

**ENGLISH TEACHERS' STRATEGIES IN TEACHING VOCABULARY
AT THE TENTH GRADE STUDENTS OF MAN WONOGIRI
IN THE ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements

for the Degree of *Sarjana*



By:

ZAHRA BERLIANA KANDI

SRN.183221285

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2022

ADVISOR'S SHEET

Subject: Thesis of Zahra Berliana Kandi

SRN : 183221285

To:

Dean

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisor, we state that the thesis of;

Name : Zahra Berliana Kandi

SRN : 183221285

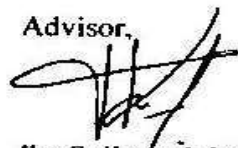
Title : English Teachers' Strategies in Teaching Vocabulary at the Tenth Grade Students of MAN Wonogiri in the Academic Year 2022/2023

has already fulfilled the requirements to be presented before The Board of Examiners (Munaqosyah) to gain a Bachelor Degree in English Language Education. Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo, October 27th 2022

Advisor,



Ika Sulistyarini M.Pd

NIP. 198704042019032015

RATIFICATION

This is to certify the *Sarjana* thesis entitled “English Teachers’ Strategies in Teaching Vocabulary at the Tenth Grade Students of MAN Wonogiri in the Academic Year 2022/2023” by Zahra Berliana Kandi has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Language Education, Faculty of Cultures and Languages in Raden Mas Said State Islamic University of Surakarta.

Chairman : Fitri Ana Ika Dewi, M.Hum.
NIP. 199002252017012126

()

Secretary : Ika Sulistyarini M.Pd.
NIP. 198704042019032015

()

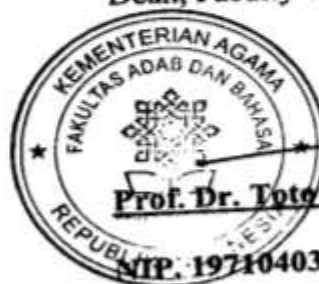
Main Examiner: H. Zainal Arifin, S.Pd., M.Pd.
NIP. 197308202003121003


()

Sukoharjo, November 2022

Approved by

Dean, Faculty of Cultures and Language




Prof. Dr. Toto Suharto, S.Ag. M.Ag.

NIP. 197104031998031005

DEDICATION

This thesis is dedicated to:

1. Allah SWT who has blessed and given me the best way for me to finish my thesis.
2. Our Prophet Muhammad SAW who gives the best examples to human life.
3. My parents Mr. Sarwiyono and Mrs. Sri Untari who always pray and support me in everything.
4. Myself, Zahra Berliana Kandi who have survived and never given up until now.
5. My Almamater UIN Raden Mas Said Surakarta.
6. All Lecturers of English Language Education Study Programs, especially Mrs. Ika Sulistyarini, Mr. H. Zainal Arifin, S.Pd., M.Pd. and Mrs. Fitri Ana Ika Dewi, M.Hum. as my examiners.
7. My sister, Aliza Yorilita Jasmine who always help me in all of the conditions, and my grandmother, Mrs. Jainem who always support me.
8. My close friends, Eka Agus Sentosa, and Elsa Meliana, who became support systems and positive vibes for me.
9. All of my friends who always support me, especially for the English language department H 2018 class.
10. Mr. Muslih as the Headmaster of MAN Wonogiri.
11. Mrs. Yanti as the X IPA 1 English teacher, and Mrs. Evi as the X IPA 2 English teacher at MAN Wonogiri.
12. All of the family of THINK- A who have become part of my process.

MOTTO

“Allah does not burden a person but according to their ability. He/she gets (reward) from (good) that he/she does and he/she gets (torment) from (evil) that he/she does... ..”

(Qs. Al-Baqarah: 286)

“Whoever gives up one of the pleasures of a believer, surely Allah will release from him one day on the feast. Whoever makes the affairs of others easy, surely Allah will make it easy for him in this world and the hereafter. Whoever covers the disgrace of a Muslim, surely Allah will cover his disgrace in this world and in the hereafter. Allah helps his servant safe, his servant likes to help his brother”.

(HR Muslim)

“For indeed after the difficulty there is ease”

(Al Insyirah: 5)

PRONOUNCEMENT

Name : Zahra Berliana Kandi
SRN : 183221285
Study Programs : English Language Education
Faculty : Cultures and Languages

I hereby sincerely state that the thesis entitled “English Teachers’ Strategies in Teaching Vocabulary at the Tenth Grade Students of MAN Wonogiri in the Academic Year 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, November 16th 2022

Stated by,

A circular official stamp from the Indonesian Ministry of Education, Culture, and Higher Education (KEMENTERIAN PENDIDIKAN, KULTUR, DAN KEMAHAKEMAHKAMAN RI) is visible. The stamp contains the text 'METERAL TEMPEL' and the identification number 'A5A3FAK0041570281'. A handwritten signature in black ink is written over the stamp.

Zahra Berliana Kandi

SRN.18.32.2.1.285

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day judgment, God all mightily, for all blessing and mercies so the researcher was able to finish this thesis entitled “English Teachers’ Strategies in Teaching Vocabulary at the Tenth Grade Students of MAN Wonogiri in the Academic Year 2022/2023”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the world revolution.

The researcher believed this thesis would not have been completed without various parties' help, support, and advice. Therefore, the researcher would like to express the deepest gratitude to all parties who have helped, supported, and provided advice during the process of writing this thesis. This goes to:

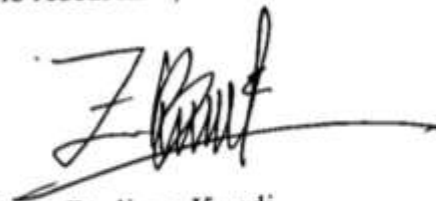
1. Prof. Dr. H. Mudofir, S.Ag., M.Pd. as the Rector of Raden Mas Said State Islamic University of Surakarta,
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag. as the Dean of The Faculty of Cultures and Languages,
3. Elen Inderasari, S.Pd., M.Pd. as the head of the Language Department,
4. Wildan Mahir Muttaqin, MA. TESL as the coordinator of the English Language Education Study Program,

5. Ika Sulistyarini M.Pd as the advisor for his guidance, permission, approval, valuable advice, corrections, and helps to revise all mistakes during the entire process of writing this thesis, also for the motivation and encouragement to the researcher

The researcher realizes that this thesis is still far from "perfect". The author hopes that this thesis will be useful for researchers in particular and readers in general.

Sukoharjo, November 2022

The researcher,

A handwritten signature in black ink, appearing to read 'Zahra Berliana Kandi', with a long horizontal line extending to the right.

Zahra Berliana Kandi

TABLE OF CONTENTS

ADVISOR’S SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO.....	v
PRONOUNCEMENT	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENTS	ix
LIST OF TABLE	xi
LIST OF APPENDICES	xii
ABSTRACT	xiii
CHAPTER I INTRODUCTION	1
A. Background of the Study.....	1
B. Identification of the Problems.....	5
C. Limitation of the Problems	7
D. Formulation of the Problems.....	8
E. Objectives of the Study	8
F. Benefits of the Study.....	8
G. Definition of Key Terms	10
CHAPTER II LITERATURE REVIEW	12

A. Theoretical Review	12
B. Previous Related Studies.....	32
CHAPTER III RESEARCH METHODOLOGY	39
A. Research Design.....	39
B. Research Setting.....	40
C. Research Subject	42
D. Data and Source of the Data	42
E. Research Instruments	43
F. Techniques of Collecting the Data.....	50
G. Trustworthiness of the Data	54
H. Techniques of Analyzing the Data.....	56
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	60
A. Research Finding	60
1. Kinds of Teachers’ Strategies in Teaching Vocabulary	60
2. The Factors influencing the Teachers to Apply the Strategies.....	81
B. Discussion.....	97
1. Kinds of Teachers’ Strategies in Teaching Vocabulary	97
2. The Factors influencing the Teachers to Apply the Strategies.....	104
CHAPTER V CONCLUSION AND SUGGESTION.....	111
A. Conclusion	111
B. Suggestion.....	112
REFERENCES	114

LIST OF TABLES

Table 3.1 Time of Research.....	40
Table 3.2 Observation's guideline.....	44
Table 3.3 Interview Guide.....	47
Table 3.4 Documentation Analysis Guide.....	49

LIST OF APPENDICES

Appendix 1 Research Subjects	125
Appendix 2 Observation Result	127
Appendix 3 Interview Transcription	174
Appendix 4 Research Data.....	185
Appendix 5 Documentation Results.....	196
Appendix 6 Photographs	213
Appendix 7 Research Permit.....	216

ABSTRACT

Zahra Berliana Kandi. 2022. *English Teachers' Strategies in Teaching Vocabulary at The Tenth Grade Students of MAN Wonogiri in The Academic Year 2022/2023*. Thesis. English Language Education Study Program, Faculty of Cultures and Languages.

Advisor: Ika Sulistyarini M.Pd

Keywords: Vocabulary, Teaching Vocabulary, Teaching Strategy

This research focused on English teachers' strategies in teaching vocabulary and the factors influencing the teachers to apply the strategies at the tenth grade students of MAN Wonogiri in the academic year 2022/2023. The purposes of this research were to describe the strategies used by teachers in teaching vocabulary and the factors influencing the teachers to apply the strategies at the tenth grade students of MAN Wonogiri in the academic year 2022/2023.

The research design was descriptive qualitative research. The instruments of this research were the researcher itself. The researcher helped with observation guidelines, interview guides, and documentation analysis guidelines. The subjects of this research were two English teachers at the tenth grade students of MAN Wonogiri in the academic year 2022/2023. The data were collected by using observations, interviews, and documentation. The researcher used the theory from Sprenger (2014) to answer the first problem statement and the theory from Lawrence (2009) to answer the second problem statement.

The first results of this research were teachers' strategies for teaching vocabulary. The strategies are applied by both of the teachers to determine the definition and give an explanation of the word, ask students to make vocabulary notes and use the dictionary, modeling the use of word and repetition drills. Meanwhile, the other's strategies like using pictures or real objects that represent the word, using synonyms of the word, compose the song, use games for reviewing the vocabulary were applied by one of the teachers and in certain material. Second, the results of this research were the factors influencing the teachers to apply the strategies. The factors were teaching duration, the preference of the teacher, behavioral control, and students' abilities.

CHAPTER 1

INTRODUCTION

A. Background of the Study

In the classroom, the teacher is one of the keys in teaching and learning. Here, the teacher is the subject of teaching and learning. The teacher plays an important role in organizing teaching and learning activities in the classroom. As stated by Varron (2016), the teacher is referred to as an element that has a major role in the teaching-learning process. The teacher is one of the keys to students' achievement. In the classroom, the teacher tries to do a lot of things related to the student's achievement. The thing that supports the achievement of the student is the strategy used by the teacher.

According to Gulo (2008), strategy is a plan made to make a teaching process so that every basic principle can be implemented and goals can be achieved. Another definition from Saputra (2014), strategy is wise planning to perform and achieve goals. Strategy is important in the classroom. Handayani (2019) says that strategy is one of the important aspects that apply in process of teaching and learning. Without a strategy, students cannot achieve the learning objectives that have been set by the teacher.

Teacher strategy relates to teaching activity. It is called teaching strategy. Alfian (2018), teaching strategy is a way or plan in achieving something in the teaching and learning process. In the field, students face some problems in teaching and learning so the teacher needs some strategies to face the problems in the classroom. The teacher is free to use the strategy in facing the students'

problems in the classroom. Teachers can use strategy in teaching components of language. One of them is in teaching vocabulary. From Alizadeh (2016), vocabulary is about the word and the meaning of the word.

Vocabulary is the most important aspect of language teaching. Without English vocabulary, we cannot communicate with others by using the English language effectively. As stated by Caruana (2020), vocabulary is a crucial component in making meaning in written and oral communication. Al Qahtani (2015) says that vocabulary is a word which is necessary to express the ideas and meanings of the source. Vocabulary becomes the main factor that must be mastered by a student or someone in learning English. Students who have a lot of vocabulary, they will be easier to master the English language. As stated by Mayer (2021), students with a high vocabulary, it will be easier to express themselves better. Therefore, it is very important to introduce English vocabulary in daily life, especially in school.

Teaching vocabulary in the classroom is needed for students. It is in line with the opinion of Ibrohim, Septianti, & Sadikin (2018), teaching vocabulary is one of the important components of language classes. According to Clouston (2013), teaching vocabulary helps students in understanding and communicate with others using the English language. In teaching vocabulary, the teacher must think about a good strategy so that students' vocabulary can increase.

The teacher must be able to create ways in teaching vocabulary so that students can learn vocabulary effectively considering the facts in the field that many students find difficult to learn English due to the lack of vocabulary. In addition, students' disinterest in English and their mindset about "English is

difficult" also cause the difficulty in mastering English. As stated by Ibrohim, Septianti, & Sadikin (2018), some students think that memorizing English vocabulary is difficult because they are not interested and rarely use English vocabulary in daily life. So, based on that reason, the researcher examines the topic of strategy in teaching vocabulary.

Senior High Schools in Indonesia were started applying English as a compulsory Lesson, including in Wonogiri. In this case, the researcher chooses MAN Wonogiri. MAN Wonogiri is the only religious-based public school at the Senior high school level in Wonogiri. Students in this school come from various regions in Wonogiri. Starting from students who come from remote rural areas, and urban areas, students who come from the border between cities and villages, and from another city like Sukoharjo. Because of these differences, they have different backgrounds especially in learning English as a foreign language.

Besides that, the reason why the researcher chose this school as the subject of the research is MAN Wonogiri has "A" accreditation (from Badan Akreditasi Nasional Sekolah/Madrasah). It means that this school is a good school. From Siahaan, Siburian, & Sihotang (2019), the school that has a good accreditation score, means that the school has quality. The researcher chooses tenth grade students at MAN Wonogiri because this is the first level students' study at Senior High School where previously they came from different school backgrounds (junior high schools) and were collected into one class. Some of them already like and are rich in vocabulary. However, most of them lack on vocabulary.

This is in line with the results of the pre-research that has been carried out by the researcher. Based on pre-research, one of the main obstacles faced by teachers in teaching English in this school is most students find it difficult to understand English because of the lack of vocabulary. One of the English teachers in that school says that some students still often asked her about the meaning of words or the context of a sentence. Besides that, students at the school also had difficulty constructing a sentence. In their minds, they already thought about what to say, but have difficulty composing sentences due to the student's lack of vocabulary. As stated by Abuhabil, Alramly, Aljoroshee, & Ijouely (2021), a lack of vocabulary makes students unable to understand others and express the idea that they are thinking of. It can be concluded that the lack of vocabulary becomes a problem when teaching English. According to the teacher, the lack of vocabulary in children can occur because students are lazy to read.

Another problem related to vocabulary is many students have difficulty in pronouncing vocabulary. Rohmatillah (2014) says that one of the student's difficulties in learning English related to vocabulary is almost all students find it difficult to pronounce English vocabulary. Many students in this school find it difficult to distinguish the pronunciation of words that are pronounced the same way. For example, "Live", "Leave", "leaf" and "life". In addition, students think that learning English is difficult. It happened because they were not interested in learning foreign languages and there was no intention and willingness from them (according to one of the teachers there). Soon (2015) says that if students are not interested in a particular subject, they cannot

maximize their potential. Therefore, teachers need to use strategies so that students can follow English learning effectively.

Every teacher has a different way in teaching vocabulary. It was adapted to the conditions in the field. As stated by Sikaleya (2022), to achieve teaching and learning goals, teachers adopt a variety of effective ways of teaching in education. Now, in this covid pandemic situation, teachers use some ways in teaching vocabulary. The first teacher or T1 said that usually when learning English in the context of offline learning (in a pandemic situation, with limited class and time), she asked students to use a dictionary if they don't understand the meaning of the vocabulary, translation by interpreting from the English language to the Indonesian language especially before reading activities, games (example, develop the alphabet into several vocabularies), asked students to make sentences from the vocabulary that has been given by the teacher, and synonyms.

Besides that, the teacher gave an example of pronunciation and then the students repeated it. T1 also asked students to look up various kinds of vocabulary on Google. They have to write it down in their books. But when learning English is carried out through online learning, she used video as media, using dictionary and translation or interpreting English to Indonesian vocabulary to make it easier for students to understand the language.

Meanwhile, the second teacher, T2 said that she applied several ways in teaching vocabulary, namely through drilling, translation, games, and dictionaries. According to her, drilling is the most effective way than others to improve students' vocabulary. This is because, by drilling, there will be the

repetition of vocabulary. Something repetitive will make it easier for students to remember. Webb (2019) says that one of the basic provisions to improve vocabulary as single-word learning or any vocabulary learning type is increasing the repetition of the target language. T2 said that students who are less proficient in the English language do not mean that they cannot master the English language, but their intention to learn is lacking.

Related to this topic, there are some previous studies. Research from Inassahrotun Nabila (2021) “Teachers’ Strategies in Teaching English Vocabulary at MTSN 1 Mojokerto”. The findings are that teachers use more than two strategies in teaching vocabulary such as learning independently, using electronic or tools, and using English media (books, songs, and film). Another research from Reskiana, haryanto, & Weda (2020) “A Study on Vocabulary Teaching Strategy for Students with Hearing Impairment at Special Education School (SLB), Makassar, Indonesia”. The finding is teacher used five strategies in teaching vocabulary to students with hearing impairment at special education schools such as rehearsal, gesture, sign language, writing a language, and discussion. The teacher was combined all of the strategies.

Novelty in this study focused on the kinds of strategies that teachers used to teach vocabulary and the factors influencing the teachers to apply the strategies in teaching vocabulary. Meanwhile, in the previous study explained before, they just focused on strategies that teachers use in teaching vocabulary.

