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## THE ANALYSIS OF TEACHERS' STRATEGIES FOR VOCABULARY AT SDN BAKALAN II KAPAS

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### Abstract

Teacher strategy is the most important technique in teaching vocabulary. Teaching strategies aim to make it easier for teachers to choose the methods used to help students learn the desired subject matter and develop goals that will be achieved in the future. There are many strategies that teachers can use to teach vocabulary, one of which is games. The purpose of this research is to analyze what strategies teachers use and how to implement the strategies they use when teaching English vocabulary. This research focuses on 3 teachers based on the length of teaching experience at SDN Baklan II Kapas. In this research, researchers collected data using direct interviews with teachers at SDN Bakalan II Kapas. This study's results reveal several strategies teachers use when teaching in the classroom.

**Keyword:** Teachers' Strategies, Teaching Vocabulary

### INTRODUCTION

Vocabulary is the most important thing while learning a language. For students to be able to use language in conversations, learning and memorizing vocabulary is an important aspect of language learning. Vocabulary is the most important thing in learning a language in class (Pramesti, 2023). Vocabulary contributes to learners performing their

skills better (Muslimah et al., 2022). Therefore, vocabularies are significant in language learning. Vocabulary is the basis for language skills, namely, listening, reading, speaking, and writing (Afzal, 2019). Vocabulary is very important for beginner learners they have started to learn vocabulary since elementary school. The students learn about 4 skills such as writing, listening, reading, and speaking. They learn about 3 components such as vocabulary, grammar, and pronunciation.

In teaching vocabulary, the strategy, teaching method, materials, and technique are the key points. But among them, the teacher's strategies are the most important. Teaching strategies refer to the methods used to help students learn desired course content and be able to develop achievable future goals. According to Lawton (2018, cited in Sarode, 2018), a teaching strategy is a generalized plan for a lesson(s) that includes the structure of desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy. The goal of strategy to influence a learner's motivational or emotional state, or how they choose, get, arrange, or process new knowledge (Nurdianingsih, 2018). However, most teachers at school have difficulty when teaching vocabulary. Because the teacher not only gives students vocabulary to memorize but also how the teacher applies appropriate vocabulary teaching strategies. So that students can remember this vocabulary for a long time.

In teaching English, especially vocabulary, teachers need to be creative in their choice of materials and be able to attract student's attention. Students need the creativeinnovative learning model to keep their enthusiasm in learning English and to release the boredom (Purnama et al., 2019). Teachers need to operate several strategies to support the learning and teaching process. Teaching English to Elementary school is different from teaching English to senior high school learners. They are often more active, adaptable, and enthusiastic than adults. Elementary school students still love to play, therefore teachers are required to be creative and imaginative when developing teaching strategies to make English classes more exciting.

Teachers must include interactive media, games, and pictures in their lessons. It has been demonstrated that interactive media significantly impacts students' motivations and involvement in vocabulary learning processes. There were eight techniques for teaching vocabulary: repetition, pictures, pronunciation drills, modeling and demonstration, clues,

games, questions-answer, and read-aloud (Puspitasari, 2014). The study concluded that teachers should employ productive techniques to help students improve their vocabulary, and these techniques should be enjoyable, hopeful, and inspiring.

## **METHODS**

This research used a qualitative research approach, which involves analyzing data without counting numbers. This qualitative writing methodology uses narrative. This research is supposed to describe the teacher's strategy for vocabulary. This research is categorized as qualitative research, based on (Malik, 2013), qualitative research design is an umbrella term for case studies, document analysis, grounded theory, ethnography, and action research. The researcher will focus on the teacher's strategies for English learning activities. It will be described based on the teacher's strategy and how the teacher implements those strategies in teaching English vocabulary.

The type of data used by the researcher in this study is qualitative data. Qualitative data analyzes the quality and quantity of phenomena using descriptive and analytical methods. The source of data in this research is teachers who teach at SDN Bakalan II Kapas, it consisted of 6 teachers. The sample of this research is 3 teachers at SDN Bakalan II Kapas by their teaching experience.

