give the discussion, we do the formative test and the end summative test. There is somewhat is it the students who have a positive influence on eh technique that I gave.

Excerpt 18

Pertama yang kita ajarin dulu lingkaran yang sehari hari dia pakai dirumah. Kemudian lingkaran dengan teman temannya, kemudian lingkaran dengan sekolah apa yang ada didalam sekolah, around things eh things round in the school ya kemudian tingkatkan lagi things your sepeerti itu jadi berkembang berkembang seperti itu jadi mereka yang pertama ingat adalah sesuatu yang dipakai hari hari things round eh at home gitu.

First we teach about daily in their house, then with their friend, then round school what things in the school, around things, ehh things round in the school ya then improve the things and vocabulary so with that way they can remember something used in daily things round ehh at home.

Using the clue technique encourages active participation among students and helps them master new vocabulary, as they can identify the clues provided by the teacher. This approach fosters interaction between the teacher and students, making the classroom more dynamic. I believe this technique is even more enjoyable when combined with games. For example, if the teacher divides the class into groups and asks them to guess words based on the clues given, it enhances the learning experience and makes the process more fun.

Games

The sixth technique used by teachers in the learning process is the use of games. Teachers incorporate various games to help students learn vocabulary more easily. This approach can enhance students' motivation to learn and encourage them to be more active participants in the learning process. This observation is supported by the findings presented in excerpt 19.

Excerpt 19

Teacher A : Miss sekarang punya game

Students : Yeee.. game apa miss (Sangat antusias)

Teacher A : Now we will play a whisper game.

Students : Apa whisper game?

Teacher A : Game bisik-bisik. Sekarang satu barisan kursi buat grup menjadi satu baris kebelakang. Nanti barisan yang paling belakang akan saya kasih dua kata dan bisik sampai barisan depan. Yang berhasil jawab dengan benar akan dapat 1 poin dan poin paling banyak akan menjadi pemenang. (Observation 3)

Based on the researcher observed, in the interview teacher A relate with the classroom activities, teacher A used game in learning Poster (Observation 3). In the interviewed teacher A said that:

Excerpt 20

Memberikan ehh apa namanya ehh video video yang apa namanya sesuai dengan materi kemudian bermain kartu juga kadang kita, bermain kata kata juga sesuai dengan materi itu gitu, tergantung tebak tebakan gitu.

Incorporating games into learning activities can help students improve their vocabulary, as they tend to enjoy and engage more in the learning process. For instance, we can use videos related to the material and play card games, such as flashcards, that relate to the content being taught. Activities like charades can also be beneficial. According to Liyaningsih (2017), using games in the teaching process makes lessons more interesting for students and keeps them from feeling bored. Additionally, through these games, students can learn vocabulary in a more enjoyable way. Beyond being fun, these activities also aid students in memorizing and mastering new vocabulary.

Question and Answer

Based on observations, it was found that teachers frequently used the question and answer technique. This method was demonstrated by Teacher A and Teacher B, as shown in excerpts 21 and 22.

Excerpt 21

Teacher A : Do you know what is the English of “Kantin”?
Students : Canteen..

Teacher B : okay.can you make a sentence with canteen?
Student 1 : I buy food in the canteen. (Observation 1)

Excerpt 22

Teacher B : What activities we usually do in school?
Students : Study.. play .. eat ...
Teacher B : Okay good job. Hmmm Rini can you tell your activities at school?
Rini : I study at school (Observation 2)

The using of this technique related with the interviewed by the teacher this technique also good to combine with game techniques. Based on the interview the teacher said that:

Yang jelas saya ehh saya suka ngegame sih ini apa ini apa ini apa kaya gitu, itu apa itu apa itu apa jadi ehh coba sebutkan ini dalam bahasa ingris coba dibikin kalimat. Kalau misalkan kesulitan ehh nanti ibu bantu naahh kaya gitu'

It is clear ehh I like to play a game whatever, what is that, what is that ehh please mention in English, please make a sentence, if you don't know I will help you like that.

In this technique, the teacher can easily assess students' understanding of the material, as well as review what has already been taught. When students are able to answer questions, it indicates that they have comprehended the material and improved their vocabulary. Additionally, this approach allows students to ask their teacher for clarification when they do not understand something. This technique is advantageous for both teachers and students: teachers can gauge students' understanding, while students can express their thoughts when they encounter difficulties.

Read Aloud

The eighth technique that teachers use to teach vocabulary is reading aloud. The teacher believes that every student is unique, with some being talkative and others more reserved. This technique helps students build their confidence as they practice reading aloud.

Excerpt 23

Teacher A : Now let's read the sentence together! I take a bath at five o'clock.

Students : I take a bath at five o'clock

Teacher A : Ridho please read the sentence!

Ridho : I have breakfast at seven o'clock. (Observation 6)

Excerpt 22

Teacher B : Let's read together. One, two, three.

Students : I played football yesterday

Teacher B : Good Job (Observation 4)

According to the interview data, teachers said that using read aloud technique can help students to read the sentence correctly and clearly. It can be seen in excerpt 23.

Excerpt 23

saya mengajarkan teknik ini tanpa paksaan harus begini gini jadi mereka ehh santai rileks gitu yang penting belajarnya mereka, kamu bisa saya bilang kamu bisa, saya saya miss saya, saya suruh baca gitu kan baca kalimat ini gitu, miss saya nda bisa, dicoba dulu nanti kamu baca salah ibu koreksi seperti itu. jadi mereka terpacu dan yang penting kamu nda malu keluarkan dulu suaramu mau benar atau salah nanti baru ibu koreksi seperti itu, jadi mereka di di di push untuk mengeluarkan apa yang ada dalam pikirannya jadi dia gk, gk takut kaya gitu mau bahasa inggris ini menyulitkan seperti apa haffun jadinya.

4.2 Discussion

During the observation of teaching and learning in the class, the researcher noted that the teacher employed several techniques for teaching vocabulary to the students.

1. Teacher Techniques in Teaching Vocabulary For Junior High School 22 Samarinda.

In this research, learning techniques are divided into several types, namely:

A. Repetition

Based on the research results, Teacher A received a score of 1, while Teacher B scored 3, leading to a total score of 4. In this study, students were able to memorize vocabulary more effectively through repetition. Such repetitive practice is considered crucial for vocabulary learning. Oral repetition helps students better absorb and comprehend the material presented by the teacher (Gunawan, 2020). This finding is further supported by previous research titled “A Study on The Techniques of Teaching English Vocabulary to Children at Elementary School Al-Munawarah Plus Pamekasan,” conducted by Irma Suryani. The study revealed that various techniques were utilized by teachers at Al-Munawarah Plus Elementary School, with repetition and demonstration being more prominent than other methods. Overall, this research aligns with previous studies focused on vocabulary teaching techniques.