Based on the various problems related to vocabulary that has been explained above, the role of the teachers in the classroom in applying the strategies in teaching vocabulary is very important. Therefore, teachers created

strategies according to the students and conditions. Based on this background, the researcher finally made the title "English Teachers' Strategies in Teaching Vocabulary at the Tenth Grade Students of MAN Wonogiri in the Academic Year 2022/2023".

B. Identification of the Problems

Before starting the research, identification of the problem is the main thing that needs to be done. In this study, researcher found some of problems identification. There are;

1. Students find it difficult to understand English because lack of vocabulary.
2. Students have difficulty in constructing a sentence because lack of vocabulary.
3. Students think that English language is difficult.
4. Many students have difficulty in pronouncing English vocabulary.
Students find it difficult to distinguish the pronunciation of words.
5. Most of students have low interest in learning English Language

C. Limitation of the Problems

In this research, the researcher limits to kinds of strategies used by English teachers in teaching vocabulary at the tenth grade students of MAN Wonogiri in the academic year 2022/2023 and the factors influencing the teachers to apply the strategies to students in teaching vocabulary at the tenth grade students of MAN Wonogiri in the academic year 2022/2023. Researcher limits the theory by Sprenger (2014), to analyze the first problem relates to kinds of strategies used by the teacher in teaching vocabulary at the tenth grade students of MAN Wonogiri in the academic year 2022/2023 and the theory by

Lawrence (2009) to analyze the second problem relates with the factors influencing the teachers apply the strategies to students in teaching vocabulary at the tenth grade students of MAN Wonogiri in the academic year 2022/2023..

D. Formulation of the Problems

Based on the research background above, the problem statements are;

1. What are the kinds of strategies used by the teachers in teaching vocabulary at the tenth grade students of MAN Wonogiri in the academic year 2022/2023?
2. What are the factors influencing the teachers apply the strategies in teaching vocabulary at the tenth grade students of MAN Wonogiri in the academic year 2022/2023?

E. Objectives of the Study

Based in the problems statement above, the objectives of this study are;

1. To identify kinds of strategies used by English teachers in teaching vocabulary at tenth grade students of MAN Wonogiri in the academic year 2022/2023.
2. To find out the factors influencing the teachers to apply the strategies in teaching vocabulary to their students at the tenth grade students of MAN Wonogiri in the academic year 2022/2023.

F. Benefits of the Study

The benefits of this study are;

1. Theoretical

- a. To give the explanation that related to the kinds of strategies used by English teachers in teaching vocabulary the tenth grade students of MAN Wonogiri in the academic year 2022/2023 and the factors influencing the teachers to apply the strategies to students in teaching vocabulary at the tenth grade students of MAN Wonogiri in the academic year 2022/2023.
- b. This research is hoped to be knowledge reference for other researcher in the future in same topic.

2. Practical

a. Reader

It is hoped that this research can add a lot of knowledge about strategies and the factors influencing the teachers to apply the strategies in teaching vocabulary to their students at the tenth grade student of MAN Wonogiri in the academic year 2022/2023.

b. Researcher

This research can be used as a provision when the researcher becomes an English teacher and is faced with the same situation.

c. Teacher

This research can be used for the teachers as evaluation and comparison with another English teacher. Thus, teaching and learning can increase.

d. Student

By using this research, students can find out if the strategies used by their teachers are in accordance with them or not. Students may be able to give feedback to teachers about which strategies they like or not.

e. School

The existence of this research can be used as an evaluation material so that it can improve the quality of teaching and learning process at MAN Wonogiri.

f. Another researcher

This research can be used as a reference for conducting the future research.

G. Definition of Key Terms

Some of these terms are important to describe research related to the title “English Teachers’ Strategies in Teaching Vocabulary at the Tenth Grade Students of MAN Wonogiri in the Academic Year 2022/2023.

1. Teaching Strategy

Aggarwal (2009) says that teaching strategy is a plan of action in a learning that has been determined and arranged intentionally. This affects student learning achievement later. Based on Scott, Gidman, & Whitehead (2010), teaching strategy is plan that taken by teacher or facilitator to achieve the goal of the learning process.

2. Vocabulary

As stated by Nordquist (2019), vocabulary is also called lexicon, lexis and word stock, or all of words understood by people or particular person.

3. Teaching Vocabulary

Teaching vocabulary is teacher's activity in giving the understanding about the words that students use and using the words in multiple times (Ankucic (2019)).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

In this research, researcher explained some of theories related to the main topic “English Teachers Strategies in Teaching Vocabulary”. The explanations were below;

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is a core of language. Vocabulary is a word that is arranged into one so that a sentence is created. According to Caruana (2020), vocabulary is crucial component in making a meaning written and oral communication. The examples of vocabulary are the word "I", "house", "you", etc. Vocabulary is the smallest component in a sentence where this aspect is the main aspect of the sentence formation. Vocabulary contains the meaning of each word so that when the vocabulary group is arranged into one sentence, a meaningful sentence will be created. For example, "I go to the market" means in Indonesian language are "I = *saya*", "go to = *pergi ke*", "the market = *pasar*".

As stated by Susanto (2017), vocabulary is something that crucial to be mastered by the learner to understand language. Someone who wants to be proficient in language must master a lot of vocabulary first. If we don't have a lot of vocabulary, we will find it difficult to

master four skills that are usually found in language learning (listening, speaking, reading, and writing). Based on Said (2021), vocabulary is one of the components of language to construct sentences to communicate knowledge and then realize skill. Richards & Renandya (2002) say that vocabulary is a core aspect of language and it provides a lot of basics for how learners speak, read, listen, and write.

Based on the opinions above, it can be concluded that the definition of vocabulary is a word from a language which is a crucial aspect when understanding a language and realizing skills (how learners speak, read, listen, and write).

b. Kinds of Vocabulary

As stated by Kamil & Hiebert (2005), there are two kinds of vocabulary, such as;

- 1) Oral Vocabulary: vocabulary that we can know the meaning when we speak or read orally.
- 2) Print Vocabulary: vocabulary that we can know the meaning when we write or read silently.

Besides that, according to Stewart & Russo (2019), there are kinds of vocabulary;

1) Listening Vocabulary

All the words that she or he recognize when they are listening. In this case, they may not catch a word spoken clearly. They will tend to more easily capture the vocabulary when

accompanied by cues such as tone, movement, discussion topic and social context of the conversation.

2) Speaking vocabulary

All of the words that he or she recognize when they are speaking. Speaking vocabulary is supported by other aspects such as facial expressions, voice intonation, and movements.

3) Reading vocabulary

All the words that she or he recognize when they are reading. This is the most common type of vocabulary because readers will explore vocabulary more by reading than listening.

4) Writing Vocabulary.

All of the words that she or he recognize when they are writing. For example, when we write a letter, we use vocabulary to arrange it into a sentence or even a text.

Based on the opinions above, it can be concluded that the kinds of vocabulary based on Kamil & Hiebert (2005) are oral and print vocabulary, then according to Stewart & Russo (2019), the kinds of vocabulary are reading vocabulary, listening vocabulary, speaking vocabulary and writing vocabulary.

c. Importance of Learning Vocabulary

Vocabulary is important when someone learning about language. There are some reasons why learning vocabulary is so important. According to Dakhi & Fitria (2019), one of the importance of learning vocabulary is vocabulary as basic communication.

Vocabulary is a word used in language. Without vocabulary, language cannot be structured. Therefore, vocabulary becomes the main factor when learning a language.

All the things related to language cannot be separated from the vocabulary. When people communicate with each other, vocabulary becomes the thing that is used to express people's expressions, ideas, and opinions. The use of vocabulary as the basis of communication

must also be supported by good interaction with one another.

According to Viera (2017), without sufficient and appropriate knowledge about vocabulary, the student cannot understand other

people and express their feeling. So, when someone wants to communicate with other people, they must know and understand the vocabulary first and its meaning. So, what they say can be understood.

Based on the opinions above, it can be concluded that the importance of learning vocabulary is related with communication activities. Learning vocabulary is important because that is the basic of communication and people cannot understand other people and express their feeling without vocabulary.

2. Teaching Strategy

a. Definition of Strategy

Nickols (2012) says that strategy comes from Greek word "*strategia*" means "generalship". From oxford dictionary in Fuller (2016), strategy is a plan in delivering action to achieve an aim. In doing an activity oriented towards certain goals, of course requires a

strategy. So, the goals that have been set can be realized. As stated by Watkins (2007), “strategy is how people throughout the organization that should make decisions, allocate resources to accomplish the key objectives.

So, based on Watkins’s theory, strategy is related to making a decision in which that decision involves resources to achieve goals. For example, if there is someone who wants to be smart in the English language, so one of the strategies is to memorize the vocabulary. Then he or she can decide to study hard with the use of a dictionary, or repetition vocabulary as well. This is one of the parts of his/her strategy to be successful in learning the English language. Therefore, when someone wants to achieve something, a special strategy is needed so that the goal can be achieved, including in the field of education.

Besides that, in teaching and learning, according to Sprenger (2017), Strategy is the way used by the teacher to teach and is adapted to class conditions to achieve the learning objectives. For example, when the class has a large number of students, the teacher can use strategy to achieve the goals of teaching and learning.

Based on the opinions above, it can be concluded that strategy is a plan or way made to achieve something where he/ she must make the decision and allocate resources, and adapted to the situation to achieve the goals.

b. Definition of Teaching Strategy

The use of a strategy can be implemented in various fields including education. In education, the implementation of strategy is found in teaching activities carried out by teachers. Teachers use teaching strategies to make effective teaching and learning. Tiwari, Rathor, & Singh (2007) stated that teaching strategy involves two aspects; first, a plan to create a learning and second, student behavior in accordance with the learning objectives.

As stated by Scott, Gidman, & Whitehead (2010), teaching strategy is the plan that is taken by the teacher or facilitator to achieve the goal of the learning process. In the classroom, the teaching strategy makes the quality of teaching and learning becomes better. Teachers must be smart to create a good teaching strategy so that learning becomes more effective and interesting. So based on the opinions above, it can be concluded that teaching strategy is a plan made for teaching and learning in the classroom to achieve goal of learning.

c. Components of Teaching Strategy

According to Miswar (2020), components of teaching strategy are learner, teacher and learning environment.

1) Learner

Learner is an important component in teaching strategy. That is because they are an object of teaching strategies used in the classroom. Teachers must provide teaching strategies by adjusting the characteristics and needs of their students.

2) Teacher

In implementing the teaching strategy, the teacher must try to carry out his/her job properly. Teachers are required to be professional not only related to the implementation of teaching strategies but from the beginning of the learning process to completion.

3) Learning Environment

Learning environment is a place where the teaching and learning process takes place in the most effective and productive manner. The learning environment includes classrooms and all instructional features that support teaching strategy activities.

So, it can be concluded that the components of teaching strategy based on Miswar (2020) are learner, teacher and learning environment.

d. Goal of Teaching Strategy

Teaching strategy are applied in the learning process. By implementation of teaching strategy, teachers can create effective and efficient teaching and learning. According to Suryani (2021), teaching strategy are something that must be done by teachers so that learning can be achieved effectively and efficiently. In addition, Disha (2020) says that teaching strategies are used by teachers to organize teaching activities to make student behavior as desired, thus, students can achieve learning goals.

So, it can be concluded that the goal of teaching strategy is to create teaching and learning more effective and efficient so the learning goals can be achieved.

3. Teaching Vocabulary

a. Importance of Teaching vocabulary

Siegel (2021) stated that vocabulary is crucial thing for students in language development. Therefore, it is necessary to teach vocabulary. According to Dunsmore (2020), teaching vocabulary is important because there is nothing that can be conveyed without vocabulary. Vocabulary is used in communication activities between one another. Without learning vocabulary, problems related to communication may occur. This is due to due to lack of vocabulary that they have. For example, someone who is lacking in vocabulary may misinterpret a sentence in context so that it can create misunderstandings between one another. Misunderstanding in a communication indicates that the communication has not been effective. As stated by Tasnim, et al., (2020), the ineffectiveness of communication can occur because of a person's misunderstanding and lack of understanding in receiving information.

Based on the explanations above, it can be concluded that teaching vocabulary is important because there is nothing that can be conveyed without vocabulary.

b. Principles of Teaching Vocabulary

Principles of teaching vocabulary based on Paul (2005) are;

- 1) Make the teaching and learning are clear and simple.

Teaching vocabulary in class requires an effective way so that the information conveyed can be understood by students

easily. Don't make complicated explanations because not all students are interested and have an interest in learning foreign languages. Students who do not like learning foreign languages, and have low interest in learning foreign languages will feel bored, and find it difficult to understand explanations if the teacher does not use an effective, efficient, clear, and simple way. Students tend to be "reluctant" and "confused" when the teacher gives too complicated explanations.

- 2) Relate between present teaching and past knowledge by giving analogies.

Connecting the material in present teaching with the past knowledge possessed by students is very important. In addition to making students recall the knowledge that they have learned before, these activities can improve students' ability to think critically. Teachers use analogies to connect present teaching with students' past knowledge. These activities will make students think critically, explore their past knowledge and try to find the appropriate vocabulary.

- 3) Use written and oral presentation. Means, write in black board and explain it.

In teaching vocabulary, it would be better if the teacher wrote the vocabulary in certain media such as blackboard or anything and explained it. Both of these things will make learning effective if implemented in teaching and learning vocabulary. Students who

have the ability to remember only by writing can understand the material easily. Likewise, students who have the ability to learn by voice can also understand the material easily.

- 4) Give more attention to the words that already known.

In teaching vocabulary, the teacher should give full attention to the vocabulary that the students have learned before. It aims to recall the vocabulary they previously learned. Repetition of vocabulary is very important in language learning because something that is repeated will make a habit for the student.

Teaching new vocabulary is also necessary, but don't just focus on it because not all students easily memorize vocabulary. If the teacher adds too much new vocabulary, then students may be confused to absorb it. Thus, the new vocabulary given is not absorbed at all. So, it would be better if the vocabulary learning process was carried out regularly.

- 5) Says to the learner, if that is a high frequency word, learner have to make attention it for the future.

In the class, teachers need to provide understanding to students, if vocabulary that is high-frequency words needs to be given attention in the future. High-frequency words are a group of words that are often used in daily life, like in formal, or informal situations. This word must be learned if you want to master the English language. The word included in the high-frequency word is the, an, and, I, off, like, room, etc.

- a) Don't teach unknown or poorly word.

As explained before, the teacher should not focus on new vocabulary that students do not know at all or on vocabulary that is "difficult" and rarely used. This is because not all students are interested in learning foreign languages. Students who enjoy learning foreign languages will easily memorize vocabulary even though the vocabulary is difficult. This is different from students who do not like to learn foreign languages. They tend to find it difficult to memorize vocabulary in a foreign language.

Based on the explanations above, it can be concluded that some of principles in teaching vocabulary based on Paul (2005) are making the teaching and learning are clear and simple, relating between present teaching and past knowledge by giving analogies, using written and oral presentation, giving more attention to the words that already known, and saying to the learner "if that is a high frequency word, learner have to make attention it for the future".

4. Kinds of Strategies Used by Teachers in Teaching Vocabulary

According to Sprenger (2014), there are kinds of strategies used by teacher in teaching vocabulary. Some of them are;

- a. Determine the definition and give explanation of the word.

In this case, the teacher gives an explanation and definition regarding the student's unknown word. The teacher can explain by using their mother language. According to Sprenger (2005), students may find it easier to remember the definition of a word if the meaning

of the word is described using their own language. The explanation given should use short language and be easy to understand by students. According to Nation (2005), if the teacher explains too much, it will so complicated (disadvantages). On the other side, giving explanation, especially in the student's first language makes the student understand easily (advantages).

b. Using picture or real object that represent the word

The objects used can be drawn on cards, paper, or a whiteboard. Besides that, the teacher can use the real object too. Using pictures and the real object, it makes students understand and remember the vocabulary that they will learn easily. Teaching vocabulary by using pictures and real objects can be linked directly between past knowledge and the knowledge to be taught. In addition, the teacher can ask students to draw objects that represent the vocabulary. Susanto (2017) says that the images used for teaching vocabulary can come from various sources. Not only are images created by teachers and students, but they can also search for images from newspapers, magazines, etc.

The advantage of using a picture and a real object according to Nation (2022) is by using pictures, students can know examples of the meaning of words directly and this is easier to remember. Besides that, according to Sadiman (2007), the disadvantages of teaching vocabulary using pictures are the use of images may only emphasize perception through the eyes, some pictures look complicated so they

are less effective when it used, the picture's size will be very limited if used for large classes.

c. Using synonym of the word

Synonym strategy is one of the good strategies in teaching vocabulary because students will experience the process of finding and discussing a word that is synonym can be used as a definition of a word that they are discussing (Sprenger (2014)). Abuhabil, Alramly, Aljoroshee, & Ijouely (2021) says that this helps students to understand the meaning of a word with different nuances. Teachers can also convey synonyms orally directly to students.

According to Iland (2011), the advantages of using synonyms and antonyms in teaching vocabulary are easy and quick ways in teaching the meaning of a word, and a simple strategy in presenting the meaning of the word. According to Liu, et al., (2016), one of the disadvantages of synonyms is they can have multiple meanings in different domains. Words can be positive in one domain or negative in another. For example, "large" can be positive when referring to "computer screen" but will be negative when referring to "mobile phone". This sometimes makes students confused because even though the meaning is the same, the context is different.

d. Compose the Song

Teaching vocabulary using songs is one of the most enjoyable strategies for students. Adnyani & Dewi (2020) found that songs can be useful to stimulate brain work during the teaching and learning

process. The teacher can make and use song consisting of various kinds of vocabulary to make it easier for students to remember the word. According to Fadli (2008), there are several benefits of song strategy in the classroom are as follows;

- 1) Songs can be used to present topics (related with the material)

For example, when teachers want to teach the material about “family” they will present the song related with the days, like “one and one I love my mother....”