## **RESULT AND DISCUSSION**

The researcher collected data based on the results of interviews and questionnaires. On May 7, 2024, the researcher interviewed teachers at SDN Bakalan II Kapas directly. At the time of data collection, the researcher interviewed teachers who taught English in grades 4, 5, and 6. The researcher asked several questions about what media were used to teach English vocabulary, what strategies were used when teaching English vocabulary, why the teacher chose to use these strategies, what difficulties were experienced when using the strategy, and what vocabulary materials had been taught. The following are the results of the researchers' interviews with the teachers:

- a. Educational Background and Teaching Experience

Table 4. 1 The Educational Background of Teachers

No	Name	Educational Background	Teaching Experience
1.	Teacher A	S1 PPKN	14 years
2.	Teacher B	S1 PGSD	9 years
3.	Teacher C	S1 PGSD	5 years

b. Curriculum for Grades 4,5, and 6

Table 4. 2 The Curriculum

No	Grade	Curriculum
1.	Grade 4	Merdeka Curriculum
2.	Grade 5	Merdeka Curriculum
3.	Grade 6	2013 Curriculum

c. Vocabulary material for grades 4,5 and 6

Table 4. 3 The Vocabulary Material

No	Grade	Vocabulary Materials in Semester 1
1.	Grade 4	<ol style="list-style-type: none"> <li>1. Daily activities</li> <li>2. Numbers</li> <li>3. Rooms in the house</li> <li>4. Things in the living room</li> <li>5. Things in the kitchen</li> <li>6. Things in the bathroom</li> </ol>
2.	Grade 5	<ol style="list-style-type: none"> <li>1. Food and drink</li> <li>2. Tastes (sweet, bitter, sour, salty, spicy)</li> <li>3. Types of clothes (shoes, hat, blouse, t-shirt)</li> </ol>
3.	Grade 6	<ol style="list-style-type: none"> <li>1. Direction</li> <li>2. Location</li> </ol>

d. Media for Teaching Vocabulary

Table 4. 4 The Media for Teaching Vocabulary

No	Name	Media
1.	Teacher A	1. Handbook (My Next Word) 2. Vocabulary cards (objects around the classroom) 3. Dictionary 4. Pictures
2.	Teacher B	1. Dictionary 2. Handbook
3.	Teacher C	1. Dictionary

e. Strategies in Teaching English Vocabulary

Table 4. 5 The Strategies for Teaching English Vocabulary

No	Name	Strategies
1.	Teacher A	1. Game (vocabulary cards) 2. Picture 3. Dictionary
2.	Teacher B	1. Drill 2. Dictionary
3.	Teacher C	1. Collaborative learning 2. Dictionary

**Kinds of Strategies for Teaching Vocabulary**

Teacher A uses a game strategy in learning vocabulary English vocabulary, the material taught is vocabulary objects around the class. The teacher uses a game strategy because children remember more easily by using games, children are also very excited when learning English vocabulary using games rather than just sitting and listening to the teacher explain. Teacher B uses the Drill strategy in teaching English vocabulary, the material taught is the vocabulary of nouns, animals, and food flavors. The teacher uses the drill strategy because it makes knowing the students' abilities easy. Teacher C uses collaborative learning in learning English vocabulary. The material taught is vocabulary direction and location. Teacher C uses a collaborative learning strategy because for now,

this strategy is the most suitable for the needs of students. Students can work together and help each other. So that students who do not understand English feel helped by their friends.

### **The Implementation of Teaching Strategies in Teaching Vocabulary**

In applying learning strategies, teachers do not only use one strategy, but teachers use several strategies to support learning. For example, when teaching vocabulary using a game strategy, the teacher will also use pictures as a supporting learning media. The researcher asked several questions about how the teacher implements the strategy and also how the teacher assesses student's vocabulary. To answer this question, the following is a description of the interview results related to how teachers implement their strategies and assess students' vocabulary.