B. Question

From the results of the research above, the question technique protocol carried out on teacher A got a score of 3, the same as teacher B who got a

score of 3, where the total question score was 6. With the question-and-answer technique, it will make it easier for students to understand the material they are studying, question and answer can also be used. helps students memorize the material more quickly so teachers and students benefit greatly.

This is also supported by previous research “A Study on The Techniques of Teaching English Vocabulary To Children at Elementary School Al-Munawarah Plus Pamekasan” written by Irma Suryani said that there are many techniques used by teachers at Elementary School Al-Munawarah Plus Pamekasan such as: listen and do, listen and repeat, question and answer, in pair or group discussion, modeling, and demonstration, concept mapping, brainstorming, outdoor activity and other techniques, singing song, game, and using pictures. The techniques of listen and do listen and repeat, question and answer, modeling and demonstration were more dominant than the other techniques. Basically, this research has a similarity with the previous research which is concerned on teaching vocabulary.

C. Clue

From the research results above, the guidance technique protocol with teacher A got a score of 2 while teacher B got a score of 1 with a total score of 3. Using the guidance technique helps students participate actively and have fun.

The first thesis is by Sasa Astra Pamungkas, a student in the Teacher Training and Education program at Muhammadiyah University of Surakarta. The title is “Strategies for Teaching Vocabulary to First-Year Students at SMP N 2 Bringin, Kabupaten Semarang.” The research was conducted in

February 2012. The writer draws several conclusions about the strategies used by the teacher, the problems faced, and the solutions implemented. The strategies employed by the teacher include: (1) memorization, (2) using synonyms and antonyms, (3) translation, and (4) fill-in-the-blank exercises. The problems encountered by the teacher are: (1) classroom management, (2) student motivation, and (3) student laziness.

D. Modeling and Demonstration

Based on the research findings, Teacher A received a score of 2, while Teacher B received a score of 1, resulting in a total score of 3 for the modeling and demonstration technique protocol. The use of modeling techniques in this research enables students to deduce the meanings of words by observing the modeled situations. Modeling is an instructional strategy in which the teacher demonstrates a new concept or approach that students learn by observing. (Salisu and Ransom, 2014).

Previous research titled “A Study on the Techniques of Teaching English Vocabulary to Children at Elementary School Al-Munawarah Plus Pamekasan,” authored by Irma Suryani, supports this idea. The study indicates that teachers at Elementary School Al-Munawarah Plus Pamekasan employ various techniques, including "listen and do," "listen and repeat," question and answer sessions, pair or group discussions, modeling and demonstration, concept mapping, brainstorming, outdoor activities, singing songs, games, and using pictures. Among these, the techniques of "listen and do," "listen and repeat," question and answer, and modeling and

demonstration were found to be more dominant. Overall, this research aligns with previous studies that focus on teaching vocabulary.

E. Picture

The results of the research indicate that both Teacher A and Teacher B scored 1 each on the drawing technique protocol, resulting in a total score of 2. In this study, the term "drawing technique" refers to the ability of students to not only visualize but also create actual pictures.

This is further supported by previous research titled "A Study on the Techniques of Teaching English Vocabulary to Children at Elementary School Al-Munawarah Plus Pamekasan," authored by Irma Suryani. The study identifies several techniques used by teachers at Elementary School Al-Munawarah Plus Pamekasan, including "listen and do," "listen and repeat," question and answer sessions, paired or group discussions, modeling and demonstration, concept mapping, brainstorming, outdoor activities, and other methods such as singing songs, playing games, and using pictures. Among these, the techniques of "listen and do," "listen and repeat," question and answer, and modeling and demonstration were found to be more dominant than the others. Overall, this research shares similarities with previous studies that focus on teaching vocabulary.

F. Read Aloud

In the research results of the read aloud technique protocol, teacher A got a score of 2 and teacher B got a score of 1 with a total score of 3. Reading is able to make students confident and read with correct sentences.

This is also supported by previous research “A Study on The Techniques of Teaching English Vocabulary To Children at Elementary School Al-Munawarah Plus Pamekasan” written by Irma Suryani said that there are many techniques used by teacher at Elementary School Al-Munawarah Plus Pamekasan such as: listen and do, listen and repeat, question and answer, in pair or group discussion, modeling and demonstration, concept mapping, brainstorming, outdoor activity and other techniques, singing song, game, and using pictures. The techniques of listen and do listen and repeat, question and answer, modeling and demonstration were more dominant than the other techniques. This research has a similarity with the previous research which concerns teaching vocabulary.

G. Pronunciation Drill

The results of this research are pronunciation practice technique protocols with teacher A getting a score of 1 and teacher B a score of 1 with a total score of 2. Pronunciation practice techniques can make students more memorized and correct in how to pronounce them, apart from also introducing new vocabulary to students.

The first thesis by Sasa Astra Pamungkas, a student of the Teacher Training and Education program at Muhammadiyah University of Surakarta, is titled “Strategies for Teaching Vocabulary to First-Year Students at SMP Negeri 2 Bringin, Kabupaten Semarang.” The research was conducted in February 2012. The writer draws several conclusions regarding the strategies used by the teacher, the problems faced, and the solutions implemented by the teacher. The strategies employed by the teacher include: (1) memorization,

(2) using synonyms and antonyms, (3) translation, and (4) fill-in-the-blank exercises. The challenges encountered by the teacher consist of: (1) classroom management, (2) student motivation, and (3) student laziness.

H. Game

The research conducted by two teachers using a game technique protocol yielded a score of 2 for Teacher A, while Teacher B did not receive a score, resulting in a total score of 2. The use of games can enhance learning activities and increase vocabulary. According to Liyaningsih (2017), incorporating games into the teaching process makes students more interested and helps them avoid boredom. Through games, students can learn vocabulary more enjoyably.

This is also supported by previous research titled “A Study on the Techniques of Teaching English Vocabulary to Children at Elementary School Al-Munawarah Plus Pamekasan,” conducted by Irma Suryani. The study found that teachers at Elementary School Al-Munawarah Plus Pamekasan employ various techniques to teach vocabulary, including listening and doing, listening and repeating, question and answer sessions, pair or group discussions, modeling and demonstration, concept mapping, brainstorming, outdoor activities, singing songs, games, and the use of pictures. Among these, the techniques of listening and doing, listening and repeating, question and answer, and modeling and demonstration were more dominant than the others. Essentially, this research shares similarities with earlier studies focused on vocabulary teaching.