- 2) Presenting the language points to be taught.

Contains a collection of vocabulary that will be taught to students related to the material.

- 3) Encourage the use of imagination and creativity.

Besides learning new words, students will definitely relate it to their imagination.

- 4) make the class atmosphere relax.

By using songs, students who are usually tense in learning become more relaxed and comfortable

- 5) make learning more varied and fun.

The use of songs as a strategy for teaching vocabulary in class also makes students not bored. In class, the teacher must be creative and determine learning strategies so as not to watch.

This strategy has its advantages and disadvantages when implemented in the classroom. According to Adnyani & Dewi (2020), the advantages of teaching vocabulary using song are vocabulary

teaching through songs is very fun because songs can make students relax, rest and free from pressure, teaching vocabulary with songs is flexible. Sometimes, song is used for several purposes.

According to Adnyani & Dewi (2020), the disadvantages of teaching vocabulary using song are, first, the composition of the vocabulary and sentences of the song is sometimes different from the language spoken in daily life. Therefore, teachers need to choose songs that match the material being taught. Choose a song with a clear and uncluttered sentence structure. Second, some students may just enjoy the given song without perceiving and remembering the meaning of each letter. This can happen when the selected song contains many expressions that are used in daily life with a fast song tempo.

e. Use game for reviewing the vocabulary

Apart through songs, another fun strategy that can be used to teach vocabulary is through games. Here, teacher uses game for reviewing the vocabulary that they have to learned. Games make students become more active in learning. Besides that, according Rizki & Wirhayati (2013), there are several important roles or disadvantages of game in teaching English vocabulary, such as;

- 1) Games can motivate students and make students more organized in terms of structure and rules.
- 2) By using games, students are motivated to become winners and perform optimally. In addition, the rules of the game indirectly make students become accustomed to obeying a rule.

- 3) By using games, students can receive lessons easily.
- 4) By using games, students become happier and able to display their abilities maximally. Games Strategy makes students not bored.

According to Rus Diana (2010) the disadvantages of game in teaching vocabulary are;

- 1) Some games make student overactive and make noise. So, the class is not conducive
- 2) By applying the game, the teacher only has a little time to provide new material and vocabulary.

In the classroom, teachers should try to implement game creatively. In addition, it is also adjusted to the level of students and the material provided. There are various games related to vocabulary. Such as bingo, guessing games, match the word and picture and etc,

- f. Ask students to make vocabulary note and use dictionary.

In this case, the teacher can ask students to write unknown words then they will look for the meaning as much as possible in dictionary. As stated in Sprenger (2014), when students find a different word, students can return to the page and write down the meaning or new information about it. By making vocabulary notes, it helps students to remember vocabulary easily because, they will open notes over and over again when they forget about the word. Sprenger (2014) found that this strategy can help students learn vocabulary, especially related to their writing and speaking skills.

According to Ellman (2019), the advantages of making vocabulary note then use the dictionary are makes it easy for students to prioritize which vocabulary they should learn. Next, make it easier for students to remember words that need to be remembered according to the material given. The disadvantages are some students may not really learn by using vocabulary notes, some students only write and may not understand it at all.

g. Modeling the use of word and Repetition drill

According to Aini, Khomiyah, & Santoso (2020), repetition drill is listening to the model (speech) given by the teacher and repeating what they hear. The teacher can give an example of the pronunciation of a word or sentence every day repeatedly, even until the students memorize the word or sentence. As stated by Webb (2019) says that one of the basic provisions to improve vocabulary as single word learning or any vocabulary learning type is increasing repetition of the target language. In this case, the teacher must provide correct examples and clear pronunciation. So that students can also imitate correctly. This strategy has its advantages and disadvantages when implemented in the classroom, such as;

According to Lewis (2020), the advantages of repetition drills is allowing students to build mastery skills. Repetition and the teacher as a model in pronouncing vocabulary will shape the students' skills. Practice that is done continuously will become a good habit. Lewis (2020) says that the disadvantages of repetition drills are if it is done

too often, students will find it difficult to focus. This is because they will get bored of doing the same repetition when they have mastered it. Some students may just memorize but not understand the meaning. Students may only rely on memory but do not understand the material well. This may result in when students are faced with more complex problems, they will have difficulty.

It can be concluded that kinds of strategies used byin teaching vocabulary based on Sprenger (2014) consist of determine the definition and give explanation of the word, using picture or real object that represent the word, using synonym of the word, compose the song, use game for reviewing the vocabulary, ask students to make vocabulary note and use dictionary, modeling the use of word and Repetition drill

5. Factors influencing the Teachers to Apply the Strategy in Teaching Vocabulary

The factors influencing the teachers to apply the strategy in teaching vocabulary according to Lawrence (2009) are;

a. Duration of Time

The teacher chooses the teaching strategy because of the time duration Lawrence (2009). Whether the time is limit or not. The teacher can implement a strategy because the time is limited, or because there is still a lot of time.

b. Preferences of the Teacher

The teacher chooses the strategy that is most effective, comfortable and has greater experience for students (Lawrence (2009)). Teacher chooses strategies based on their thinking from their experiences.

c. Behavioral control

This factor is closely related to student behavior. The teacher implements a strategy that is considered capable of controlling student behavior. Usually, this strategy is centered on teacher control Lawrence (2009)

This strategy is related with student's characteristic too. Pennington (2008) says that some characteristics of student in high school level are;

- 1) They want to be an adult leadership role and autonomy in planning something.
- 2) They need adults as the main supporting role in their education.
- 3) They need a chance to express themselves.
- 4) They can be motivated internally and externally.
- 5) Sometimes, they feel a lack of self-confidence.
- 6) They want to have individual responsibility to learn and achieve goals.

d. The safety in teaching and learning

For safety reasons, teacher can apply a strategy that does not harm students. According to Lawrence (2009), this can be a teacher-centered strategy. For example, the teacher applies the song strategy

for lower level especially in kindergarten level. Teacher applies the song strategy to them because it is simple, funny, and doesn't make a risk for students.

e. Students' abilities.

A student's level of development can have an impact on a student's ability effectively from Lawrence (2009). In English as foreign language, the student's ability is related to the skills of students such as reading, writing, listening, speaking, grammar, vocabulary, pronunciation and etc. For example, students still make many mistakes in the pronunciation of a word, therefore, the teacher can use a strategy by giving examples first and asking students to repeat it again.

f. Activity focus.

According to Lawrence (2009), in learning planning, the objective of learning will be closely related to the strategy applied. This relates to learning objectives. For example, if the learning objective is to make student speaks fluently, so, the teacher must apply the strategy related to speaking.

Based on the explanations above, it can be concluded that the factors influencing the teachers apply the strategies in teaching vocabulary are from Lawrence (2009) consist of duration of time, preferences of the teacher, behavioral control, the safety in teaching and learning, students' abilities, and activity focus.

B. Previous Related Studies

Previous study is previous research that has the same topic with the research conducted. The researcher explained five previous studies related to the topic of this research “strategies in teaching vocabulary”.

The first research is from Hadi Nurahmad Dasapratama (2020), IAIN Ponorogo. The title is “Teacher’s Strategies in Teaching Vocabulary for Young Learners (A Descriptive Study on Teaching Vocabulary at Eyl Class of Ohio English Course)”. In this research, researcher wanted to know the kinds of teachers’ strategies in teaching vocabulary for young learner, how are student’s response related to strategies that used by teaching in teaching vocabulary and to know the advantages of teachers’ strategies in teaching vocabulary for Young Learner.

This research used descriptive qualitative design and conducted at English of Young Learner class of OHIO English Course. Subjects of this research are students of English of Young Learner and teachers of OHIO English Course. Researcher used observation, interview and documentation to collect data. Researcher used three ways to analyze data from miles and Huberman. There are reducing data, presenting data, and then drawing conclusion.

From Hadi Nurahmad Dasapratama’s thesis, the result showed that the teachers’ strategies in teaching vocabulary in English of Young Learner class of OHIO English Course are listen and repeat, listen and do, games and song, question and answer, and outdoor learning. Those strategies are suitable for young learner in OHIO English Course. The students’ response related to

strategies that implemented by teacher in teaching vocabulary for young learner is student enjoy the learning process. Teachers used many techniques to make students understand easily. The advantages of the teachers' strategies are making student more active, easy to memorize the word, and improve student's interest in learning process.

Thesis from Hadi Nurahmad Dasapratama has similarities with the research made by researcher, which are both of them used descriptive qualitative design, using observation, interview, documentation to collect data, and using same variable "teaching vocabulary". The difference between Hadi Nurahmad Dasapratama's research and this research is Hadi Nurahmad Dasapratama's research focused on teaching vocabulary at the young learner level. Meanwhile, this study focused on the senior high school level or in old learners.

The second thesis is from Isna Yuliani (2017) from IAIN Palangkaraya. The title of this research is "Teaching English Vocabulary Strategy for Deaf Students in SLBN 1 of Palangkaraya". The purposes of this research are to know the strategy used by English teachers in teaching students with special needs (deaf students) at SBLN 1 Palangkaraya and how to implement the strategy. This study uses qualitative design. Researcher used observations, interviews, field notes and documentation to collect data. Researcher used several ways to analyze data such as collecting data, selecting data, displaying the data, and making the conclusion. The subjects of this research are English teachers who teach deaf students in SLBN 1 Palangkaraya.

In Isna Yuliani's thesis, the result showed that the strategies used by English teachers in teaching vocabulary at SLBN 1 Palangkaraya are personal delivery, presentation, studio work and lab, placement and fieldwork, choice of room, time tabling, and maternal reflective. When applying these strategies, students got high marks and support from the media used when learning. In addition, students also got motivation from the teacher. Giving motivation is very important because students' motivation in learning English will increase so that students will like to learn English.

The thesis from Isna Yuliani has similarities with research made by the researcher, in which both of them use qualitative design. The difference between Isna Yuliani's research and this research is Isna Yuliani's research focused on teaching vocabulary to students with special needs, namely deaf students. Meanwhile, this research focused on students who do not have special needs. Both types of students are very different in terms of teaching because not all teachers are able and have skills in teaching students with special needs.

The third is a Journal article from Fatah Huda (2016). The title is "An Investigation of English Teaching Strategies in Enhancing Students' Vocabulary Implemented by A Pre-Service English Teacher". The purpose of this research is to investigate the strategy of teaching used by Pre-service English teachers in teaching vocabulary at junior high school in Bandung. This research used descriptive qualitative research and was conducted at junior high school in Bandung. The researcher used observation, interviews, and questionnaires to collect data. The participant of this research is a male pre-

service English teacher that enrolled in a teaching practicum at eight grade class of Junior high school in Bandung that consists of 35 students.

To analyze the data, the researcher uses some steps. The first is analyzing into a brief description from observation. Second, creating coding from the questionnaire and interview and then creating a brief explanation of the data. Last, interpreting and presenting the data. The result of this study is the teacher uses several techniques in a method that they use as a vocabulary teaching strategy. There are contextual teaching and learning with the neighborhood walk, silent way by using pictures and puzzles, and total physical response by using gamification.

Fatah Huda's research has similarities with this research. Both of them use descriptive qualitative design. The differences between both studies are research conducted by Fatah Huda used a pre-service English teacher as a subject and Fatah Huda's research used a questionnaire to collect data. Meanwhile, in this study, the researcher used non-pre-service English teachers at MAN Wonogiri as subjects and it did not use questionnaires to collect data. Besides that, Fatah Huda's research focused on teaching vocabulary at the junior high school level. Meanwhile, this research focused on teaching vocabulary at the senior high school level.

The fourth thesis is Dzakiah Kinanthi Eka Putri Kadir (2019) from IAIN Surakarta. The title is "Teaching Vocabulary for The Seventh-Grade Students of SLB Dharma Anak Bangsa in Academic Year 2018/2019". The purpose of this research is to describe how teaching vocabulary at SLB Dharma Anak Bangsa. In this research, the researcher wanted to know the strategy of teaching

vocabulary, the way in implementing the strategy, and how students' reactions related to teaching and learning vocabulary in class. This research used descriptive qualitative research conducted at SLB Dharma Anak Bangsa Klaten. The researcher used observation, interviews, and documentation to collect data. The participants of this research are English teachers and students at SLB Dharma Anak Bangsa Klaten. To analyze the data, the researcher used the steps from Miles and Huberman (1984).

The result of this thesis is teacher use some ways to teach vocabulary such as TPR, written language, or writing a vocabulary for students, and written text. In implementing TPR, the teacher used it in the form of written words or oral speech in general. In implementing written text, firstly, the teacher taught basic vocabulary. From those simple words, they just developed into simple sentences. Related to the reaction of students in learning vocabulary, most of the students like realia or pictures as media that teachers used in teaching vocabulary.

The research from Dzakiah Kinanthi has similarities with the research that carried out by researcher. They both used "teaching vocabulary" as variable, used descriptive qualitative design, and used observation, interview, documentation to collect data. The difference between both studies is the research conducted by Dzakiah Kinanthi focused on teaching vocabulary for students with special needs at SLB Dharma Anak Bangsa Klaten. Meanwhile, in this research, researcher focused on teaching vocabulary for senior high school. Then in Dzakiah Kinanti's research described about students' reaction according to the implementation of teacher strategies, but in this research,

researcher wanted to describe the factors influencing the teachers to apply the strategies to their students.

The fifth thesis is Zakiyatul Fitria (2017) from Universitas Muhammadiyah Surakarta. The title is “Teaching Strategies in Teaching Vocabulary to the Eight Grade Students in Extracurricular Program at MTs II Surakarta”. The purposes of this research are to explain about teacher strategies used in teaching vocabulary, how the teacher applies the strategies to their students, and to identify students’ responses to the teacher strategies in teaching vocabulary. This research used descriptive qualitative research and conducted at extracurricular program in Mts N II Surakarta. Researcher used observation, interview and documentation to collect data. The participants of this research are two English teachers and four students at extracurricular program in Mts N II Surakarta.

The result showed that the teachers used some strategies in teaching vocabulary. There are example sentences, opposite, synonyms, consulting the dictionary, practice strategy, and memorization. Besides that, the student's response regarding to the teaching strategies showed that they enjoy teaching and learning so they can learn vocabulary actively.

The research from Zakiyatul Fitria has similarities with the research carried out by researchers. They both used “teaching vocabulary” as a variable, used descriptive qualitative design, and used observation, interview, and documentation to collect data. The difference between both studies is the research conducted by Zakiyatul Fitria focused on teaching vocabulary to students at the junior high school level. Meanwhile, in this research, the

researcher focused on teaching vocabulary to senior high school. Then, Zakiyatul Fitria's research used two English teachers and four students as the subject of research. Meanwhile, this study just used two English teachers as the subject of research.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a descriptive qualitative design. Nassaji (2015) said that descriptive qualitative research is concerned with why how or something happened. Based on Kumar (2011), descriptive qualitative is research that can be carried out with four objectives such as describing the situation, problem, issues, and phenomenon. Descriptive qualitative research was descriptive research and did not involve numerical calculations or statistical calculations. According to Levin, et al., (2018), qualitative research is used for describing the set of approaches that analyze data in the form of the word and the expression of experience such as social interaction.

Creswell (2012) stated that qualitative research begins with assumption and interpretation influencing the study about the problem of research dealing with the meaning of individual and meaning for the community that is concerned with social or human problems. Based to Levin, et al., (2018), qualitative research produces a type of qualitative data set from fewer sources than quantitative research but rich and more detail on each source. Qualitative descriptive research explains something based on a real situation that is happening during the research.

Based on the several experts' opinions above, it can be concluded that descriptive qualitative research is research conducted by describing situations, problems, phenomena and issues occur when conducting research that produce the data in the form of word and the expression of experience form each source.

In this researcher, the researcher described about the kinds of strategies used by English teachers in teaching vocabulary at the tenth grade students of MAN Wonogiri in the academic year 2022/2023 and the factors influencing the teachers to apply the strategies in teaching vocabulary to their students at the tenth grade students of MAN Wonogiri in the academic year 2022/2023.

B. Research Setting

1. Place of the research

This research was conducted in MAN Wonogiri at the tenth grade students. This school is one of the schools under the ministry of the religion of the Republic of Indonesia. It is located in Jl. RM. Said, Singodutan, Selogiri, Wonogiri. This school is the only religious-based public high school in Wonogiri. In addition, this school is located in a semi-urban area. Because of this, the students who study at this school come from various areas in Wonogiri so each student has a different background. Even though it is based on religion, this school also applies foreign language learning like schools in general, namely the English language. This school applied additional English lessons as well. At MAN Wonogiri, there are three class programs such as science, social and religious classes. MAN Wonogiri has “A” accreditation (from Badan Akreditasi Nasional Sekolah/Madrasah).

2. Time of the research

This research conducted during English teaching and learning process in the academic year 2022/2023. This research carried from September 2021 to November 2022 at MAN Wonogiri. The schedule of the research is made in the form of time table.

Table 3.1 Time of Research

Activity	Month								
	September 2021	October 2021	November 2021	December 2021	June 2022	August 2022	September 2022	October 2022	November 2022
Title Submission									
Pre-Research									
Writing Proposal									
Consultation and guidance									
Proposal seminar									
Conduct the research on the field									
Collecting and analyzing data									

Finish writing chapter IV-V									
Consultation and guidance									
Report the research									

C. Research Subject

The subjects in this research were people that become a participant in this research. In this study, the researcher focused on teachers who taught at the tenth grade students of MAN Wonogiri in the academic year 2022/2023 because this is the first level in Senior high school. Which is, the students came from many different junior high schools. Because of that, many vocabulary problems occur. The subjects of this research were two English teachers at the tenth grade students of MAN Wonogiri in the academic year 2022/2023. For T1 is Mrs. Dra. Sri Widayanti and T2 is Mrs. Evi Dwi Nurjannah. They taught X MIPA 1, X MIPA 2, X MIPA 3, X IPS 1, X IPS 2, X AGAMA 1. But researcher chose X MIPA 1 and X MIPA 2 to collect the data because these classes were most active and conducive than others (based on pre-research).