Teacher A provided cards containing English vocabulary for example the names of objects in the classroom. The use of a variety of teaching materials such as storybooks, vocabulary cards, can enrich students learning experiences and increase their interest in English learning (Nurdianingsih et al., n.d.). and then the teacher asked students to read and memorize the cards. Then teacher A asks them to come forward one by one and ask a random question about the English of the object that teacher A points to. The difficulty of using this strategy is that sometimes there are students who do not understand when playing and also forget the vocabulary in English, so these students only get lower scores. Usually, teacher A will give 10 questions to make the assessment easier. To assess students' understanding, the teacher conducts oral and written tests. during the lesson, the situation in the classroom was very pleasant, and the students' responses were very enthusiastic when playing the card game.

To teach English vocabulary to grade 5 students in the first semester, teacher B gives drills to students by using substitution drills and question and answer drills. After explaining and giving examples of the vocabulary of food taste several times, students were asked to imitate the examples given by the teacher repeatedly. The first stage was done as a whole and all students imitated the teacher. The second stage is one by one students are asked to mention the name of the food and the taste of the food. After practicing orally, the students were asked to write other examples based on their own

creativity. Practice with this technique allows students to practice listening skills more often and pronouncing certain words or phrases. It also helps students imitate intonation, which tends to differ from the language used daily. The difficulty in using the drill strategy is the lack of student concentration, which affects student learning outcomes. For assessment, teacher B uses direct questions and answers to find out the extent of students' understanding. according to the results of teacher B's interview, the situation of learning English vocabulary is close to the target, and students are quite enthusiastic.

Teacher C applies collaborative strategies by conveying learning objectives and motivating students, the next step is presenting information and explaining the material to be learned, dividing several groups then giving problem topics and asking students to discuss with each other to solve problems and get answers that they have discussed. during group discussions, teacher C accompanies students so that they can express their respective opinions. teacher C also gives rewards to students to attract attention and enthusiasm when learning. The difficulty of using this strategy is when there are students who are passive in discussing so that it has an impact on their group. for the assessment that teacher C uses for students is the practice of oral and written tests in order to understand the ability of students. during learning in the classroom, the situation in the classroom is very conducive and active, the student response is also very enthusiastic.

Based on the research findings, teachers use several strategies when teaching English vocabulary. Because each strategy requires support to be optimal. When the teacher teaches using games, the teacher also uses pictures to support classroom learning. When the teacher assigns group discussion tasks whit students, the teacher requires the use of a dictionary to facilitate the translation of the required words. The teacher employs a variety of teaching strategies. This indicates that for students to understand the material quickly. Among other strategies, the dictionary is the most common one that English teachers at SDN Bakalan II Kapas always employ. Since students must use a dictionary to understand the definition of the word. The teacher employs this strategy to ensure that the students complete the assignments given to them. In addition to learning the meaning of words, students will also learn how to pronounce words correctly.

## CONCLUSION

The researcher would like to provide conclusions and suggestions for the result of the research that has been conducted. The teacher's strategies at SDN Bakalan II Kapas used to teach English vocabulary are dictionaries, games, drills, and collaborative learning. In addition to learning strategies, teachers use several media to teach English vocabulary, basically, English is an exciting language. We can learn it from various sources including songs, movies, books, videos, and games (Tirtanawati et al., n.d.). Teacher A uses handbooks, dictionaries, games, and pictures. teacher B uses dictionaries and a handbook, while Teacher C only uses dictionaries. there are differences in the learning media used by teachers at SDN Bakalan II Kapas, this is based on the teaching experience of the teachers and the curriculum used. this research has explained and proven that the longer the teaching experience, the more strategies and media teachers use in teaching English vocabulary.

Hopefully, this paper can be useful for everyone who reads, especially for teachers and future researchers as a reference for the future. There are so many strategies that can be further researched to get the best results for implementing fun learning for students.

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