CHAPTER V

CONCLUSION AND SUGGESTION

5.0 Conclusion

Based on the research findings, the researcher concludes that the teacher at Junior High School 22 Samarinda employed several strategies for teaching vocabulary. This research aimed to describe the teacher's rationale for using these techniques. The findings reveal that the teacher used eight vocabulary teaching techniques: repetition, pictures, pronunciation drills, modeling and demonstration, clues, games, question-and-answer sessions, and read-aloud activities. The teacher selected these strategies according to the principles of effective vocabulary instruction. These techniques were chosen to enhance student motivation, facilitate the acquisition of new vocabulary, and enable students to remember and understand meanings more easily. Additionally, these methods helped students pronounce words correctly and clearly.

To implement effective pedagogy based on recent findings, teaching vocabulary can be made engaging and captivating for students by using various methods such as pictures, games, videos, flashcards, and question-and-answer sessions. English teachers should create suitable activities that stimulate enthusiasm during the learning process. Using diverse strategies for teaching vocabulary supports students in their language development. Teachers should select these strategies based on the specific needs of their students and the classroom environment. Lastly, incorporating a mix of strategies can enhance enjoyment in the teaching and learning process, as students tend to be more interested in learning through a variety of activities.

5.1 Suggestion

To complete this research, the researcher would like to provide some suggestions for new teachers who want to teach English vocabulary to young learners. They are listed below:

1. For the English teacher

Every student has different abilities, creativity, characteristics, and interests. Therefore, teachers should understand the diverse needs of their students. They should use engaging techniques to help students learn vocabulary and support their learning, enabling them to become successful language learners.

2. For the students

The students hope to be more active and creative in learning English, especially in learning vocabulary. They can try to follow some strategies based on teacher gives and not be afraid and shy to try something new.

3. For the other researcher

For other researchers interested in teaching strategies, the results of this study can serve as an additional reference for future research in various domains of teaching.

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Appendix 1

Interview guide

Name. :

Place. :

Interview :

1. Materi apa saja yang diajari di kelas saat ini miss?
(What material do you teach in this class at this time?)
2. Menurut miss, seberapa penting peran vocabulary dalam mengajar Bahasa Inggris?
(do you think vocabulary is important in teaching vocabulary?)
3. Apakah menurut miss, memiliki strategi untuk mengembangkan vocabulary itu penting?
(do you think, the teacher has strategies to increase vocabulary is important?)
4. Apakah dalam mengajarkan Bahasa Inggris, Miss memiliki teknik atau strategi tertentu untuk mengembangkan vocabulary murid?
(do you have any strategies for teaching or increasing students vocabulary?)
5. Teknik apa saja yang biasa Miss gunakan?
(what techniques do you use in teaching vocabulary?)
6. Bagaimana cara Miss mengimplementasikan teknik tersebut?
(how do you implement the technique?)
7. Bagaimana respon mereka (murid)?
(how is the teacher's responses?)

8. Seberapa mudahnya murid-murid dapat mengembangkan vocabulary mereka, melalui teknik ini?
(how is the students understand and increase their vocabulary through this techniques?)
9. Berapa persen teknik ini berhasil dalam kelas?
(what percentage does this technique work in the classroom)
10. Mengapa Miss memilih teknik ini?
(why did you choose this technique?)
11. Bagaimana cara Miss mengetahui bahwa teknik yang miss gunakan tersebut berhasil?
(how do you know this technique works?)
12. Apakah ada kendala atau tantangan saat Miss menggunakan strategi-strategi tersebut?
(do you have a problem or challenge when using this technique?)
13. Bagaimana cara miss menghadapi kendala atau tantangan tersebut?
(how do you face the problem or challenge?)
14. Apa yang biasa Miss lakukan, jika ada murid yang mengalami kesulitan dalam memahami vocabulary?
(what do you do when the students difficult to understand the vocabulary?)

Appendix 2

Interview teacher A

R : *Selamat pagi miss okta*

R : Good morning miss Okta

T : *Ya.. selamat pagi mba*

T : Ya.. Good morning miss

R : *Terimakasih banyak untuk waktu yang diberikan kepada saya, saya ijin memperkenalkan diri dahulu, nama saya emiliana panus, saya dari ehh saya mahasiswa dari universitas widyagama mahakam samarinda. Hari ini saya bertemu dengan miss guna untuk mendapatkan data saya dalam emmm menyusun skripsi saya, jadi kita langsung aja ya miss ya*

R : Thank you for the time, let me introduce myself first, my name is Emiliana Panus, I am from hmm.. I am a student from University of Widya Gama Mahakam Samarinda. Today I came here to get the data emm for my thesis.

T : *Okee*

T : Okay

R : *Ehhmm... saat ini materi apa yang sedang diajarkan dikelas ini miss?*

R : Ehhmm ... in this time what material is being taught in the class miss?

T : *Ehhmm kebetulankan saya megang dua kelas mba kelas 7 dan 8. Untuk di materi kelas 8 sendiri itu lebih ke deskriptif teks gitu, sedangkan untuk yang di kelas 7 dia lebih memperkenalkan ke tensis. Memperdalam dari yang di sd kemarin, ehh tensisnya diantaranya ada simple present, ada present continous, yang semester ini gitu.*

T : Ehhmm... Actually, in this time, I teach English for two classes, in seventh dan eighth grades. In the eighth grade itself learn about descriptive text, while in seventh grade learn more about tenses that have been learned in Elementary School.

R : *Ehh...menurut miss seberapa peran vocabulary didalam mengajar bahasa inggris?*

R : Ehh ... Do you think vocabulary is important in teaching English?

- T : *Menurut saya sih untuk penguasaan kosa kata atau vocabulary sendiri itu `sangat penting ya untuk siswa ya, itu kan nanti akan ehh terkait dengan ehh komunikasi mereka kemudian itu ehh dalam proses pembelajaran sendiri untuk membuat kalimat, karangan itu sangat berpengaruh sendiri dalam penguasaan vocabulary. Terus untuk apa ehhh.. untuk meningkatkan mystery of convertation mereka, juga sangat ehh perlu sekali untuk penguasaan vocabulary itu.*
- T : I think vocabulary is very important for the students, for the students ya, it will be ehh will be related ehh for them to communication, then ehh in the learning process itself for making a sentence. The sentence itself influences mastering vocabulary. Then for what ehh... for improve their mastery of conversation, and very important ehh for them to be mastery in vocabulary.
- R : *Ohh apakah menurut miss memiliki strategi untuk mengembangkan vocabulary itu penting?*
- R : Ohh do you think have some strategies to improve students' vocabulary is important?
- T : *ehh iya sangat penting, karenakan masing masing anak itu punya cara ehh lerning apa lerning skill yang berbeda beda tuh, ehh model belajar yang berbeda beda dan cara belajar mereka tuh yang berbeda beda juga, nah untuk vocabulary sendiri tuh kadang saya menyarankan anak anak itu dengan strategy missalnya yang suka musik ehh mereka bisa tuh dengan mendengarkan musik in english dengan apa ehh sering mendengarkan listening apa itu kata kata dalam lagu itukan bisa menambah vocabulary mereka, terus yang suka nonton nah disitu juga mereka dapat eh vocab baru dari apa ehh subtitle-subtitlenya gitu banyak lagi yang suka membaca silahkan dengan gaya belajarnya masing-masingg gitu.*
- T : Yes, that is very important because each student has different learning skills. Students have various learning styles and ways of acquiring knowledge. For vocabulary enhancement, I often advise strategies tailored to their interests. For example, students who enjoy music can listen to English songs. By frequently listening to the lyrics, they can increase their vocabulary. Similarly, students who like to watch movies can learn new vocabulary from the subtitles. Furthermore, those who prefer reading can enhance their vocabulary through books and other reading materials, allowing them to learn in a way that aligns with their individual learning styles.
- R : *Apakah dalam mengajar bahasa inggris miss memiliki teknik atau strategi tertentu untuk mengembangkan vocabulary murid?*