D. Data and Source of the Data

1. Data

Data is something that is used for analysis. Data in this research was utterance from English teachers related to English teachers' strategy in teaching vocabulary at the tenth grade students of MAN Wonogiri in the

academic year 2022/2023 and the factors influencing the teachers to apply the strategies in teaching vocabulary to their students at the tenth grade students of MAN Wonogiri in the academic year 2022/2023.

2. Source of Data

Source of data is source of data that used in research. Data source in qualitative can be human or informant, event, place, things and various picture and record, archives and document, from Sutopo (2002). The source of data in this research was Informant. Informant is someone who gives information or data relates to the topic.

Informants in this research were English teachers who taught at the tenth grades students of MAN Wonogiri in the academic year 2022/2023. They were the informants who gave their information related to the strategies that teachers use in teaching vocabulary and the factors influencing the teachers to apply the strategies in teaching vocabulary for their students.

E. Research Instruments

The key instrument in this research was researcher itself. Researcher helped by some equipment's. As stated by Ravitch & Carl (2019), research instrument is related tool that researcher uses to collect the data in research. So, research instrument has a close relationship with data collecting technique. For example, interview data collecting technique uses interview instrument or interview guide as a reference when research asks to participants. In this research, researcher used observation, interview and documentation to collect the data. The instruments were;

1. Observation guideline

According to Mariampolski (2001), observation guideline is the map of anticipated behaviors that will be observed by researcher to respondent during research project. Researcher created an observation guideline based on theory kinds of strategies used by the teacher in teaching vocabulary from Sprenger (2014) and theory from Lawrence (2009) about the factors influencing the teachers to apply the strategies in teaching vocabulary.

Table 3.2 Observation's guideline

Kinds of strategies used by teacher in teaching vocabulary based on Sprenger (2014)	Indicators	T1			T2		
		Meeting I	Meeting II	Meeting III	Meeting I	Meeting II	Meeting III
Determine the definition and give explanation	Teacher gives explanation and definition regarding to student's unknown word. Teacher can give the explanation by using their mother language.						
Using picture or real object from the word that represent	The objects used can be drawn on card, paper or whiteboard. Besides that, teacher can use the real object too. Teaching vocabulary by using pictures and real object can be linked directly between past knowledge and the knowledge to be taught.						

Using synonym of the word	Synonym strategy is one of the good strategies in teaching vocabulary because students will experience the process of finding and discussing a word which is actually synonyms can be used as a definition of a word that they are discussing						
Compose the Song	The teacher can make and use song consisting of various kinds of vocabulary to make it easier for students to remember the word.						
Use game for reviewing the vocabulary	Teacher uses game for reviewing the vocabulary that they have to learned. Games make students become more active in learning						
Ask students to make vocabulary note and use dictionary	Teacher's strategy by asking student to write and make vocabulary not (their unknown vocabulary) and using dictionary to looking for the meaning of vocabulary.						
Modeling the use of word and repetition drill	Teacher's strategy by giving the example in pronouncing vocabulary and asking student for repeat it.						

Factors influencing the teachers apply the strategies in teaching vocabulary based on Lawrence (2009)		Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5	Strategy 6	Strategy 7
Duration of time	The factors influencing the teachers to apply the strategies is duration (short or long) in teaching and learning in the classroom.							
Preferences of the teacher	The teacher chooses the strategy that is most effective, comfortable and has greater experience for students. Teacher chooses strategies based on their thinking from their experiences.							
Behavioral control	The teacher implements a strategy that is considered capable of controlling student behavior.							
The safety in teaching and learning	For safety reasons, teacher can use a strategy that does not harm for students.							
Students' abilities	In English as foreign language,							

	the student's ability is related to the skills of students such as reading, writing, listening, speaking, grammar, vocabulary, pronunciation and etc.							
Activity Focus	In learning planning, the objective of learning will be closely related to the strategy applied							

2. Interview guide

According to Cassell & Symon (2004), an interview guide is lists topics used by interviewers during interviews to get greater details from participants. The researcher made an interview guide based on the theory kinds of strategies used by the teacher in teaching vocabulary from Sprenger (2014), and the theory from Lawrence (2009), about the factors influencing the teachers to apply the strategies in teaching vocabulary.

Table 3.3 Interview's guide

Kinds of Strategies Used by Teacher in teaching vocabulary based on Sprenger (2014)	Indicators	Finding
Determine the definition and give explanation	Teacher gives explanation and definition regarding to student's unknown word. Teacher can give the explanation by using their mother language.	

Using picture or real object from the word that represent	The objects used can be drawn on card, paper or whiteboard. Besides that, teacher can use the real object too. Teaching vocabulary by using pictures and real object can be linked directly between past knowledge and the knowledge to be taught.	
Using synonym of the word	Synonym strategy is one of the good strategies in teaching vocabulary because students will experience the process of finding and discussing a word which is actually synonyms can be used as a definition of a word that they are discussing	
Compose the Song	The teacher can make and use song consisting of various kinds of vocabulary to make it easier for students to remember the word.	
Use game for reviewing the vocabulary	Teacher uses game for reviewing the vocabulary that they have tolearned. Games make students become more active in learning	
Ask students to make vocabulary note and use dictionary	Teacher's strategy by asking student to write and make vocabulary not (their unknown vocabulary) and using dictionary to looking for the meaning of vocabulary.	
Modeling the use of word and repetition drill	Teacher's strategy by giving the example in pronouncing vocabulary and asking student for repeat it.	
Factors influencing the teachers apply the strategies in teaching vocabulary based on Lawrence (2009)		
Duration of time	The factors influencing the teachers to apply the strategies is duration (short or long) in teaching and learning in the classroom.	
Preferences of the teacher,	The teacher chooses the strategy that is most effective, comfortable and has greater	

	experience for students. Teacher chooses strategies based on their thinking from their experiences.
Behavioral control	The teacher implements a strategy that is considered capable of controlling student behavior.
The safety in teaching and learning	For safety reasons, teacher can use a strategy that does not harm for students.
Students' abilities	In English as foreign language, the student's ability is related to the skills of students such as reading, writing, listening, speaking, grammar, vocabulary, pronunciation and etc.
Activity Focus	In learning planning, the objective of learning will be closely related to the strategy applied

3. Documentation analysis guide

Document analysis is a form of qualitative research that is used to analyze documentary evidence so that it can answer questions from certain research topics. if used to check the validity of data or in training, documents as reinforcement, clarify or expand the findings from other sources. In this research, documentation analysis is for strengthening another data. Researcher made documentation analysis guide based on the theory Sprenger (2014) to answer the first problem.

Table 3.4 Documentation Analysis Guide

Strategy	Indicators	Lesson Plan T1	Lesson Plan T2
Determine the definition and give explanation of the word	Teacher gives explanation and definition regarding to student's unknown word. Teacher can give the explanation by using their mother language.		

Using picture or real object that represent the word,	The objects used can be drawn on card, paper or whiteboard. Besides that, teacher can use the real object too. Teaching vocabulary by using pictures and real object can be linked directly between past knowledge and the knowledge to be taught.		
Using synonym of the word,	Synonym strategy is one of the good strategies in teaching vocabulary because students will experience the process of finding and discussing a word which is actually synonyms can be used as a definition of a word that they are discussing		
Compose the song,	The teacher can make and use song consisting of various kinds of vocabulary to make it easier for students to remember the word.		
Use game for reviewing the vocabulary,	Teacher uses game for reviewing the vocabulary that they have to learned. Games make students become more active in learning		
Ask students to make vocabulary note and use dictionary	Teacher's strategy by asking student to write and make vocabulary not (their unknown vocabulary) and using dictionary to looking for the meaning of vocabulary.		
Modeling the use of word and Repetition drill	Teacher's strategy by giving the example in pronouncing vocabulary and asking student for repeat it.		

F. Techniques of Collecting the Data

The technique of collecting data is the way to collect data used by the researcher. There are many techniques in collecting data. In selecting the technique to collect data, the researcher should adjust it to the research objectives and types of data, and research subjects. According to Indranata

(2008), data collection is one of the strategic steps in research, because the main purpose of research is to collect data. In this research, the researcher used some technique to collect data, such as observation, interview and documentation.

1. Observation

Indranata (2008) said that observation is one of the primary data collection methods regarding behavior that occurs in humans and phenomena that occur without asking individual questions. According to Hennick, Hutter, & Bailey (2011), observation is method that enables researchers to observe systematically and record the people's behavior, interaction and action. The core of this method is observations made through the human senses related to humans and the phenomena that occur.

So, based on the opinions above, observation is data collection method related to behavior, interaction, and action in humans and phenomena that researcher observes systematically. In this study, researcher made some observations related to strategies used by English teacher in teaching vocabulary at the tenth grades students of MAN Wonogiri in the academic year 2022/2023 and the factors influencing the teachers to apply the strategies in teaching vocabulary to their students at the tenth grade students of MAN Wonogiri in the academic year 2022/2023.

Researcher observed the teaching and learning process in there until four times (about in one month). Researcher made an observations' guideline based on Sprenger (2014), about kinds of strategies used by the

teacher in teaching vocabulary and Lawrence (2009), about the factors influencing the teachers to apply the strategies in teaching vocabulary.

2. Interview

Interview is a data collection technique by giving some questions to participants directly and they are free to give the answers. As stated by Busetto, Wick, & Gumbinger (2020), interview is a way that researchers use to get the views based on person's subjective experience, their opinions. Indranata (2008) said that this data collection technique is based on self-report and comes from personal knowledge. In qualitative research, there are some types of interviews. There are three types of interviews, namely structured interviews, semi-structured interviews, unstructured interviews.

a. Structured interview

According to Indranata (2008), structured interviews are interviews conducted by preparing written guidelines about question for participant. This guide usually consists of several questions from opening to closing. From easy questions to difficult questions.

b. Semi-structured interview

Semi-structured interview is a type of interview by asking some structured questions, but during the interview process, the researcher has the chance to ask other questions in order to gain more data out of the structured question. As stated by Oxfam (2002), semi-structured interview is guided dialogue conversation that only topics are

predetermined and then new questions arise in the result of visual analysis and discussion of each other.

c. Unstructured interview

According to George (2022), unstructured interview is method of data collection by asking respondents about a topic directly without a certain pattern and questions that have been compiled in advance. The questions are spontaneous.

Based on the opinions above, it can be concluded that, interview is the way to collect data from view's person based on their opinion, personal experience and personal knowledge. There are three kinds of interview such as structured interviews, semi-structured interviews, unstructured interviews. In this study, researcher used structured interview. The reason is structured interview make the researcher arrange the data easily and more structured. The researcher used Indonesian languages in interviewing the participants.

In this research, the participants were two English teachers who teach English language at the tenth grade students of MAN Wonogiri in academic year 2022/2023. Researcher made interview's guidelines based on Sprenger (2014), about kinds of strategies used by teacher in teaching vocabulary and Lawrence (2009), about factors influencing the teachers apply the strategies in teaching vocabulary.

3. Documentation

Documentation consists of data's supporter for interview and observation data collection. In relation with the research topic, the documentations were lesson plan.

G. Trustworthiness of the Data

In qualitative research, researcher must check the validity of data that researcher gets before or it can be called as Trustworthiness of data. Validation checker is very important in research because we can know whether the data is same with the fact or not and whether the data obtained can be trusted or not. To check trustworthiness of data, the researcher used triangulation.

According to Cresswell (2012), triangulation is the process of strengthening the data from each different source (individual), the type of data (for example, field records) or the data collection method used (for example, interviews, observations) in qualitative research descriptions or themes. Triangulation can be used by researcher to establish and check the validity in studies. There are some types of triangulations according to Hair Jr, Page, & Brunsveld (2019) as follows;

1. Researcher triangulation

Hair Jr, Page, & Brunsveld (2019) say that, researcher triangulation is a method to checking the validity of data by involving the analysis and the interpretation from several researcher of the same object, in particularly, if they come from a different background. In this case, the researcher can use several investigators even though they do not get as prominent a role as the actual observation process. When using multiple observers, the most skilled observer should be positioned close to the data.

2. Data triangulation

As stated by Hair Jr, Page, & Brunsveld (2019), data triangulation is the researcher checks the validity of the data from different source or different times. Researcher can find as much data as possible from different sources related to the thing being analyzed. This data source must refer to the method used to generate the data. So, researcher can use the same method for different data sources.

3. Method triangulation

According to Hair Jr, Page, & Brunsveld (2019), method triangulation involve different methods and then compare the findings, including if the findings are from qualitative and quantitative approach. Kinanti (2019) says that, method triangulation is checking the validity of data using several data collection techniques then analyze them.

4. Theory triangulation

According to Hair Jr, Page, & Brunsveld (2019), theory triangulation is method of checking the validity of the data by using multiple perspective and theories for interpreting and explaining the data.

Based on the explanations above, triangulation is used to check the validity of the data. Four kinds of triangulation based on Hair Jr, Page, & Brunsveld (2019), are researcher triangulation, data triangulation, method triangulation, and theory triangulation. In this research, researcher used method triangulation to check the validity of data. Researcher chose it because in this study, researcher used several data collection technique and analyzed it with

the same way and then compared the data from observation, interview and documentation.

In this research, researcher observed two English teachers related to the kinds of strategies in teaching vocabulary at the tenth grade students of MAN Wonogiri and the factors influencing the teachers to apply the strategies in teaching vocabulary to their students at the tenth grades students of MAN Wonogiri in the academic year 2022/2023 then researcher crosschecked them by comparing with interview data and documentation.

H. Techniques of Analyzing the Data

Data analysis technique is how the researcher analyzes the data that has been found. This done after data collection. In this study, researcher used data analysis model from Miles, Huberman and Saldana (2014). The analysis data used Miles, Huberman and Saldana (2014) consists of three stages, namely data condensation, data display, drawing and verifying conclusion.

1. Data Condensation

From Miles, Huberman and Saldana (2014), data condensation is to process of selecting, focusing, simplification, abstracting or transformation the data that has been obtained in the field notes, documents, interview transcript and another empirical material. The data of qualitative research can be transformed by selection, making paraphrase or summary, and etc.

After researcher collect the data, researcher summarized the data that related to the main question in blueprint regarding to English teachers' strategy in teaching vocabulary at the tenth grade students of MAN

Wonogiri in the academic year 2022/2023 and the factors influencing the teachers to apply the strategies in teaching vocabulary to their students in the tenth grade students of MAN Wonogiri in the Academic Year 2022/2023.

2. Data Display.

The second step is data display. The data is presented or we can say it with displaying data or data display. After the data is selection and summarized, the researcher must present the data obtained. Most forms of qualitative data display are in the form of text. But actually, as stated by Miles, Huberman and Saldana (2014), researcher can present data in the form of matrices, tables, charts, graphs, description data, network.

In this step researcher displayed the summarized data from data condensation related to English teachers' strategy in teaching vocabulary at the tenth grade students of MAN Wonogiri in the academic year 2022/2023 and the factors influencing the teachers to apply the strategies in teaching vocabulary to their students at the tenth grade students of MAN Wonogiri in the academic year 2022/2023.

In this research, the researcher used four numbers of coding to indicate which kind of data sources in the research finding.

For Examples: I.2/10-05-22/S1/T1

I: Data source

2: Question list order

2-08-22: the date of collection

S1: Determine the definition and give explanation

T1: Subject

Explanation:

Strategy in Teaching Vocabulary

Subject

O: Observation data

T1: Mrs. Yanti

I : Interview data

T2: Mrs. Evi

D: Documentation analysis

D/M/Y: Date of collection

S1: Determine the definition and give explanation

S2: Using picture or real object that represent the word

S3: Using synonym of the word

S4: Compose the song

S5: Use game for reviewing the vocabulary

S6: Ask students to make vocabulary note and use dictionary

S7: Modeling the use of word and Repetition drill

Factors influencing the teachers to apply the strategy

R1: Duration of time

R2: Preferences of the teacher

R3: Behavioral control

R4: The safety in teaching and learning

R5: Students' abilities

R6: Activity focus

3. Drawing and Verifying Conclusion

From the data that has been presented, the researcher made summarize from the data. During the process of making conclusions,

researcher added other arguments to support the findings from the data that has been presented.

In this step, researcher made a conclusion based on the data display related to kinds of strategies used by English teachers in teaching vocabulary at the tenth grade students of MAN Wonogiri in the academic year 2022/2023 and the factors influencing the teachers to apply the strategies in teaching vocabulary to their students at the tenth grade students of MAN Wonogiri in the academic year 2022/2023.

So, it can be concluded that the steps to analyze data based on Miles, Huberman and Saldana (2014) are data condensation, data display, drawing and verifying conclusion

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

After the researcher made some observations, interviews and analyze the documentation, the researcher displayed the data findings. To answer the first problem statement, the researcher used theory from Sprenger (2014) about kinds of strategies used by teacher in teaching vocabulary, and to answer the second problem statement, the researcher used theory from Lawrence (2009) about factors influencing the teachers to apply the strategies in teaching vocabulary.

1. Kinds of Strategies Used by Teachers in Teaching Vocabulary

In this research, the researcher used observations, interviews and documentation for data collection techniques. This research was conducted at MAN Wonogiri. The subjects of this research were two English teachers at the tenth-grade students of MAN Wonogiri in the academic year 2022/2023, who taught X IPA 1 and X IPA 2. That classes were chosen because it was more conducive than the others. The observation data collection was conducted from August 1st, 2022 until September 8th, 2022. The researcher has made three observations for each teacher.