R : In teaching English do you have some strategies to improve students vocabulary?

T : *Ohh iyaa selain yang sudah saya jelaskan tadi, kalau untuk di proses belajar mengajar tersendiri dikelas biasanya itu dikelaas itu ya kadang tuh saya menggunakan apa namanya bantuan proyektor terus itu ehh dengan youtube juga ehh apa sesuai dengan meteri, misalnya kemarin itu tentang ehh apa namanya animals, nah itu tuh saya tayangkan tentang video pengenalan hewan, dengan apa namanya kebiasaannya ciri-cirinya kemudian apa namanya hidupnya dimana nah dengan begitukan mereka ohh ternyata apa namanya banyak vocab vocab yang berkenaan berkaitan dengan hewan dan lain sebagainya itu yang mereka belum tau dengan begitu dengan melihat video mereka tau gitu akhirnya.*

T : Oh yes, as I mentioned before, for the teaching and learning process, I sometimes use a projector along with YouTube videos related to the material. For example, yesterday I played a video about animals. The video introduced different animals, their abilities, characteristics, and habitats. From this video, the students were able to learn a lot of vocabulary related to animals.

R : *Bagaimana respon mereka miss?*

R : How is their response miss?

T : *Ehh alhamdulillah so far sih bagus ya apa lagi dengan media yang gk apa namanya gk klasikal ceramah aja mereka tuh kayanya tuh ehh sangat tertarik dengan media belajar yang ehh apa namanya ni ehh apa yang inovatiflah gitu bisa dibilang ya kaya gitu tadi memberikan ehh apa namanya ehh video video yang apa namanya sesuai dengan materi kemudian bermain kartu juga kadang kita, bermain kata kata juga sesuai dengan materi itu gitu, tergantung tebak tebakan gitu.*

T : Ehh Alhamdulillah so far is good, with the media learning what is it not classical like lectures, they are more intense with the media learning, ehh what is it ehh we can say more innovative, with it we give ehh what is it ehh videos what is it related with the material, then playing card sometimes we are playing flashcard related with the material too. Depends on charades.

R : *Seberapa mudahnya murid-murid dapat mengembangkan vocabulary mereka melalui teknik itu miss?*

R : How easily students can develop their vocabulary through that technique?

T *Ehh maksudnya?*

- T : Ehh what do you mean?
- R : *Ehh menurut miss itu teknik itu tuh berhasil seberapa ini..*
- R : Ehh do you think this technique is success...
- T : *Ohhh.. ohh iya ini lumayan kelihatan ada peningkatan, ya setelah kita menggunakan tambahan media belajar selain ceramah ya pastinya ada ada peningkatan penilaian dan apa namanya keaktifan mereka juga jauh lebih aktif dibanding yang kita hanya menjelaskan secara lisan saja tanpa ada ehh apa namanya tuh ehh bantuan bantuan media media lainnya gitu. dan kadang tuh saya tuh emm bukan membebaskan secara apa full ya ada batasan batasan mereka bisa menggunakan handphone tapi sesuai dengan keperluan mereka terkait dengan pembelajaran atau materi yang saya sampaikan. Nah itu perbedaan tapi dengan kontrol ya dengan kontrol dan disekolah kami kan untuk penggunaan hp tuh dibatasi nah itu aja sih.*
- T : Ohh... ohh yess with the techniques I see the students skill, ya after using the media learning except for the lecture it has increased in score and what is it the students more active than before, it can be compared from we only explain by oral or lecture without ehh what is it ehh the tools of media learning. Sometimes I emm I not let them use the handphone full in class but they can use it when they need it related to the material. Nah that is different with control with the control and use in our school is limited.
- R : *Menurut miss berapa persen teknik ini berhasil dilakukan?*
- R : How much percentage of this technique was successfully performed?
- T : *Emm kalau persentasinya sendiri, ya itukan kita gk bisa mempresentasikannya dalam waktu singkat, ya itu bisa kelihatan yah paling cepat itu satu semester, ya itu bisa kelihatan ya, kalau secara singkatnya bisa diliat di ehh pormatif tes pada saat kita memberikan pembahasan, kemudian didalamnya kita adakan pormatif tes dan akhirnya disumatif tes. memang ada ada beberapa apa namanya siswa yang berpengaruh positif terhadap ehh teknik yang sudah saya berikan.*
- T : Emm for the percentage itself, ya that is we can not to percentage in a short time, ya it can be a percentage in one semester, ya it can see ya, in brief, we can see in ehh formative test when we give the discussion, we do the formative test and the end summative test. There is somewhat is it the students who have a positive influence to ehh technique that I gave.
- R : *Mengapa miss memilih teknik ini?*
- R : Why did you choose this technique?

- T : *Yang saya rasa saya menggunakan teknik itu, ya satu yang pertama tadi itu eh lebih menyenangkan dan eh mereka lebih aktif lagi lebih aktif dari saya hanya berceramah memberikan contoh secara lisan saja, dengan menggunakan teknik dengan media belajar yang lebih apa namanya inovatif tadi dengan kartu, video, mereka lebih lebih apa namanya antusias gitu nah itu.*
- T : Based on the technique I used, ya the first one is more interesting, and eh they are more active than I only teach by oral give the example by oral, using the media learning that what is it innovative with card, video they are what is it more enthusiastic.
- R : *Apakah ada kendala atau tantangan saat miss menggunakan strategi stragtegi tersebut?*
- R : Do you have a problem or challenge when you use these strategies?
- T : *Iya sih ada, karna itu tadi saya bilang terkait dengan eh apa namanya gaya belajar siswa itu yang emmm berbeda beda kan kadang ada yang eh gaya mereka yang punya eh gaya belajar yang eh audiotori, kemudian ada yang apa namanya tuh apa sikomotorik, yang suka bergerak gerak nah disitu kalau ketika saya memberikan eh materi dengan apa namanya kartu, kartu kemudian tempel gitu di dinding, yang mempunyai gaya belajar eh psikomotorik itu dia aktif dia sukakan yang bergerak kesana kemari cuma kendalanya kalau anak yang hanya suka eh apa namanya tuh mendengarkan aja mereka tuh kurang kurang itu kurang aktif tapi, jadi saya tuh kadang gimana caranya supaya ketiga model belajar yang anak anak berbeda ini tuh semua tuh bisa ikut. Yah kadang saya suruh mengulang, mengulang karna sayan suruh aktif mendengar karna nnti saya suru mereka mengulang apa yang sudah saya jelaskan gitu. Itu aja sih memang saya masih eh lerning by doing sih mba dalam proses belajar selama ini gitu*
- T : Yes, of course. As I mentioned before, students have different learning styles. Sometimes there are auditory learners, and other times there are kinesthetic learners—those who like to move. When I teach a lesson using cards that are affixed to the wall, the students with a psychomotor learning style are more engaged because they are active and enjoy moving around.

However, students who prefer auditory learning may not be as active, which can be a challenge. I believe it's important to accommodate different learning styles in the classroom. Sometimes, I ask students to review what I've explained to reinforce their understanding. Ultimately, I find that learning by doing is an effective approach in the learning

process. Yes, of course. As I mentioned before, students have different learning styles. Sometimes there are auditory learners, and other times there are kinesthetic learners—those who like to move. When I teach a lesson using cards that are affixed to the wall, the students with a psychomotor learning style are more engaged because they are active and enjoy moving around.

R : *Bagaimana cara miss menghadapi kendala tersebut?*

R : How does Miss face the problem?

T : *Ehh menghadapi kadang tuh saya ehh apa namanya tuh sama teman sejawat ya khususnya dalam sama sama guru bahasa inggris itu ngobrol gitu dan komunikasi ini kendala saya ehh kendala saya mengajar ini begini loh terus ehh ini loh apa namanya kekurangannya bagaimana ya cara kita sama sama kan sesama guru bahasa inggris dan sesama tingkat itu gimana ya solusi kita untuk mengatasinya nah ehh kadang kami tuh mempunyai solusi untuk kita aplikasikan dikelas bersama sama gitu nah, mereka kadang teman saya tuh ngikutin kekelas ohh ini kayanya kurang ini ini deh materinya lebih baiknya harusnya begini harusnya begitu, gitu. Begitu juga saya dikelas beliau begitu, kadang saling ini apa namanya mba ehhmm memberikan saran gitu.*

T : Ehh to face the problem sometimes I ehh what is it discuss with peers especially with English teacher too, sharing and communication about the problem like ehh I have a problem about ehh what is it how to fix the problem with an English teacher and fellow level, we apply in the class together like that, ohh you should do like this, and I in the class doing like that too, sometimes we give advice each other.

R : *Apa yang biasanya miss lakukan ketika ada murid yang kesulitan dalam memahami vocabulary?*

R : What do you usually do when the students have problems understanding the vocabulary?

T : *Oh iya kadangkali kelihatan ya mba aura kelihatan kan kalau ada siswa yang kurang aktif, kurang antusias dalam belajar tuh ada yang diam aja kadang bengong aja ada tuh kadang saya samperin kadang saya tanyakan kamu ada masalah apa kadangkali ada ada hal hal diluar yang membuat mereka tuh apa kok kurang aktif dikelas, tapi itu setelah pembelajaran tidak saat pembelajaran saya tanya kamu ada masalahkah nak, kadang disitu mereka tuh bercerita, mereka cerita. Terus ada juga yang tanya bukan karna masalah aja, ada yang sakit ehh yang tadi tuh ada masalah*

juga kemudian banyaklah mba faktor yang emm mempengaruhi mereka dalam kurang antusia belajar ternyata bukan bukan berarti mereka tidak aktif itu bukan berarti mereka tidak mampu menerima pelajaran kadang kadang ya karna masalah tadi, karna masalah sakit dan sebagainya.

T : Oh yes, sometimes we can see from their expressions that students are not active or enthusiastic about learning. At times, they seem confused. I often ask them what's wrong and if they have any problems that might be affecting their participation in class. However, I wait until after class to ask these questions, rather than during the lesson itself. When I do ask, some students share their concerns, but others don't always mention problems—they might just be feeling sick, which is also a significant issue. It's important to understand that a lack of enthusiasm doesn't mean they can't learn; there can be various reasons, such as illness and other factors, that affect their engagement..

R : *ohh mungkin cukup segini saja miss, terimakasih banyak untuk waktunya, terimakasih banyak miss.*

R : Ohh maybe enough for today miss, thank you for the time, thank you very much.

Appendix 3

Interview Teacher B

R : *Halo selamat siang mis, terimakasih untuk waktunya ijinan saya untuk memperkenalkan diri saya terlebih dahulu nama saya emiliana panus dan saya mahasiswa dari univ widyagama mahakam samarinda dan saat ini saya ingin melakukan wawancara guna mendapatkan data untuk bahan skripsi saya oke. Ehh untuk saat ini materi apa saja yang diajari dikelas ini miss?*

R : Hallo good afternoon miss, thank you for the time, let me introduce myself first. My name is Emiliana Panus and I a student at University of Widya Gama Mahakam Samarinda, and my purpose here to do the interview to collect the data for my thesis okay. Ehhh in this time what material is being taught in the class miss?

T : *saya kenalan dulu*

T : Let me introduce my selft first

R : *Ohh iya boleh hehe..*

R : Ohh ya you may hehe...