Interviews were conducted on August 12th 2022, and September 14th 2022. Interview data collection was conducted at MAN Wonogiri. Researcher used the theory about kinds of strategies used by the teacher in teaching vocabulary by Sprenger (2014). Researcher used the Indonesian

language in asking some questions for the teachers and then transcript them. The results of the data have been displayed below;

a. Determine the Definition and Give Explanation

Below are the results of observation, interview and documentation from T1.

Code: O/7-09-22/S1/T1

T1: okay, we go on our lesson, open page nine. open page nine.

(Siswa membuka bukunya

T1: “ketika kalian nanti didalam keluarga kalian ada yang the in laws? What is the meaning of in laws? The in laws is the member of the spouses. Jadi in laws itu anggota keluarga dari pasangan....”

Based on the observation results, T1 provided a definition and explanation of a word to students using the English language, then the teacher translated it into the mother language (Indonesian language) so that students understand better. In that data, T1 explained the definition of the word “in-laws” using the English language first then translated it into the Indonesian language.

The results of the observation were supported by the results of interviews with the teacher. Referring to the first question given, namely "is the teacher determine the definition and give an explanation in teaching vocabulary?". T1 answered it below;

Code: I.1/12-08-22/S1/T1

T1: “menjelaskan, yak karna satu kata bisa memiliki lebih dari 1 arti.

Ya itu nanti kalo anak itu tidak paham itu artinnya apa cuma

menemukan 1 kata kemudian diterapkan di sebuah kalimat bisa nggak pas gitu lo. Jadi misalnya, arti kata look saja ya.... Nanti look at, look on, itu kan sudah berbeda.....”

The results of the interviews with T1 were she explained the words to students by using her mother language (Indonesian language) and gave explanations related to some words having the same wording but different meanings. For example, the words look at and look on.

To strengthening the data, researcher looked at the T1’s lesson plan. The data were displayed below;

Code: D/S1/T1

Modelling of the Text (MoT)

“Siswa menerima penjelasan tentang definisi dan contoh dari guru terkait introduction others like family in laws”

Based on documentation result, this activity was included in explanation of the material section where is the teacher gave explanation relate to introduction others. In here is family in laws. Meanwhile, another data related to T2 are;

Code: O/1-08-22/S1/T2

T2: “yuk kemudian, come on repeat after me. Inisiating the dialog. Here are some phrases or sentence used for initiang the dialogue. Inisiating itu kayak mancing mancing. For example, number one, nice day, is not it?”

According to the T2, she also explained the meaning of the word by using the mother language (Indonesian language), so that, students

could understand better. The teacher provided an explanation related to words about the material being discussed, namely "initiating". The teacher provided a further explanation by giving examples. T2 also provided an in-depth example. To strengthen the data, the researcher found other data from interviews. The data were displayed below;

Code: I.1/14-9-2022 /S1/T2

T2: "tergantung. Tapi biasanya begitu. Kalo misalnya anak anak belum mengerti, biasanya dipancing pancing dulu. Tapi kalo untuk katayang menengah ke atas baru dijelaskan. Contohnya, kata yang mereka lebih sulit ya...."

In interview data, T2 applied an explanation strategy in the classroom for children by giving clues. However, for medium vocabulary to high levels of difficulty, the teacher immediately told what the word means. She defined words that have medium to high difficulty or are rarely used in daily life. The data of documentation were displayed below;

Code: D/S1/T2

"Guru memberikan Penjelasan tentang struktur dan unsur kebahasaan yang ada di text introduction self and others."

In documentation results, T2 applied this strategy when she explained the material about introduction self and others.

So, based on the observation, interview data, and documentation analysis results, it can be concluded that both of the teachers determined the definition and gave an explanation in teaching

vocabulary by explaining in the mother language and explaining the words that had almost the same wording but different meanings, providing an example, then explained for the category of words with medium to high difficulty.

b. Using Picture or Real Object that Represent the Word

Based on the results of observations, there is no data about using pictures or real objects in English teaching activities conducted by T1. To get more information about it, researcher asked the teacher with the question “is the teacher use pictures or real objects in teaching vocabulary?”. The answers were displayed below;

Code: I.1/12-08-22/S2/T1

T1:” ya, misal nggih ketika itu narrative, narrative itu kan cerita. Misalnya ceritanya itu tentang apa yaa.... Yang dulu pernah saya gunakan gambar itu “kenapa bumi dan rembulan itu...” tapi judulnya lupa saya. Nah itu kok berpisah itu ada ceritane. Saya pake gambar terus siswa menuliskan yang dia mampu dari cerita tersebut menggunakan kosa kata sendiri....”

Based on that data, T1 said that she used an image or real object strategy only in certain materials. A teacher gave an example in narrative text, where students have to tell stories and write sentences according to the pictures provided. To check more validation of data, the researcher saw in T1’s lesson plan. The data were displayed below;

Code: D/S2/T1

“Teacher did not write this strategy in lesson plan”

The documentation results showed that the teacher did not apply the activity related to pictures or real objects in self-introduction material. So, it can be concluded that the teacher did not use picture and real object strategies in class. She just applied it on certain materials. While for T2, she applied this strategy in teaching and learning. The data of observations were displayed below;

Code: O/1-08-22/S2/T2

T2: “in front of you there is tissue, right? Mention five vocabulary that you know about this”

In this case, T2 used this strategy to review students' vocabulary. The teacher took one real object in front of the students. At that moment was “tissue”. After that, the teacher asked students to mention five words related to the real object “tissue”. Students must try to remember and say words that they already know. In line with it, the researcher asked the question “is the teacher use pictures or real objects in teaching vocabulary?”. The answers were displayed below;

Code: I.1/14-9-2022 /S2/T2

T2: ya pasti, real object iya, gambar juga sometimes. Jadi nanti disediakan modul/ lks itu sudah ada mungkin gambarnya. Trus kemudian kadang juga anak dibawa untuk keluar kelas, jadi untuk mengeksplere vocabularies yang ada di luar sekolah ataupun yang ada di dalam sekolah...”

In interviews data, T2 said that she invited students to explore various kinds of vocabulary by using picture or real object. The source

of picture or real object were through pictures in student books, real objects and pictures inside or outside school. To strengthening the data, researcher saw in T2's lesson plan.

Code: D/S2/T2

“Teacher applied this strategy in the first meeting. She applied this game after doing game”

In the documentation result, this activity was included in the step of the game section by giving punishment to students where the teacher asked students to mention the vocabulary related to the real object.

Based on the data above, it can be concluded that one of the teachers applied this strategy in a certain material, for example in narrative text. Meanwhile, another teacher applied pictures or real objects by encouraging students to explore their vocabulary from the objects they see, from students' books, and (inside and outside the classroom).

c. Using Synonyms of the word

Based on the results of observations, T1 did not apply this strategy because there is no data finding about it. To get another data from interview, researcher asked the first question, “is the teacher ask student about synonym in teaching vocabulary?”

Code: I.1/12-08-22/S3/T1

T1: “Iyaa, tapi jarang sih, ketika.... Yang sinonim ya? Biasanya sinonim itu sering keluar dalam soal. Misalnya, itu pasti ada teks kemudian apa makna atau the similar meaning of the underlined word

itu pasti muncul itu ya. Nah disitu, kadang kata yang digunakan dalam teks dengan kata yang digunakan dalam pertanyaan itu kadang itu berbeda.....

Based on the interview findings, T1 said that she rarely applied this strategy in teaching vocabulary but in another opinion, she said that synonyms are often available in the question. She said that in the questions, the words that are used in the text and in the question are different. To get more data, researcher analyzed in T1's lesson plan.

Code: D/S3/T1

"Teacher did not apply this strategy in lesson plan"

In documentation section, teacher did not write this strategy in lesson plan. So, it can be concluded, in that meeting, T1 did not apply this strategy. Referring to T2, researcher found the data about this strategy in observations.

Code: O/25-8-2022/S3/T2

T2: "okay, day. Y"

S: "You"

T2: *"Right, good. Okay, stop from here. You understand the rule, right?*

Ayo biar nggak ngantuk pagi-pagi....."

Code: O/25-8-2022/S3/T2

S: Yellow

T2: okay, good. What else? *Come on let's go*, doubl'u. this is doubl'u, right? Ini. Yok *come on let's go*.

From the observation data, in teaching and learning, teacher said some synonym words in many times. For example, right and good (“baik, bagus” in Indonesian language), come on and let’s go (“ayo” in Indonesian language). Besides that, researcher got other data from interview. Researcher asked the same question as before.

Code: I.1/14-9-2022/S3/T2

T2: “jadi guru yang memancing apa sinonim nya. Kalo untuk anak bertanya sinonim itu jarang sekali. Tapi kalo guru yang memancing itu iya”

According to T2 in interview data, the teacher gave the stimulation in the form of asking the students for synonyms but in the other opinion, teacher rarely asks students about the synonyms directly. To check the data from observation and interview, researcher saw in documentation results.

Code: D/S3/T2

“Teacher applied this strategy in discussion section. Teacher applied this strategy during conversation.

In the documentation results, the use of synonyms is applied in the feedback section when teacher made the correction about the student. Actually, the teacher made a habit about synonyms during the conversation.

Based on the data above, it can be concluded that T1 did not apply this strategy, meanwhile T2 applied this strategy in the teaching and learning process. The teacher gave the synonyms in conversation.

d. Compose the Song

Based on the observations, there is no data observation about this strategy conducted by T1. In line with observation data, the researcher got another data from interview section which is presented in the table below. This is related to the question “is the teacher compose the song in teaching vocabulary?”

Code: I.1/12-08-22/S4/T1

T1: “song iya, dengan menggunakan lagu itu siswa belajar Bahasa Inggris lebih menarik sekaligus menambah kosa kata juga Tapi biasanya dikasih pas materi lagu mbk, terakhir. Jadi tak kasih teks dulu sebelum dinyanyikan. Ketika itu masih berupa teks mungkin sulit. Nah nanti, diputarkan, setelah musiknya, tau artinya juga nanti artinya ketika itu diputarkan, nanti artinya diulang dirumah, nanti cari yang ada terjemahannya. Dari situ secara otomatis siswa tau, kosa katanya. “oh ini tu artinya ini to?” nah seperti itu”

According to the data, T1 said that teacher used songs to teach English. It is done by giving the text and then singing it. After that, students can see the meaning of each word. But it is adjusted to the material being taught. The teacher applied this strategy when discussing the material about songs as well.

Code: D/S4/T1

“Teacher did not write the game in lesson plan”

Based on documentation results, teacher applied this strategy in lesson plan. So, it can be concluded that T1 did not apply this strategy in teaching and learning.

Code: O/1-08-22/S4/T2

T2: “you can remember personal pronoun easier. *Kalian bisa mengingatnya dengan mudah only with song.* I bring my book for me myself because this book is mine. (Guru mempraktikkan lagu). Oke let’s go, repeat after me. I bring my book for me myself because this book is mine.”

S: “*I bring my book for me myself because this book is mine* (Siswa sangat antusias. Semua bernyanyi bersama. Mereka mengulanginya berkali kali sampai bisa)”

Based on observation on T2, the teacher is involved that the use of songs in memorizing vocabulary. In this case, songs about the material being taught are personal pronouns. The teacher wrote on the whiteboard first and then gave an example of how to sing it. After that, the teacher with students interpreted the words one by one in the song lyrics.

Code: I.1/14-9-2022 /S4/T2

T2: “*ya saya menggunakan lagu untuk mengajar. Biar lebih mudah dipahami, lebih cepat mereka ingat. Kemudian, juga lebih asik dalam kelas.*”

Meanwhile, in interview data, T2 applied the song strategy in teaching vocabulary. In this case, the teacher adjusts the song given to

the material being discussed. The teacher applied the song in order to make students remember vocabulary easily. This was done to make the classroom atmosphere more enjoyable.

Code: D/S4/T2

“Teacher written game strategy in learning model”

According to the documentation result, the teacher applied song in the lesson plan. Based on the lesson plan, T2 applied a song strategy that related to the material being discussed. In that meeting, the teacher gave a song related to personal pronoun material.

Based on the results of finding, it can be concluded that one of the teachers applied this strategy in certain material (when the material given is also about songs). For other teachers, she applied song strategies to teach vocabulary. She wrote on the whiteboard first and then gave an example of how to sing it. It made the classroom more enjoyable.

e. Using Game for Reviewing Vocabulary

Games are one of the interesting ways to be implemented in the classroom. Games make the classroom atmosphere more exciting.

Based on the results of observations in the T1 class, it is proven that T1 did not apply game strategies in teaching vocabulary. The observation data was strengthened by the results of the interview data below. The question is “is the teacher uses a game for reviewing vocabulary? “

Code: I.1/12-08-22/S5/T1

T1: "ohh game, game jarang sih aku. Tapi pernah. Game nya itu, masalahe wes sue. Yen ini sih kayaknya enggak"

Based on the interview, T1 clearly said that she did not apply game strategies in teaching vocabulary. To strengthen the data researcher saw in the lesson plan. In the lesson plan, the researcher did not find that the teacher applied this strategy. In the learning model, the teacher did not write this strategy too. The data were displayed below;

Code: D/S5/T1

"Teacher did not write game strategy in lesson plan"

For T2, she applied games to teach vocabulary. The use of this game is intended for students to review what they have learned before. The data showed that T2 reviewed vocabulary about numbers. The teacher and students played "Bip Number" together. Before playing it, the teacher explained the rule of the game. If the students lost the game, they got the punishment. The data were displayed below;

Code: O/1-08-22/S5/T2

T2: "I would like to you count one (sambil menunjuk salah satu siswa). Let's say one...."

T2: "*So, we are going to play number. So, you have to say "bip". Have you ever played it before?"*

All student: "no"

T2: "*..... So, when I say kelipatan dua, yang kelipatan dua harus bilang "bip" You don't have mention the number.....*"

In the interview result, the teacher applied this strategy, however, adjusted for time. For example, at the beginning of the meeting, she applied this game strategy. The kinds of games that teacher used were question and answer, guessing something, or a game that involved kinesthetic. The data were displayed below;

Code: I.1/14-9-2022/S5/T2

T2: "game? Kadang-kadang saya juga pake karena tapi tergantung waktunya. Kalo materinya sudah terpenuhi kemudian masih ada waktu, biasanya menggunakan game. Tapi pun, mungkin juga sering digunakan di awal kelas misalnya berupa tanya jawab, berupa ya tadi, kinestetik, kemudian tebak tebak sesuatu dan sebagainya"

In documentation results, the teacher applied games in teaching and learning at the beginning of teaching and learning. The teacher applied simple games such as the words continues and BIP numbers for reviewing the student's vocabulary. The data in the documentation analysis were displayed below;

Code: D/S5/T2

"Teacher applied this strategy in the beginning of each meeting by giving simple game"

Based on the data above, it can be concluded that T1 did not apply this strategy in teaching vocabulary. Then T2 applied a game for reviewing vocabulary that students have before. Teacher applied the strategy depending on teaching duration. The kinds of games that

teacher used were question and answer, guessing something, or a game that involved kinesthetic.

f. Ask Students to Make Vocabulary Note and Use Dictionary

Making notes on vocabulary and using a dictionary is necessary when learning English. Students can easily remember these notes. After the researcher was observed T1's class, the researcher found the data below;

Code: O/7-9-2022/S6/T1

S: "Ijin foto nggih bu"

T1: *"kalian bisa mencatat yang gak tau artinya, mau ditulis , difoto dulu boleh. Yang kita terima bisa kita tulis.. Karena biar tidak lupa. Kalo ada yang tidak tau artinya silahkan cari google dan dicatat"*

Based on the results of observations in X MIPA 1, it is proven that T1 strongly encourages students to take notes in books and looked for unknown meanings in offline and online dictionaries. The teacher asked it so that students don't forget about it. The results of the observations were strengthened by the results of the interview. The researcher asked, "is the teacher ask students to make vocabulary notes and use the dictionary?".

Code: I.1/12-08-22/S6/T1

T1: *"ya, dengan mencatat vocab, otomatis siswa nanti mencatat kamus sendiri gitu ya. Jadi gak mungkin kan kalo siswa suruh ngapalke sak kamus gitu kan. Jadi dengan dia bikin kamus sendiri, berarti otomatis sudah belajar sambil apaa yaa mencari, mengerti, mencari arti*

kosakatanya. Jadi itu kalo mencari sendiri kan lebih inget daripada membaca. Dia pernah membaca trus di acari dikamus, itu jadi lebih kelingan karna baca dua kali. Ooo kae artinya itu ya. Jadi suatu saat menemukan kata tersebut gaasing. Jadi mereka bawa kamus atau diperpus kan ada kalo nggak ya dihp”

According to T1, the teacher applied the strategy of noting vocabulary and looking up the dictionary. The dictionary used can be an online or offline dictionary. By writing, they will be familiar with the word. She said that by making notes (own dictionary), it means that student has automatically learned what to do, looking for, understanding, looking for the meaning of the vocabulary. To check it more, the researcher saw it in the lesson plan.

Code: D/S6/T1

“Teacher applied this strategy on 2nd learning activity. She asked student to write the vocabulary that they did not know”

In the documentation results, teacher applied this strategy in the step of learning. She was applied this on 2nd learning activity on modelling of the text section. She asked students to write down the word that they don't know. Meanwhile, researcher also found some data about this strategy in observation at T2's class.

Code: O/25-8-2022/S6/T2

S: “Dinosaurs”

T2: “gimana sih tulisannya?”

T2: “Let’s check it, I forget, I am sorry. Wait. *Let’s open on your dictionary please*”

Code: O/25-8-2022/S6/T2

T2: “.....Is there any question?”