- T : *Yahh selamat siang nama saya ana dwimaya saya guru bahasa inggris di smp 22 samarinda, oke ehhh. Pertanyaannya tadi apa?*
- T : *Yahh good afternoon my name is Ana Dwimaya I am an English teacher in 22 Junior high school Samarinda, okay ehh sorry what is the question?*
- R : *Tentang materi apa saja yang diajarkan dikelas saat ini*
- R : *About material you teach in the class right now*
- T : *Materi apa saja yang diajarkan terutama materi saya ya bahasa inggris terutama itu, jadi sesuai dengan kurikulum merdeka, jadi semuanya sudah ada tersusun terstruktur di kurikulum yang ada dan itu eh materi nya tentu saja mencakup vocabulary, eh listening dengan eh hot passion eh hot material ya eh grammar eh reading semuanya mencakup disitu dikurikulum merdeka dikurikulum merdeka itu lengkap*
- T : *What is the material to teach, especially for me in English the first is, so the material is related to Curriculum Merdeka, so every lesson already structure in the curriculum and it eh the material includes the vocabulary, eh listening with hot passion eh hot material ya eh grammar eh reading and everything include in a curriculum merdeka and in the curriculum Merdeka is complete.*
- R : *Menurut miss seberapa penting peran vocabulary dalam mengajar bahasa inggris?*
- R : *Do you think vocabulary is important in teaching English?*
- T : *Ohh sangat penting karna bagaimana mau bicarakan kalau gk tau vocabularynya iya? jadi terutama yang jelas mereka harus hapal itu adalah vocabulary dulu mulai dari yang sederhana seperti eh sapaan, eh memanggil orang, percakapan sehari hari eh itu yang sederhana dulu ya itu sangat penting, sangat penting sekali vocab itu kemudian di tingkatkan dengan yang lebih sulit lagi seperti itu.*
- T : *Ohh that is very important because how we can talk in English if we don't have the vocabulary right? So the first is they should to memorize the vocabulary fist, from the basics like greetings, eh introduce someone, daily conversation, eh learn the basics is important, the vocabulary is very important then they can increase to the hard level like that.*
- R : *Apakah menurut miss memiliki strategi untuk mengembangkan vocabulary itu penting?*

R : Do you think having some strategies to improve students' vocabulary is important?

T : *Oh penting banget juga tentu saja ya kerna ehh, setiap siswakan punya level masing masing ya jadi mulai dari sd, smp, sma sampai universitaskan dia punya tingkat masing masing ya ada yang ehh basic, ehh intermediet, advast dan soal soal itu iyakan jadi setiap level itu mereka punya ehh basic material masing masing, seperti itu oke.*

T : It is very important to recognize that each student has a different level of understanding based on their education stage, whether it's Elementary School, Junior High School, Senior High School, or University. Each of these levels encompasses basic, intermediate, advanced materials, and each presents its own unique challenges. Therefore, at every level, there is foundational material that must be addressed.

R : *Oke apakah dalam mengajar bahasa inggris miss memiliki tekhnik atau strategi tertentu untuk mengembangkan vocabulary murid?*

R : Okay In teaching English do you have some strategies to improve students vocabulary?

T : *Iya, karna setiap siswa punya kesulitan masing masing iyakan, punya background masing masing ada yang pernah les, ada yang pernah ehh ehh mungkin keluarganya basicnya tau bahasa inggris jadi mereka lebih mudah memahami, kemudian ada dari keluarga yang gk paham sama sekali ehh sama sekali belum pernah bersentuhan dengan bahasa asing seperti itu. Setiap belajar pasti beda seperti itu jadi kita melihat dulu dari backgroundnya seperti apa kesulitannya dimana baru kita menciptakan strategi pembelajaran seperti itu.*

T : Yes, every student has their own unique challenges and backgrounds. Some students may come from families that are familiar with English, making it easier for them to understand the language. On the other hand, there are students from families who have little or no exposure to English or foreign languages at all. Each learning experience is different, and we can observe how a student's background influences their difficulties. This understanding helps us choose the right strategies for effective learning.

R : *Tekhnik apa saja yang biasanya miss gunakan untuk mengajar vocabulary?*

R : What technique do you use in teaching vocabulary?

T : *Ehemm untuk smp ini masih ini ya basic basic ya ehh mereka masih ehh fase apa dalam kurikulum merdekaa tuh fase D rasanya kalau smp ini jadi yang pertama mereka jelas ehh level di sd eh level di smp ini ehh masih*

di level di sd juga, jadi mereka masih banyak yang belum memahami ehh vocab apa lagi grammar sembilan kalimat itu masih banyak yang belum memahami. Jadi kita ajarkan dulu paling basic dulu eh mengingatkan kembali ehh mengingatkan kembali mereka ketika di sd mungkin tidak terlalu ehh istilahnya pengajaran bahasa inggrisnya gk terlalu ini ya

T : Ehem for the Junior High School still in the basic, they are still in D phase based on Curriculum Merdeka, in Junior High School first they clearly ehh in Elementary level ehh I mean Junior High School has same level like the Elementary school, so many of the students don't know about vocabulary moreover the grammar so many students don't understand about the grammar. So the teacher should teach from the basic maybe not really, eh teaching English not really eh

R : *Belum intents*

R : is not that intense

T : *Iya belum intens, ehh jadi di smp ini kami ulang lagi jadi hampir sama dengan pelajaran sd cuma lebih ditingkatkan lagi levelnya seperti itu. Jadi ehh untuk smp ini strateginya yang pertama saya rewind dulu, yang mereka pernah pelajari waktu di sd sampai dimana kemudian baru saya ehh tingkatkan lagi seperti itu*

T : Yes, it's not intense. In Junior High School, we review the lessons learned in Elementary School, but the teacher raises the difficulty level. The first strategy in Junior High School is to rewind and revisit what the students have learned in Elementary School, and then I gradually increase the complexity of the lessons.

R : *Emm bagaimana cara miss mengimplementasikan tehnik tersebut, kaya tadian tentang merewind*

R : Em how do you Implement the technique, like rewind the material

T : *Ehem*

T : *Ehmmm*

R : *Mengimplentasiakannya dikelas tuh seperti apa?*

R : How do you implement in the classroom?

T : *Hmm yang pertama tuh jelas saya tanya dulu iyakan kalian tau ini nda, kalian pernah baca ini nda gitu, kalian pernah ehh mengenal struktur kalimat seperti ini nah, kalau sudah pernah saya teruskan kalau belum pernah saya ajarkan kembali direwind gitu, ohh jadi begini gini gini nah ehh kemudian vocab vocabnya yang berdekatan dengan itu misalnya ehh misalnya yang*

paling basikkan simple present iya kan yang mana yang mereka sehari hari pakai misalnya makan, minum ehh berpakaian ehh jalan, main sepeda ehh yang berdekatan dengan kegiatan sehari hari itu yang pertama dulu yang kita kenalkan vocab vocabnya misalkan I eat, I walk, I ehh yang seperti itu ya.

T : First, I ask if they know what it is. Have they ever read about it or learned about sentence structure like this? If they already have, I will continue with the lesson; if not, I will teach them and review the material. I explain the vocabulary, starting with the basics of the simple present tense, which they use in daily activities, such as eating, drinking, getting dressed, walking around, and riding a bike. These concepts should be learned, so I demonstrate with examples like "I eat," "I walk," and other similar sentences.

R : *Bagaimana respon mereka maksudnya murid murid*

R : How is the they response I mean the student

T : *Heemm alhamdulillah selama ini ehh mudah diterima karna saya mencoba mulai dari rewind kan mearewind kembali kesulitan mereka dimana kemudian saya ajarkan ehh kembali yang mereka ingat dulu kemudian saya tingkatkan kembali levelnya nah seperti itu. Alhamdulillah bis menerima.*

T : Hemmm Alhamdulillah so far ehh they are easy to understand because I try to rewind and find their problem, then I review what they remember then I follow up the level but Alhamdulillah they can easily to understand.

R : *Seberapa mudah murid murid dapat mengembangkan vocabulary mereka melalui tehnik ini miss?*

R : How easy do the students improve their vocabulary by this technique?

T : *Ehehmm karna saya mulai dari yang mudah mudah jadi mereka yang kita pakai vocab tuh yang sehari hari mereka ehh istilahnya yang bisa mereka ingat sehari hari misalkan makan, minum, ehh jalan main game ehh play game apa game apa game apa seperti itu ehh misalnya playing futsal, playing ehh yang olahraga ehh yang berkaitan dengan olahraga kemudian dikembangkan lagi dengan ehh vocab, vocab yang lain tapi pertama yang kita ajarin dulu lingkaran yang sehari hari dia pakai dirumah. Kemudian lingkaran dengan teman temannya, kemudian lingkaran dengan sekolah apa yang ada didalam sekolah, around things ehh things round in the school ya kemudian tingkatkan lagi things your sepeerti itu jadi berekmbang berkembang seperti itu jadi mereka yang pertama ingat adalah sesuatu yang dipakai hari hari things round ehh at home gitukan.*

- T : Ehem because I start from the easily so they can use daily vocabulary ehh the term vocabulary that they can remember every day like eat, drink, ehh walk, playing futsal, playing ehh doing sport ehh related with sport and then improve with the other vocabulary. But first, we teach about daily in their house, then with their friend, then round school what things in the school, around things, ehh things round in the school ya then improve the things and vocabulary so with that way they can remember something used in daily things round ehh at home.
- R : *Oke jika di persentasekan seberapa persen teknik ini menurut miss berhasil?*
- R : Okay, if you can percentage, how the percentage of this technique?
- T : *Kalau itu belum pernah saya ukur ya, tapi kalau dari mudahnya mereka misalnya karna saya mengajarkan teknik ini tanpa paksaan harus begini gini jadi mereka ehh santai rileks gitu yang penting belajarnya mereka, kamu bisa saya bilang kamu bisa, saya saya miss saya, saya suruh baca gitu baca kalimat ini gitu, miss saya nda bisa, dicoba dulu nanti kamu baca salah ibu koreksi seperti itu. jadi mereka terpacu dan yang penting kamu nda malu keluarkan dulu suaramu mau benar atau salah nanti baru ibu koreksi seperti itu, jadi mereka di di di push untuk mengeluarkan apa yang ada dalam pikirannya jadi dia gk, gk takut kaya gitu mau bahasa Inggris ini menyulitkan seperti apa haffun jadinya*
- T : About the percentage I never knew about it, but from the easy because I used this technique without force they should do like this like that so they ehh can be relax in study with me, and I make they sure they can do it I give them motivation like you should to try if you get wrong I will help you to correct it. With it they have confidence and the importance you not being shy to try even if you are wrong or correct, if you got wrong I will correct it, so I push them to tell what they think about, not afraid to learn English and English not hard like they think.
- R : *iya ehh mengapa miss memilih teknik ini?*
- R : Yah ehh why did you choose this technique?
- T : *Karna yang jelas simple untuk anak smp ya ehh ehh levelnya yang masih basic ini memang seperti ini kaya gitu jadi mereka yang jelas pendekatan pertama adalah kita buat mereka senang dengan bahasa Inggris dulu bahwa bahasa Inggris itu gk susah bahwa bahasa Inggris itu tidak bikin heeehh heheh takut makanya itu, itu tindakan yang pertama hehee untuk basic memang seperti itu nanti levelnya yang SMA jelas mereka menguasai ya teknik teknik seperti apa lebih intens, intermediet begitu ya, untuk yang level ini memang ehh masih basic seperti itu oke.*

T: Because this technique is simple for Junior High School, ehh ehh it is still basic level. It is like this they. The first approach is we should to make them enjoy English and make sure English is not as difficult as they think ehh ehh afraid, that is the first approach hehe for basics should be like this, for the next level in Senior High School they clearly know and master the technique more intense, intermediate. For this level still basic okay.

R : *Apakah ada kendala atau tantangan saat miss menggunakan strategi strategi tersebut?*

R : Do you have a problem or challenge when using this strategy?

T : *Iya banyak karna ada beberapa siswa yang memang gk mau gitu ya ehh bukan susah tapi memang gk mau belajar dan itu bukan cuma bahasa inggris aja dia materi lain juga pelajaran lain juga misalnya dia gk mau keluar dari kelas istirahat segala macam seperti itu, kalau disusahanya bukan mereka gk suka bahasa inggris gk. saya paling gitu kamu gk suka pelajaran ibu, gk miss gitu tapi mereka yang cuma mau keluar aja gitu gk mau misalnya boring atau apa seperti itu, kendalanya ini siswa siswa namanya anak anak ya ya seperti itulah hahahaha*

T : Yess there are some problems and the students are not enthusiastic ehh no there are some students not inters in learning English but not only English but another lesson too. They don't want to go out of the class like that. For the difficult things not because they don't like English no. I asked them do you don't like my lesson, and they said no miss, but they only wanted to go outside because they were boring. That is the problem because they still kids like that hahaha.

R : *Bagaimana cara miss menghadapi kendala tersebut ?*

R : What do you do to face the problem?

T : *Yah kita persuasif aja sih gk usah dikerasin ya kamu bosan ya istilahnya kita haffun deh kadang kadang saya bawa mainan kaya gitu saya bawa game kaya gitukan udah gitu aja kita main dulu gini misalnya hari udah panas gini ya ya udah ngantuk apa segala macam saya kadang dikelas itu saya bawa main aja, ayo kita main gitu. Tapi mainnya dalam bahasa inggris saya bilang begitu jadi gk boring.*

T : Yahh we do the persuasive don't force them, if they feel bored ya we had fun. Sometimes I ask them to play a game. When the afternoon or when they feel sleepy or what is I ask them to play but in English so they will fun and not be bored.

R : *Iya.. biasa apa yang miss lakukan jika ada murid yang mengalami kesulitan dalam memahami vocabulary*

R : Yess.. What do you usually do if the students have a problem?

T : *Yang jelas saya ehh saya suka ngegame sih ini apa ini apa ini apa kaya gitu, itu apa itu apa itu apa jadi ehh coba sebutkan ini dalam bahasa ingris coba dibikin kalimat. Kalau misalkan kesulitan ehh nanti ibu bantu nahh kaya gitu*

T : It's clear ehh I like play a game whatever, what is that, what is that ehh please mention in English, please make a sentence, if you don't know I will help you like that.