S: “No”

T2: “*Before you break, don’t forget to write down on your note book*”

Based on the observation in T2, the teacher asked students to open the dictionary when there is a word that they do not know. In addition, the teacher asked students to write what they have learned in their notebooks. Besides that, the researcher also asked the question in an interview. The researcher asked “is the teacher asks students to make vocabulary note and use the dictionary?”. The data were displayed below;

Code: I.I/14-9-2022/S6/T2

T2: “*ya tetep dong, itu memang dibicarakan diawal, jadi anak anak itu ditugaskan untuk menulis kata kata yang mereka tidak tau, seperti itu, Ataupun guru menyuruh siswa untuk mencari kata kata tertentu misalnya kata apa aja, verb apa yang mereka tau, kalimatnya bagaimana*”

In interview data, T2 also applied this strategy. The teacher and students have agreed beforehand about this. The teacher was giving the freedom to students to look up meanings in online or offline dictionaries when they do not understand the meaning of a word. The words written

can be in the form of verbs, nouns, and adjectives. To strengthen the data, the researcher got another data from documentation analysis.

Code: D/S6/T2

“Teacher applied this strategy in 2nd learning activity when they discussed about the material”

In the documentation result, the teacher applied this strategy when the teacher and students discuss the material. According to the teacher, occasionally the teacher asked students to write down what words they don't know.

Based on the data above, it can be concluded that both teachers asked students to make vocabulary notes and used a dictionary to look up words they don't know about it, looking for the meaning of the word in google translate or going to the library and wrote what they have learned and asked the student to look for a specific word such as verb, etc.

g. Modeling the Use of Word and Repetition Drill

Researcher found some data about this strategy conducted by T1. The data were displayed below;

Code: O/7-9-2022/S7/T1

T1: “...To start the dialog, you can ask some question such as, untuk memulai dialog kita bisa menanyakan seperti misalnya; *Repeat after me, do you have a big family?*”

S: “*do you have a big family?.* ”

Code: O/7 9-2022/S7/T1

T1: “Yak kalo memang punya keluarga besar ya dijawab, yes... I do. Nek pertanyaannya diawali dengan do berarti ya do. Kalo have ya have. Kalo tidak berarti. No, I don't. Don't” bacanya “don” ya, kalo ini “done” bacanya “dan” kalo ini “down” bacanya “daoun”.

Based on the observation data, T1 asked students to repeat the teacher's pronunciation. T1 also gave some models of how to pronounce words correctly that have almost the same pronunciation but different meanings like “don't”, “done” and “down”. Then researcher asked the teacher a question in the interview section “is the teacher modeling the use of word and repetition drills?”. The data were displayed below;

Code: I.1/12-08-22/S7/T1

T1: “Iya, itu kata kata sederhanya saja ya. Manakala kita tidak memberikan contoh ya pengucapannya salah. Yaa karna kita mengajar itu kan tujuannya siswa itu bisa. Kalo Bahasa nya sudah Bahasa inggris yang notabene beda dengan Bahasa kita, itu kalo tidak diberikan contoh pengucapannya itu ya dia nanti akan ngawur. Ya kalo sudah ngawur kan, lawan bicaranya ternyata itu paham dengan Bahasa inggris kan bisa diketawain gitu ya. Makanya, kata kata tertentu, biasanya saya suruh membaca dulu, saya suruh membaca paragraf, “coba mas baca paragraph satu”. Saya nanti membikin catatan untuk kata kata yang itu salah pengucapannya. Ya nanti saya tulis, coba terus saya tawarkan coba ini dibaca apa ngono.....

The results of the interview said that T1 used this strategy when teaching vocabulary. This applied to simple words that they often

encounter in everyday life and questions. Before giving an example of pronunciation, the teacher asked the student to read the text first then she wrote the word with the wrong pronunciation of students and gave the model about how to pronounce it. The teacher emphasized words that are often mispronounced by them.

On another side, in the documentation result, the teacher applied this strategy in the discussion section with students about the material. The teacher asked the student to read the text first. The data were displayed below;

Code: D/S7/T1

“Teacher applied this strategy in 1st learning activity. Teacher asked student to read the material in student’s book”

Meanwhile, after observed, interviewed and analyzed the lesson plan, researcher found some data;

Code: O/1-08-22/S7/T2

T2: “Oke let’s go, repeat after me. I bring my book for me myself because this book is mine”

S: I bring my book for me myself because this book is mine”

(siswa mengulangnya berkali kali sampai bisa)

Code: O/1-08-22/S7/T2

T2: repeat after me! Thursday.

S: (menirukan guru) Thursday

T2: Thursday

S: Thursday

T2: Yesterday

S: (menirukan guru) yesterday

(Guru bersama siswa membaca semua kata hingga selesai)

In observation with T2, the teacher also gave examples of pronouncing sentences well, and then the students followed them. For T2, the teacher also gave examples of how to pronounce sentences well and then asked students to follow the pronunciation. The teacher gave an example of the pronunciation of words that are often used in daily life such as Thursday, yesterday, etc. Then, she asked students to repeat it. The researcher asked the T2 a question in the interview “is the teacher modeling the use of word and repetition drills?” The data findings were displayed below;

Code: I.1/14-9-2022/S7/T2

T2: “Betul, yayaya pasti pasti. Apalagi Bahasa Inggris, pronounciation harus tepat jadi memang mereka disarankan untuk mengulang apa yang diarahkan gurunya”

According to the interview data, the teacher gave a good example and then the students imitated it. This activity is repeated so that students can pronounce it correctly. In this case, the teacher becomes a role model so that the pronunciation that is spoken must be correct. In the documentation result, repetition activity is written in the lesson plan. T2 wrote it on the learning model. The data were displayed below;

Code: D/S7/T2

“Teacher wrote repetition drill on learning model”

Based on the data above, it can be concluded that both of the teachers gave an example of the pronunciation, asked students to repeat it, made a correction about the word, emphasized words that are often mispronounced by students.

2. The Factors Influencing the Teachers to Apply the Strategies

To answer the second problem statement, the researcher used observation, interview, and documentation to collect the data. The researcher used theory about the factors influencing the teachers to apply the strategies in teaching vocabulary based on Lawrence (2009). For observation, the researcher did it from August 1st, 2022 until September 8th, 2022. The interview was conducted on August 12th, 2022, and September 14th, 2022 in MAN Wonogiri. Based on the data findings, the researcher found the factors influencing the teachers to apply the strategies were teaching duration, the preference of the teacher, behavioral control, and students' abilities. The data related to the second problem statement were;

a. Duration of time

Researcher found this factor in strategy 6.

Code: O/31-8-2022/R1/S6/T1

T1: "...Silahkan dicatat kalo mau nyatet, tapi cepat. Bahan belajarnya itu selain yang pokok. Bagi saya, catatan mudah dicerna kalo difoto saja kan kemungkinan hilang, bisa kepencet, bisa hpnya rusak lah"

The researcher conducted observations to find out the factors influencing the teachers to apply this strategy. Based on the results of observations, T1 applied strategy 6 because of the duration of teaching

too. Duration is a factor for T1(SW) using this strategy because short duration makes the teacher immediately write down the important vocabulary in their notes considering this is another study material besides student books. This strategy is considered practical and simple if it is implemented when the duration of teaching is limited. To strengthen the data, the researcher asked the question in the interview section “why does the teacher use that strategy (ask students to make vocabulary notes and use a dictionary)?”. The data from interview were displayed below;

Code: I.2/12-08-22/R1/S6/T1

T1:” Siswa jadi kaya kosa kata. Durasi mempengaruhi. Kalo durasinya tidak mencukupi, kemudian siswa tidak nyatet, kosa kata yang sudah diketahui, ketika sudah membahas, saat itu ayoo kita bahas pertanyaannya, lha kalo tadi siswa ganyatet, “apa sih tadi”” dikata ini artinya apa, saya mau jawab ini gabisa” dengan dia punya catetan itu tadi, terus nanti dibawah ada pertanyaan “ohh maksud pertanyaane itu ini, ooo berarti jawabannya itu ini”

The researcher found that the factor of T1 applied strategy 6 because of the duration of time. If the duration is limited and students do not write down the vocabulary in their notes, then when they find questions that involve these words, students will get difficulty. The teacher asked students to take notes on important things first.

So, based on the data were presented above, it can be concluded that the factors T1 applied strategy 6 because the time is limited. So, it

is important for students to write the vocabulary that they don't know in a note.

b. Preference of the teacher

This factor was related to the implementation of strategy 1, strategy 2, strategy 4, strategy 6, and strategy 7. According to T2, she applied strategy 1 in teaching vocabulary due to the preference of the teacher. The observation data are displayed below;

Code: O/25-8-2022/R2/S1/T2

Setelah menirukan, guru bersama dengan siswa mengartikan kata yang ada di papan tulis)

T2:” So, dapet vocabulary baru ya? This is the way how you can increase your vocabulary building. Jadi salah satu cara buat kalian meningkatkan vocabulariesnya itu dengan cara ini”

Based on observation with T2 related to strategy 1, the factor influencing the teacher to apply strategy 1 was the preferences of the teacher. According to the observation data of T2, she thoughts if this strategy is one way that students can use to improve their vocabulary by interpreting words one by one. The researcher asked the question “why does the teacher apply the strategy (strategy 1)?”. The data were displayed below;

Code: I.2/14-9-2022/R2/S1/T2

T2:” ya agar siswa tambah wawasannya, jadi mulai hal hal yang detail hingga yang lebih kompleks. Kalo karakteristik siswa bisa jadi pengaruh. Tapi lebih ke penambahan vocabnya. Jadi misalnya anak

gatau biar berusaha untuk mengingat dan eksplora dari teman temannya. Baru kalo bener bener gatau baru kita memberitahu, jadi biar ada usaha dari si anak dulu agar berusaha mengingat atau berusaha cari arti katanya..”

In the interview section with T2 related to strategy 1, she said that by providing definitions and explaining the meaning of a word, students will increase their vocabulary and insight from simple to complex things. The teacher thought that by using this strategy the students' insight and vocabulary are increasing. Before the teacher gave the definitions and explanations of words that are not known to students, the teacher provided opportunities for students to think for themselves and explored from their friends.

So, based on the data were presented above, it can be concluded that the factor T2 applying strategy 1 was the preference of the teacher (she thoughts if this strategy is one way that students can use to improve their vocabulary by interpreting words one by one).

Related to strategy 2, the researcher found this factor became the factors from T1 and T2 to apply the strategy. Based on the observation data obtained related to the use of pictures or real objects in teaching vocabulary, it appears that T1 used pictures or real objects in certain materials. The observation data above was reinforced by interview data.

The researcher asked the second question “why does the teacher use that strategy? (Using a picture or real object)”. In this case, T1 applied the strategy to certain materials. The factor influencing the

teacher to apply was the preference of the teacher. The teacher thought that by using a picture, students can express their vocabulary easily. Pictures helped students express their vocabulary. The data were displayed below;

Code: I.2/12-08-22/R2/S2T1

T1: itu akan membantu siswa apa ya lebih mudah dia mengekspresikan kosa katanya. Paling enggak, dengan gambar itu, dia akan ngerti apa ya kosa kata, meskipun itu sekedar tau tentang "bulan" itu bahasa inggrisnya apa sih? yaitu dengan gambar lebih mudah gitu

In another data from T2, she applied strategy 2 due to the preference of the teacher. The observations data were displayed below;

Code: O/1-08-22/R2/S2/T2

T2: Sebutkan 5 kata yang berhubungan dengan ini (tissue) in English. Yang kamu tau aja.

S: Tissue.... Two play..... soft....., green, white.

According to the data above, T2 applied real objects in teaching vocabulary because in this way students can explore whatever vocabulary they already know. Based on the data above, by using pictures or real objects, students can mention various vocabulary related to the objects they see, namely tissue. It is concluded that the T2 chose this strategy because of the preference of the teacher. In line with that, the data of the interview were displayed below;

Code: I.2/14-9-2022/R2/T2

T2: Otomatis untuk mengeksplorasi vocabularies mereka di kehidupan realnya mereka. Jadi agar bisa lebih benar benar menghadapi di dunia nyatanya. Bisa digunakan bisa diterapkan.

According to an interview with T2, the factor influencing the teachers to apply pictures or real objects in teaching vocabulary was the preference of the teacher. T2 said that pictures or real objects can help students explore various vocabulary in real life. They explored the words that they usually hear and use in the school environment or outside of school.

So, it can be concluded that T1 applied strategy 2 (pictures or real objects) in certain material because of the preference of the teacher. The teacher thought that by using a picture, students can express their vocabulary easily. T2 applied strategy 2 because of the preference of the teacher (students will explore various vocabulary in real life by using pictures or real objects).

Another data about this factor came from strategy 3 conducted by T2. The data of observation were displayed below;

Code: O/25-8-2022/R2/S3/T2

T2: okay, good. What else? *Come on let's go*, doubl'u. this is doubl'u, right? Ini. Yok come on let's go.

S: *"come on sama lets go artinya sama ya mrs?"*

T2: Yak benar banget. Next.

According to T2, she applied this strategy when teaching vocabulary in class. The factor influencing the teachers to apply this

strategy was the preference of the teacher. By using strategy 2, students can know the meaning of synonyms given by the teachers. To strengthen the data, the researcher found the data in the interview section. The researcher asked a question as before. The data were displayed below;

Code: I.2/14-9-2022/R2/S3/T2

T2: “biar vocabularies mereka itu tambah, terus kemudian, mereka harus tau bahwa satu kata itu bisa ada beberapa makna lain, ada beberapa kata lain yang sama sehingga mereka menemui kata tersebut mereka tidak bingung dan juga kalo pas mereka mengerjakan soal soal sekarang itu juga ada pertanyaan sinonim dan antonym utamanya sinonim sih. Jadi mereka perlu tau”.

According to T2 in interview data, by using this strategy, students can increase their vocabulary and they can understand one word has another meaning too. When they found two words that have the same meaning, they were not confused.

So, it can be concluded that, T2 applied strategy 3 (using synonyms) because students can increase their vocabulary and they can understand one word has another meaning too by using this strategy.

Related to strategy 4 about the song, there are some data from T1. The researcher looked for the factors influencing the teachers to apply songs in certain material to teach vocabulary. For T1, the researcher did not find data related to the factors influencing teachers to apply that strategy. Besides the observation data, the researcher found other data

from interviews. The question given by the researcher is "why the teacher uses that strategy? (Compose the song)".

The result of the interview showed that why T1 applied song in certain material was based on the preference of the teacher. T1 said that by using songs, the student got new vocabulary and interest in music art. Then, they tried to sing well. This can be seen in the data below;

Code: I.2/12-08-22/R2/S4/T1

T1 "Mengembangkan kreativitas. Ya otomatis dengan dia mendengarkan lagu selain menambah kosa katanya dia akan lebih tertarik dengan seni, kemudian dia nanti belajar untuk nyanyi dan berarti kreativitasnya berkembang nanti.

So, it can be concluded that, T1 applied strategy 4 (song) in certain material was related with preference of the teacher (by using song, student will get new vocabulary dan interest in music art).

Related with strategy 6, researcher found the data about preference of the teacher conducted by T1 and T2.

Code: O/31-8-2022/R2/S6/T1

T1: "...Silahkan dicatat kalo mau nyatet, tapi cepat. Bahan belajarnya itu selain yang pokok. Bagi saya, catatan mudah dicerna kalo difoto saja kan kemungkinan hilang, bisa kepencet, bisa hpnya rusak lah"

The researcher conducted observations to find out the factors influencing the teachers to apply this strategy. Based on the results of observations, T1 applied strategy 6 because of the preference of the teacher. According to the teacher, by taking notes students will better understand and digest every meaning of the word. To make sure the

data, the researcher got other data from interviews. The researcher asked the question “why does the teacher use that strategy (ask students to make vocabulary notes and use a dictionary)?”. The data were displayed below;

Code: I.2/12-08-22/R1/R2/T1

T1: "Siswa jadi kaya kosa kata. Durasi mempengaruhi. Kalo durasinya tidak mencukupi, kemudian siswa tidak nyatet, kosa kata yang sudah diketahui, ketika sudah membahas, saat itu ayoo kita bahas pertanyaannya, lha kalo tadi siswa ganyatet, "apa sih tadi" dikata ini artinya apa, saya mau jawab ini gabisa" dengan dia punya catetan itu tadi, terus nanti dibawah ada pertanyaan "ohh maksud pertanyaane itu ini, ooo berarti jawabannya itu ini"

The researcher found that the factor of T1 applied this strategy because of the preference of the teacher. According to the teacher, by using this way, students became rich in vocabulary. They will open the notes when they forget the meaning of a word. Other data related to strategy 6 conducted by T2 were displayed below;

Code: O/31-8-22/R2/S6/T2

T2: Okay, come on. Let's open you note, dan silahkan dibuka buku catatannya, and then let's sing a song once again. Check your note biar kalian hafal. (guru meminta siswa membuka catatan tentang kosa kata personal pronoun"

Based on the observation data on T2, the factors influencing the teacher to apply strategy 6 were the preference of the teacher. The teacher believed that if students have noted, it will be easier for them to

memorize vocabulary because they will open notes when they forget the meaning of the word. In line with that, based on the interview section, the factor of T2 applied this strategy was the preference of the teacher. The data were displayed below;

Code: I.2/14-9-2022/R2/S6/T2

T2: "Dengan menulis mereka akan lebih setidaknya mereka pernah bersinggungan dengan kata tersebut, jadi diharapkan siswa juga bisa lebih mengingat. Sehingga ketika mendapatkan kata kata tersebut, dapat membuka kembali buku catetannya"

According to the interview data with T2 above, she thought that by using this strategy, students can memorize the word easily, write on the note makes students come into direct contact with the word.

So, based on the data, it can be concluded that T1 and T2 applied strategy 6 (asked students to make vocabulary notes and used a dictionary) to look up words they don't know about it, looking for the meaning of the word in google translate or going to the library and wrote what they have learned and asked the student to look for a specific word such as verb, etc.

Related to strategy 7, the researcher also found that this factor influencing T1 applied the strategy. The data from T1 were displayed first;

Code: O/7-9-2022/R2/S7/T1

T1: "...Nah ada orang lewat yang mau beli, would you like to buy my mie? Do you like mie? Bahaya ra (guru membuat jokes)"

S: bahaya.

T1: “ohhh yes, I like you. Karena apa, tidak total belajarnya. harusnya ngerti Bahasa inggrise mie. Salah mengucap yo bahaya, misalnya, saya suka mie goreng. I like fried noodle very much. Lha lek ngomong....” I like friend needle very much”. What is needle? Jarum. Kalo pengucapannya bagus imbasnya ke semuanya.”

The observation finding showed that T1 implemented this strategy because she wanted students to have the correct pronunciation. According to T1, if students did not learn English completely, both in writing and in pronunciation, it will be dangerous. Learning a language must be total, otherwise dangerous. Mispronunciation can give a different meaning. For example, 'noodle' and 'needle' in the sentence “I like fried noodles very much”. Because of this, the teacher provided a pronunciation model and asked students to repeat it so that students did not make mistakes. It came from the preference of the teacher. In line with it, the researcher found other data in the interview section by asking “why the teacher chooses this strategy (modeling the use of word and repetition drill)?” as follows;

Code: I.2/12-08-22/R2/T1

T1 “harapannya siswa itu bisa mengucapkan, tau tulisannya, tau ucapannya dengan benar. Untuk mengembangkan kreatifitas siswa juga, kenapa bisa dikatakan begitu? Anak itu kalo sudah tau ucapannya sudah mengucapkan dengan benar, itu nanti ketika dia ada pelajaran speaking itu kan dia sudah punya modal. Tetep kan, pengajarannya

tidak hanya vocab saja, tetapi dari vocab itu mengembang ke skill yang lain. Jadi dengan dia sudah punya modal pengucapan yang benar, dia jadi percaya diri. Bisa mengucapkan kata itu”.

The findings were the factor of T1 applied this strategy because the teacher hoped that by using this way, students can pronounce and know the writing of words correctly (the preference of the teacher). So, it can be concluded that T1 applied strategy 7 because teacher hoped by using this strategy, students can have the correct pronunciation).

c. Behavioral Control

Behavioral control became one of the factors influencing the teachers to apply strategy 1, strategy 4, strategy 5.

Based on the observations, the researcher found that T1 applied strategy 1 due to behavioral control. Students are not able to be independent in interpreting the meaning of words that they do not know, both from the Indonesian language to the English language and the English language to the Indonesian language. They tended to ask questions and did not search independently in their dictionaries. Evidenced by the existence of students who are still asking about the meaning of a word to the teacher. The data were displayed below;

Code: O/31-8-2022/R3/S1/T1

S: Salah satu niku nopo buk?

T1: one of the.

This is in line with the results of interviews with T1. The researcher asked the second question “why do the teachers use that

strategy? (Determine the definition and give an explanation)". According to T1, the teacher used this strategy because the students are not independent. They were lazy and prefer to ask the teacher rather than look it up in the dictionary. So, because the character and behavior of students were not independent, teachers used this strategy as a class control for effective and efficient learning. The explanation above is in accordance with the data below;

Code: I.2/12-08-22/R3/S1/T1

T1: "kan dengan penjelasan itu, siswa lebih paham gitu ya. Ya lebih ke karakter siswanya. Ya jadi karakter siswanya itu kalo dibiarkan disuruh mandiri cenderung ada rasa malasnya. Makanya satu satunya cara saya agar siswa itu bisa paham ya harus dijelaskan. Karena apa?karna gak bisa mandiri."

So, it can be concluded that, T1 applied strategy 1 because of behavioral control (Students are not independent and lazy).

Then, related with strategy 4, researcher found the reason why T2 applies this strategy. The data were displayed below;

Code: O/1-08-22/R3/S4/T2

T2: "T2: So, by the way, twenty-nine ya tadi ya?"

S: Twenty-eight.

T2: Ohh twenty-eight students ya, jadi lumayan banyak sekali, right? So nanti karna jumlahnya lumayan, kita bisa selain learning together, practice together, and also play games together and yaa sing a song together maybe?"

For T2, the teacher applied this strategy due to behavioral control. There are 28 classes taught by T2. It belongs to a fairly large class category. Because of that, the teacher chose this strategy. The teacher tried to control the class as a whole. By using songs, attention will be thorough for all students. In addition, by using this strategy, a large number of students focused their attention on one point, namely the song. So that it was comprehensive. In line with that, there is the data in the interview with T2. The data were displayed below;

Code: I.2/14-9-2022/R3/S4/T2

T2: "Alasannya, biar lebih mudah dipahami, lebih cepat mereka ingat. Kemudian, juga lebih asik dalam kelas. Classroom size juga sangat mempengaruhi. Otomatis perhatian juga itu lebih terbagi ke banyak siswa, sehingga dengan lagu itu lebih menyeluruh."

Based on the interview, T2 said that she applied the song strategy because of classroom size. The attention of the student became more thorough. Besides that, there is other data that made behavioral control as a factor influencing the teacher to apply the strategy. It came from T2 on strategy 5. The data of T2 were displayed below;

Code: O/1-08-22/R3/S5/T2

T2: "... So nanti karna jumlahnya lumayan, kita bisa selain learning together, practice together, and also play games together and yaa sing a song together maybe?"

So based on the data, T2 applied strategy 4 because due to the behavioral control (control the large class become more thoroughly).

According to T2, the teacher applied strategy 5 (game) due to the large class. Because of the large number of students, T2 applied this strategy to make teaching and learning more comprehensive. To strengthen the data, the researcher asked the question in an interview. The question is “why the teacher doesn’t use that strategy (game) in teaching vocabulary?”. The data were displayed below;

Code: I.2/14-9-2022/R3/S5/T2

T2: “.... Juga mengingat jumlah kelas yang banyak, jadi ya agar lebih tercover semua.”

The number of students in the class is quite large. According to the interview data, T2 applied games because of the large classroom. So, the teacher chose this strategy to control the large class more effectively and efficiently as a whole. By using games, teaching or reviewing students' vocabulary is more thorough. So that, the teacher was able to know the extent of understanding, and abilities achieved by students.

So, it can be concluded that, T2 applied strategy 5 due to the behavioral control (to control the large class more effective and efficient as a whole)

d. Students’ Abilities

This factor related to the implementation of strategy 7 conducted by T2. Researcher found the data about this factor. T2 applied strategy 7 due to the students’ abilities. The data were displayed below;

Code: O/1-8-2022/R5/S7/T2

S: evening (pengucapan)

T2: evening (ivening) not (evening)

All student: ivening, (Mencoba membenarkan pengucapan kata sesuai yang diucapkan guru)

According to T2, the factor that influenced the teacher to apply this strategy was the students' abilities. So, according to the teacher, students have to pronounce words or sentences correctly. In that class, there are many students who make mistakes when pronouncing words. For example, the word "evening". They said "evening" not "ivening". By using this strategy, students can know the correct pronunciation from the teacher. Because of that, the teacher made corrections by giving a correct pronunciation and students repeat it. Besides that, other data from interview related to strategy 7 conducted by T2 were displayed below;

Code: I.2/14-9-2022/R5/S7/T2

T2: "Dengan itu, pronountiation mereka lebih tepat dan mereka juga lebih tau bagaimana pronountiation yang benar atas kata tersebut. Soalnya mostly dikelas masih banyak pronountiation yang kurang tepat."

Based on the interview, the factor of T2 chose strategy 7 because some students are still wrong in pronouncing the word. This is related to their ability in learning English.

So, it can be concluded that, T2 applied strategy 7 due to the most students still had inaccurate pronunciation (students' abilities).

B. Discussion

After the research findings were displayed, the researcher discussed in more detail about it. The formulation of the problems in this research were “What are the kinds of strategies used by the teachers in teaching vocabulary at the tenth grades students of MAN Wonogiri in the academic year 2022/2023?” and “what are the factors influencing the teachers apply the strategies in teaching vocabulary at the tenth grades students of MAN Wonogiri in the academic year 2022/2023?”.

Researcher used the theory from Sprenger (2014) about kinds of strategies used by the teacher in teaching vocabulary and theory from Lawrence (2009) about factors influencing the teachers to apply the strategies.

1. Kinds of Strategies Used by the Teachers in Teaching Vocabulary at The Tenth Grades Students of MAN Wonogiri in the Academic Year 2022/2023

To answer the first formulation of problems, the researcher used the theory from Sprenger (2014) which consists of determining the definition and giving an explanation of the word, using a picture or a real object that represents the word, using a synonym of the word, composing the song, use game for reviewing the vocabulary, ask students to make vocabulary note and use the dictionary, modeling the use of word and repetition drill.

From the data finding, the researcher found that the strategies used by both of the teachers determine the definition and give an explanation of the word, use synonyms of the word, ask students to make vocabulary notes and use the dictionary, and modeling of the word and repetition drill.

Meanwhile, other strategies such as using pictures or a real object that represent the word, composing the song, use game for reviewing the vocabulary only used by one of the teachers and in certain material. The explanations have been shown below;

a. Determine the Definition and Give Explanation of the Word

According to Joklova (2009), the teacher gives the meaning of words to students and then introduces them in more detail to others such as shapes and meanings in illustrations. Based on the results of observations and interviews, and documentation, both of the teachers applied this strategy in teaching vocabulary. The teachers used the mother language (Indonesian language) in explaining the definition of the word to the students. This certainly made it easier for students to understand in more detail the meaning of the words. According to Sprenger (2005), students may find it easier to remember the definition of a word if the meaning of the word is described using their language.

One of the teachers said that if she explained words that were included in the category of medium to high difficulty. Besides that, one of the teachers was explained the words that had almost the same wording but different meanings such as look at, look on, etc. As stated by OnTesol (2021), at lower levels, teachers usually focus on one or two aspects, but at a higher level, teachers focus on several aspects such as collocation of the word, combination, word form, word stress, and its use in sentences.

One of the teachers gave more explanation by providing another example that relates to the explanation of the word too. As stated by Liu (2016), giving example sentences related to new vocabulary is a common method used by EFL teachers in teaching vocabulary. Giving examples related to vocabulary improved the student's knowledge of the vocabulary in more detail

b. Using Picture or Real Object That Represent the Word

According to Joklova (2009), pictures or real objects not only provide a real thing but also can serve as part of the fun element in the classroom. Based on the observation and interview findings, this strategy was used by one of the teachers (T2). For another (T1), she just applied this strategy in certain material for example in narrative text. In implementing this strategy, one of the teachers (T2), asked students to observe and explore the word related to a picture or real object that they see.

Picture or real objects made it easier for students to think critically and tried to remember what vocabulary they have related to objects "tissue". As stated by Harmer (2002), objects that look attractive and intriguing can provide good strategy points for a variety of language jobs and communication. Therefore, from the object, students began to see from students their interests such as color, shape, etc.

The source of the picture or real object that the teacher used from the students' book and environment (indoor or outdoor).

According to Susanto (2017), the images and objects used for teaching vocabulary can come from various sources. So, the teacher was free to use objects from anywhere.

c. Using Synonym of the Word

Synonym strategy is one of the good strategies in teaching vocabulary because students will experience the process of finding and discussing a word that is actually a synonym can be used as a definition of a word that they are discussing (Sprenger (2014)). Based on the research finding, this strategy was applied of T2. The teacher applied the synonym of words at conversation in the class. As stated by Webb (2007), learning words with synonyms is easier than learning words without using synonyms because students may be able to transfer knowledge about collocations and syntax from one word to another. By using this strategy, students can know some words that have the same meaning but different wording.

d. Compose the Song

The song is one of the fun strategies in teaching vocabulary. The use of songs can stimulate the performance of the brain in learning. According to Adnyani & Dewi (2020), songs can convince and stimulate the work of the human brain during the learning process. Based on the observation and interview findings, one of the teachers applied this strategy in certain materials, for example in song material. While other teachers used this strategy more flexibly in any material. For example, about personal pronoun material.

To teach vocabulary by using songs, firstly, the teacher wrote on the whiteboard first and then gave an example to students. After that, when students understand the lyrics, they translated the lyrics together and continued singing together. This activity was done repeatedly. As stated by Adnyani & Dewi (2020), the words in the song are usually repeated and this keeps it in mind.

By using songs, teaching and learning activities became more fun and not boring. According to Adnyani & Dewi (2020), the advantages of teaching vocabulary using songs are vocabulary teaching through songs is very fun because songs can make students relax, rest, and be free from pressure, and teaching vocabulary with songs is flexible. It can be seen in their actions when singing together. They were very enthusiastic and sang together until they could. By using songs, it will be easier for students to remember their vocabulary. Adnyani & Dewi (2020) found that songs can be useful to stimulate brain work during the teaching and learning process.

e. Use Game for Reviewing the Vocabulary

The game is one of the best ways to teach vocabulary. Bakhsh (2016) said that games entertain the classroom atmosphere and increase interest in learning. Based on the data finding that has been shown, not all teachers used this strategy to teach vocabulary. That is because the teacher must immediately complete the target material that is already in the lesson plan. However, on the other hand, there is the teacher who uses this strategy to review the vocabulary possessed

by students. The teacher implemented a simple game to review vocabulary.

Students tried to concentrate and remember the vocabulary that they have. By using the game, students seem more enthusiastic about learning and the game makes the classroom atmosphere more fun. According to Bakhsh (2016), not only fun, but games also create a desire to communicate. On the other opinion, Bakhsh (2016) said that games keep students entertained so they will maintain effort and interest in learning.

When playing games, it appeared in the results of observations that show, one of the students' responses when playing the game. She looks happy and excited. It proved that games made learning more fun. In addition, the teacher gave punishment to students if they lost the game. This is a great way to increase their motivation. They tried their best in order not to get punished. As stated by Irawati & Syafei (2016), in addition to motivating students, reward and punishment can also make students more disciplined and more active in learning.

f. Ask Students to Make Vocabulary Note and Use Dictionary

Sprenger (2014) found that this strategy can help students learn vocabulary, especially related to their writing and speaking skills. Based on the findings that have been shown, it showed that both teachers used this strategy when teaching vocabulary. Teachers asked the student to make their dictionaries and look for the meaning of the word in google translate or a dictionary book. The use of notes and

dictionaries in teaching vocabulary is very important. When the students have a good vocabulary note, and they found a difficult word, they can open it. According to Susilowati (2013), vocabulary note provides students to creatively and practically use vocabulary in daily life or activities. In addition, the use of dictionaries both online and offline were very important.

Making a note involved writing activities. By writing, students will be easier to remember. As stated by Susilowati (2013), making a note is one type of independent learning related to vocabulary. So, when you want to learn a foreign language, the basic thing to learn is vocabulary. This strategy can be used as a vocabulary learning aid.

g. Modeling the Use of Word and Repetition Drill

According to Aini, Khomiyah, & Santoso (2020), a repetition drill is listening to the model (speech) given by the teacher and repeating what they hear. Based on the results of observations and interviews, the two teachers gave examples of pronunciation first to students and asked students to repeat them (repetition drill). Therefore, the teacher as a model must provided the correct example.

By providing examples of pronunciation, students learned to pronounce words correctly. In this case, the teachers asked students to do repetition. Coxhead (2006), repetition is a way that helps students to fluent in their speaking because repetition allows the learner to use the words again in a short period. In addition, based on the results of observations, the teacher also provided corrections for vocabulary.

The teacher as a model for students gave an example of correct pronunciation. Errors in the pronunciation of words or sentences caused misunderstanding According to Agisnandea (2019), incorrect pronunciation can cause communication disorders, so the teacher must give the correct pronunciation.

2. Factors Influencing the Teachers to Apply the Strategies in Teaching Vocabulary at the Tenth Grade Students of MAN Wonogiri in The Academic Year 2022/2023

To answer the second formulation of problems, the researcher used the theory from Lawrence (2009) that consists of duration of time, preferences of the teacher, behavioral control, safety in teaching and learning, student abilities, and activity focus. Based on the research findings, the factors influencing the teachers to apply the strategies were duration of time, preferences of the teacher, behavioral control, and students' abilities. The researcher was described the data below;

a. Duration of Time

According to Lawrence (2009), the teacher chooses the teaching strategy because of the time duration. The researcher found the duration of time became the factor influencing T1 to apply strategy 6. According to T1, she said that she applied strategy 6 due to limited teaching time. When there is enough time, the teacher asked students to write down the material or vocabulary. As stated by Urmila (2022), the time dimension affects strategic choices in the following ways; the pressure of time, the frame of time, the horizon of time, and decision

time. So, because of the limitation of time, the teacher applied this strategy.

b. Preference of the teacher

Lawrence (2009) said that the teacher chooses the strategy that is most effective, comfortable and has greater experience for students. This factor was related to the implementation of strategy 1, strategy 2, strategy 4, strategy 6, and strategy 7.

The researcher found that T2 applied strategy 1 due to the preference of the teacher. According to T2, the teacher believed that this strategy is one way to increase vocabulary. By using this strategy, students will know in more detail about the definition of a word. As stated by Hadfield (1999) in Omar & Khalid (2021), teachers should fix the definition of the word in their minds. According to T2, students increased their vocabulary and insight from simple to complex things by using this strategy.