R : *oke ehh sekian dari saya terimakasih*

R : Okay miss maybe enough for today thank you for your time

Appendix 4

Observation

1. The fist observation at 22 Junior High School (Tuesday, 30th April 2024)

The researcher observed 8 J-grade students at 22 Junior High School Samarinda. The researcher came to the classroom with Mrs. Okta as the English teacher in class 8 J. After entering the class the teacher allowed the researcher to sit back of the classroom to observe the teaching-learning process. In this meeting, the students study about around the school. The teacher asked the students what things in the school they knew, there is students answered some things in English and in Bahasa. Then the teacher wrote the vocabularies in the whiteboard in English with the translation in Bahasa. The teacher also explained the function of the things around the school, the teacher gave an example of how to pronounce the language on the whiteboard and the students repeated the pronunciation. The teacher also gave them an opportunity to read the vocabulary one by one and correctly by the teacher. All the students read the vocabulary then they wrote the

vocabulary in a book. The teacher gave an example of the sentence about around school. After they understood the teacher gave a question for some students and the student answered the question, there is students didn't know how to make a sentence and the teacher helped him to answer the question by translating word by word. And then the teacher asked the students to do the task on a book individually, after the students finished they task, they gave it to the teacher, so the teacher gave correct to the answer and the last teacher also gave conclusion about topic today.

2. The second observation at 22 Junior High School (Wednesday, 1st May 2024)

In the second meeting the researcher entered the 8-K class with Mrs. Anna, the meeting began the teacher started the class with a review the previous materials. After the previous materials the teacher continuous with next material is about activities at school, the teacher brings some pictures about activities at school and all the name of activities at school write by the teacher in the whiteboard. After that the teacher and students read together about the activities, the teacher also gave the meaning and example sentence about the picture. Then the teacher gave a picture and asked the students what activities do in the picture, then the students answered shortly and the teacher helped them to answer the activities correct and perfect. Then the teacher asked the student to open the book and together to draw a line to match the picture and the instruction. The students drew the line to match the picture and instruction it was easy because they could identify the picture. In the classroom, the students who finish first start to make noise and the teacher must manage the class during the learning process so the

classes have fun. All the students finished and collected the teacher's answers, and in the last meeting, the teacher gave the conclusion about the material today.

3. The Third observation at 22 Junior High School (Wednesday, 1st May 2024)

The classroom meeting today about this is way (how to use social media/how to make a poster) the teacher showed a poster and asked students “Do you know social media account?” and then the students answered “Yes”. The teacher said “What post-show in social media?”, the student said, “That is a poster”. After that, the teacher divides the class into a group in a group has 5 students. Then the students sit by their group. The teacher gave an example of poster and explained the meaning of the poster. After the students understood teacher asked them to create a poster by group after they finished their posters they will presentation the poster in front of the class. 20 minutes before class finished the teacher asked the students to play a game. The teacher gave a present to the student who was the winner. In the last meeting never forgot the teacher to give the conclusion about the lesson today.

4. The fourth observation at 22 Junior High School (Wednesday, 3rd May 2024)

The teacher entered the class and began the lesson with previous material, The teacher asked the students about three vocabularies from the last meet. After that the teacher began with new material today the students learned about past continuous tense. the teacher gave an explanation and gave some examples about past continuous tense. The teacher wrote on the whiteboard some vocabulary in past tense like “eat = ate, drink = drunk, sleep = slept, play = played, study = studied, and sing = song”. And teacher gave an example of the sentence “I ate

fried chicken Yesterday “. The students wrote the vocabulary on their book, after the teacher asked the students what is the English of “Saya bermain bola kemarin” the students answered, “I played football Yesterday”. After the students understood teacher asked them to make five sentences in simple past tense. After finishing the teacher called their name to write the sentence in front of the class. After the class finished never forget the teacher to give the conclusion.

5. The fifth observation at 22 Junior High School (Monday, 6st May 2024)

The next observation, the researcher enters the class, the material for that day is still about past continuous tense, The teacher reviews the last material and asks the students about past tense vocabulary, students mention the vocabularies together. Then teacher gave them 20 new vocabularies in verb 1 and verb 2 with the translation and wrote it on the whiteboard. The teacher read the vocabulary and the teacher asked students to repeat after her. After that, the students wrote the vocabulary in their book. The teacher asked students to their open book to get more examples from the book and the teacher asked them to do the task in the book correctly. After finished teacher called their name to write their answer on the whiteboard, if they got wrong teacher helped them to correct it. After answering the question and giving corrections the teacher gave them homework. When the time was over the teacher gave a conclusion and left the class.

6. The sixth observation at 22 Junior High School (Tuesday, 7st May 2024)

The next observation, the researcher came to the class and entered the class. The material for that day was about clothes and color. The material for that day was about activities. Mrs. Okta opened the lesson by saying salam and then gave a greeting to the students in English and the students answered in English.

Before the learning session Mrs. Okta reviewed the last material and advised the students the words in English, Mrs. Okta gave the students some motivation and bring the students to do ice-breaking first, after that the teacher gave material about daily activities, Mrs. Okta and the students together mention daily activities in Bahasa then Mrs. Okta wrote the vocabularies in the whiteboard. Everybody in the class read the vocabulary together. After that, Mrs. Okta gave an example sentence of daily activities “saya pergi kesekolah setiap hari = I go to school everyday”. Then Mrs. Okta advised students to write one of their daily activities and then read it aloud. After it finished the students open their book to do the task in the book, after finished it the students collect it to the teacher. And the last meeting Mrs. Okta gave the conclusion about the material.

After the classroom observation, I did an interview to the teacher I observed before. The interviews were conducted to get deeper and specific information on teacher techniques in teaching vocabulary in the classroom. The interview was conducted in informal situations where was flexibility, so the interviewees shared their opinions, experiences, and responses freely. The interviews were held after each observation and I finished doing the observations and interviews in three weeks.

Appendix 5

Observation pictures

Miss okta class



Miss Anna Class



Appendix 6

Interview pictures

Interview miss Anna



Interview Miss Okta



Appendix 7

Table 2. Observation Protocol

TEACHER	FREQUENTLY OF TECHNIQUE USED							
	R	Q	C	M	P	RA	PD	G
TEACHER A	1	3	2	2	1	2	1	2
TEACHER B	3	3	1	1	1	1	1	0
SCORE	4	6	3	3	2	3	2	2

R : Repetition

Q : Question

C : Clue

M : Modeling and Demonstration

P : Picture

RA : Read Aloud

PD : Pronunciation Drill

G : Game