The researcher found preference of the teacher influenced the teacher to apply strategy 2 conducted by T1 and T2. According to the data, the factors influencing the teachers to apply the strategies were the preference of the teacher. T1 applied this strategy 2 just in certain material namely narrative text. Students thought creatively by using pictures in narrative material. Students tried to arrange the words they have based on the pictures in the narrative text presented. Students thought more creatively about what vocabulary is drawn, and how to assemble it into a good sentence. Kasmaienezhadfad, Pourrajab, &

Rabbani (2015) said that picture is a valuable tool for motivating and developing students' creativity.

Besides that, according to T2, by using a picture (strategy 2), students can explore their vocabulary based on the object. They will explore the words in their real life. So, they will face the real world indirectly. It will certainly be applied in their daily life. Susanto (2017) says that objects or images can be used to indicate meaning when the vocabulary consists of a concrete noun.

The researcher found other data related to this became the factors influencing T2 to apply strategy 3. According to T2, by using this strategy (using synonyms), students can know different words with the same meaning. When they find two words that have the same meaning, they are not confused. The teacher believed that students can get more vocabulary with this strategy. According to Webb (2007), learning using synonyms of known words can be faster than learning non-synonyms because students get vocabulary knowledge from the second language from previously known synonyms. Giving synonyms made students know some words that have the same meaning but different wording. Synonyms made students connect their past knowledge with new vocabulary knowledge.

Then, the researcher found that the preference of the teacher became a factor influencing T1 and T2 applied strategy 4. According to T1, she applied this strategy to certain materials. The factor influencing the teachers to apply the strategies was the preference of

the teacher. She said that by using songs, the student got new vocabulary dan interest in music art so it improved their creativity. After that, hopefully, they can improve their quality in other fields like music and create new things in it. According to Suttie (2017), music is a source of creativity. With music cognition, learning and memory will improve. In addition, music will have an impact on creative thinking as well.

According to another teacher, T2 applied strategy 4 because the teacher thought that song makes teaching and learning more fun. Sari, Asahra, & Yana (2019) stated that teaching using English songs can make effective learning fun, reduce students' anxiety levels, and increase students' interest in learning and motivation to learn a foreign language.

Next, the researcher also found that the preference of the teacher became a factor in influencing T1 and T2 applied strategy 6. T1 thought that this strategy can make it easier for students to learn vocabulary. When students faced some questions, they can open the notes that they have written easily. In another opinion, based on T2, this strategy made students remember the word easily because they can open notes again when they forget. In addition, writing activities on this strategy make students come into direct contact with the word. As stated by Susilowati (2013), Vocabulary notebook provided students to creatively and practically use vocabulary in daily life.

Next, the researcher found preference of the teacher became the factor influencing T1 applied strategy 7. According to T1, she said that she wants students to have good pronunciation. The teacher said that if students pronounce incorrectly, it will be dangerous because it can make misunderstanding. Teachers hope that this way students can pronounce and know the writing of words correctly. Therefore, by using this strategy, students will learn how to pronounce the word. As stated by Puspitasari (2014), by repetition and giving an example of pronunciation, teachers help students to speak English fluently and correctly.

Based on the discussion above, it can be concluded that, the teacher is the most important component in creating the teaching strategy. Teachers as learning subjects was given the freedom to make what learning will be made and implemented. Of course, in choosing a particular strategy, the teacher must also paid attention to other factors, one of which is the students themselves

c. Behavioral Control

This factor is closely related to student behavior. The teacher implements a strategy that is considered capable of controlling student behavior. The researcher found that behavioral control became the factor influencing T1 and T2 applied the strategies. This factor became the factor influencing the teachers to apply strategy 1, strategy 4, and strategy 5.

In strategy 1, T1 applied this strategy due to behavioral control. According to observation findings in X IPA 1 conducted by T1, it was seen that students asked the teacher about vocabulary. The student didn't try to look it up in their dictionary. That is why the teacher chose this strategy. Because students cannot be independent, finally the teacher provided definitions, and meanings of words explicitly and directly. It was done as a way of controlling the behavior of students who are not independent. So that the learning process can take place well.

In strategy 4, T2 applied this strategy because of behavioral control. Behavior control efforts in large classes became one of the factors influencing the teachers to apply the strategies. As stated by T2, by using song, learning was more thorough when the number of students is large. Students focused on one center, namely singing songs. Their activities will be centered and the class will be more conducive and active. ITTT (2019) said that for teachers, songs can be useful for organizing classes, activities, creating games, building relationships between students, and making the atmosphere more relaxed.

In strategy 5, T2 applied that strategy because of behavioral control. According to the teacher, the class taught by the teacher is large. By using this strategy, learning becomes more comprehensive. Students are focused on this game. Atake (2003), games can hold students' attention because this activity is fun and focuses on fulfilling

attention in human subjects. Besides that, another teacher (T1) said that she did not apply this strategy because of the limited teaching duration.

Behavioral control was influenced by the component of the teaching strategy, namely the learner. In this case, learners are directly involved in learning. Students became components that affect the course of learning. If students cannot be centered by the teacher, the class cannot be conducive.

d. Students' Abilities

A student's level of development can have an impact on a student's ability effectively from Lawrence (2009). The researcher found that T2 applied strategy 7 because of students' abilities. Another opinion from T2, she said that many students in the class made mistakes in pronouncing words. So, by using this strategy, the teacher hoped that students can pronounce it correctly. Gisnanda (2019) said that, for students, pronunciation can be said to be difficult because they are not native speakers. An influential component in the selection of this strategy is related to the students themselves. That is because students were the object of learning and the goal of learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this research, the researcher was described about kinds of strategies used by the teacher in teaching vocabulary based on Sprenger (2004) and the factors influencing the teachers to apply the strategies in teaching vocabulary based on Lawrence (2009). First, the results of this research were the English teachers' strategies in teaching vocabulary at the tenth grade students of MAN Wonogiri in the academic year 2022/2023. The strategies applied by both of the teachers were to determine the definition and give an explanation of the word (teachers determine the definition and give the explanation in teaching vocabulary by explaining in the mother language and explaining the words that had almost the same wording but different meanings, providing an example, then explained for the category of words with medium to high difficulty), ask students to make vocabulary note and use the dictionary (both teachers asked students to make vocabulary notes and used a dictionary to look up words they don't know about it, looking for the meaning of the word in google translate or going to the library), modeling the use of word and repetition drill (teachers gave the example of the pronunciation, asked students to repeat it, corrected the word, emphasized on words that are often mispronounced by students.

Meanwhile, the other's strategy used by one of the teachers and in certain materials such as using pictures or a real object that represent the word (encouraging students to explore their vocabulary from the objects they see, from student's book, and (inside and outside the classroom)), using a synonym

of the word (teacher gave the synonyms in conversation.), compose the song (wrote on the whiteboard first and then gave an example of how to sing it) and use the game for reviewing the vocabulary (simple game for reviewing vocabulary that students have before. The kinds of game that teacher used were question and answer, guessing something or game that involved kinesthetic).

Second, the results of this research were the factors influencing the teachers to apply the strategies. They were the duration of time, the preference of the teacher, behavioral control, and students' abilities.

B. Suggestion

1) For English Teacher

Students have different characteristics. and students at this age tend to get bored easily, and easily lose motivation to learn. Therefore, in learning foreign languages, teachers must make more fun strategies so that students are motivated to learn. Besides that, it is better if the teacher can attend the training, national or international seminars, and workshops related to the implementation of teaching vocabulary.

2) For The Students

Hopefully, they no longer think English is difficult because learning will be hampered because of it. So, think that English is easy, and put in more effort, especially in memorizing vocabulary. Because the key to English is vocabulary.

3) For the Other Researcher

The suggestion is that it is hoped that this research can make other researchers interested in researching the same thing, which is related to strategy in teaching vocabulary.

REFERENCES

- Abuhabil, S., Alramly, S., Aljoroshee, F., & Ijouely, A. (2021). The common difficulties of learning English vocabulary and strategies faced second language EFL students some Misurata Secondary schools'. *Scientific Journal of Faculty of Education*, Vol. 1, No. 17, 277-299.
- Adnyani, N. S., & Dewi, A. F. (2020). Teaching English Vocabulary Using Song . *Yavana Bhāshā: Journal of English Language Education*, Vol. 3, Issue 1. 88-93
- Aggarwal, S. (2009). *Principles, Methods & Technniques of Teaching (Second Revised Edition)*. New Delhi : Vikas Publishing House PVT LTD.
- Agisnandea, D. (2019). An Error Analysis of Students' Pronunciation Silent Letter at The Second Semester of English Education Raden Intan State Islamic University of Lampung in Academic Year of 2019/2020. *RADEN INTAN STATE ISLAMIC UNIVERSITY* .
- Aini, N., Khomiyah, N., & Santoso, I. (2020). Improving Students Speaking Ability Through Repetition Drill. *PROJECT (Professional Journal of English Education)*, 26-35
- Alfian. (2018). *An Analysis of English Teacher's Strategies in Teaching Reading (Descriptive Research)*. English Education Departement, Faculty of Teacher Training And Education, University Of Muhammadiyah Makassar, 1-74.
- Alizadeh, I. (2016). Vocabulary Teaching Techniques: A Review of Common Practice. *Internation Journal of Research in English Education*, 22-30.

- Ankucic, M. (2019). Everything Teachers Need to Know About Teaching Vocabulary Effectively. *3PLearning*. Retrieved from <https://www.3plearning.com/blog/how-to-teach-vocabulary/>
- Atake, K. (2003). Using games to teach English in Japanese junior high school. *ERIC database*. Retrieved from: <https://eric.ed.gov/?id=ED479748>
- Al Qahtani, M. (2015). The Importance of Vocabulary in Language Learning and How To Be Taught. *International Journal of Teaching and Education* , Vol. III, No. 3, 21-34.
- Bakhsh, S. A. (2016). Using Games as a Tool in Teaching Vocabulary to Young Learners. *English Language Teaching*, 120-128.
- Busetto, L., Wick, W., & Gumbinger, C. (2020). How to Use and Assess Qualitative Research . *Neurological Research and Practice*, 2, 3-10.
- Caruana, V. (2020). *Literacy Strategies for Gifted and Accelerated Readers*. New York: Rowman & Littlefield.
- Cassell, C., & Symon, G. (2004). *Essential Guide to Qualitative Methods in Organizational Research*. London: SAGE Publication.
- Celik, T. I., Cay, T., & Kanadli, S. (2021). The Effect of Total Physical Response Method on Vocabulary Learning/Teaching: A Mixed Research Synthesis. *English Language Teaching*, Vol. 14, No. 12.
- Clouston, M. L. (2013). *Teaching Vocabulary*. Maryland: TESOL International Association.
- Creswell, J. W. (2012). *Educational Research: Planning, conducting, and evaluation quantitative and qualitative research (4th ed.)*. Boston: MA. Pearson.

- Dakhi, S., & Fitria, T. N. (2019). The Principles and the Teaching of English Vocabulary: A Review. *Journal of English Teaching*, 5(1), 15-25.
- Dasapratama, H. N. (2020). *Teacher's Strategies in Teaching Vocabulary for Young Learners (A Descriptive Study on Teaching Vocabulary at EYL Class of OHIO English Course)*. Faculty of Tarbiyah and Teachers' training, IAIN Ponorogo.
- Disha. (2020). *UGC NET Paper -I Study Material for Teaching & Research Aptitude with Higher Education System*. New Delhi: Disha Publications.
- Ellman, M. (2019,). 4 benefits of using word lists to teach vocabulary. Cambridge University Press. Retrieved from: <https://www.cambridge.org/elt/blog/2019/11/17/4-benefits-using-word-lists-teach-vocabulary/>
- Fadli, M. (2008). Improving Students' Listening Skills by Using Songs (An Action Research at the Second Year Students of MA Pancasila Bengkulu . *Journal of Education*.
- Fetria, F. Z. (2016). *Teacher's Strategies in Teaching English Vocabulary (A Study of the English Teacher of State Junior High School Kecamatan Lima Kaum)*. Faculty of Tarbiyah and Teachers' training, STAIN Batusangkar.
- Fuller, C. (2016). What do we mean by "Strategy" and why is it important . *Yeomans*. Retrieved from <https://www.weareyeomans.co.uk/blog/what-do-we-mean-strategy-and-why-it-important>
- George, T. (2022). Unstructured Interview| Definition, Guide & Examples. *Scribbr*. Retrieved from <https://www.scribbr.com/methodology/unstructured-interview/>

- Gulo, W. (2008). *Strategi Belajar Mengajar (Cover Baru)*. Jakarta: Grasindo . Hair Jr, J. F., Page, M., & Brunsveld, N. (2019). *Essentials of Business Research Methods (Fourth Edition)*. New York: Routledge.
- Handayani, U. D. (2019). *English Teachers' Strategy in Teaching Speaking*. IAIN Ponorogo.
- Huda, F. (2016). An Investigation of English Teaching Strategies in Enhancing Students' Vocabulary Implemented by a Pre-Service English Teacher . *Journal of English and Education*, 4(2), 35-43.
- Hennick, M., Hutter , I., & Bailey, A. (2011). *Qualitative Research Method* . London: SAGE Publication Ltd.
- Ibrohim, A. T., Septianti, A., & Sadikin, I. S. (2018). Students' Perception Toward Teaching English Vocabulary Through Total Physical Response (TPR) Method. (*PROJECT*) *Professional Journal of English Education* , Volume 1, No. 2, 145-156.
- Iland, E. (2011). *Drawing A Blank: Improving Comprehention for Readers on the Autism Spectrum* . United States of America: AAPC Publishing.
- Indranata, I. (2008). *Pendekatan Kualitatif Untuk Pengendalian Kualitas*. Jakarta: Universtas Indonesia (UI Press).
- Irawati, & Syafei, F. R. (2016). The Use of Reward and Punishment to Increase Young Learners' Motivation in Learning English As Foreign Language Adapted to Indonesian Context. *Journal of English Language Teaching*, 266-271.
- ITTT, J. (2019). 4 Reasons Why Using Songs in the Classroom is Important. *International TEFL and TESOL Training*. Retrieved from:

<https://www.teflcourse.net/blog/4-reasons-why-using-songs-in-the-classroom-is-important-ittt-tefl>
blog/#:~:text=For%20the%20teacher%2C%20the%20advantages%20of%20using%20songs,wise%20to%20not%20use%20such%20a%20helpful%20tool.

Joklova, K. (2009). Using Picture in Teaching Vocabulary. *MASARYK UNIVERSITY*.

Kamil, M., & Hiebert, E. H. (2005). *The Teaching and Learning of Vocabulary: Bringing Research to Practice*. London: L. Erlbaum Associates

Kasmaienezhadfad, S., Pourrajab, M., & Rabbani, M. (2015). Effects of Pictures in Textbooks on Students' Creativity. *Multi Disciplinary Edu Global Quest (Quarterly)*, 83-96.

Kinanti, D. (2019). *Teaching Vocabulary for the Seventh Grade Students of SLB Dharma Anak Bangsa in Academic Year 2018/2019*. Fakultas adab dan bahasa, IAIN Surakarta.

Kumar, R. (2011). *Research Methodology a step-by-step guide for beginners third edition*. Washington DC: SAGE Publications.

Lawrence, J. (2009). Pupil Behaviour and Teaching Strategies. In S. Younie, S. Capel, & M. Leask, *Supporting Teaching and Learning in Schools: A Handbook for Higher Level Teaching Assistants* (p. 67). New York: Routledge.

Levin, H. M., Cresswell, J. W., Josselson, R., Bamberg, M., Frost, D. M., & Orozco, C. S. (2018). Journal Article Reporting Standards for Qualitative Primary, Qualitative Meta-analysis, and Mixed Methods research in Psychology: The

- APA Publications and Communications Board Task Force Report .
American Psychologist , 73 (1), 26-46.
- Lewis, V. (2020). The Advantages & Disadvantages of Practice & Drills in Teaching. *CLASSROOM*. Retrieved from:
<https://classroom.synonym.com/remediation-strategies-students-5421219.html>
- Liu, C.-L., Hussain, A., Luo, B., Tan, K. C., Zeng, Y., & Zhang, Z. (2016). *Advances in Brain Inspired Cognitive Systems* . Switzerland : Springer Internation Publishing.
- Liu, P. L. (2016). Mobile English Vocabulary Learning Based on Concept-Mapping Strategy. *Language Learning & Technology*, 128-141.
- Mariampolski, H. (2001). *Qualitative Market Research*. California: SAGE Publication, Inc.
- Mayer, E. (2021). Advantages of Learning Vocabulary. *Mcd Frork*. Retrieved from:
<https://www.mcdfork.com/advantages-of-learning-vocabulary>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis (third Edition)*. California: SAGE Publication, Inc.
- Miswar, D. (2020). *The Teaching Strategies Of The Efl Teacher In Teaching English In Ma Madani Pao-Pao*. UIN Makassar .
- Nabila, I. (2021). *Teachers' Strategies in Teaching English Vocabulary at MTSN 1 Mojokerto*. English Education Department, UIN Sunan Ampel Surabaya.
- Nassaji, H. (2015). Qualitative and Descriptive Research: Data Types versus Data Analysis. *Language Teaching Research*, 19 (2), 129-132.
- Nation, P. (2005). Teaching Vocabulary. *Asian EFL Journal*, 7, 2.

- Nation, I. (2022). *Learning Vocabulary in Another Language* . United Kingdom: Cambridge University Press.
- Nickols, F. (2012). Strategy: Definitions and Meaning. *Distance Consulting*. Retrieved from https://www.nickols.us/strategy_definition.htm
- Nordquist, R. (2019). What is vocabulary in Grammar?. *ThoughtCo*. Retrieved from <https://www.thoughtco.com/vocabulary-definition-1692597>.
- Omar, F. A., & Khalid, F. (2021). The effectiveness of word games in vocabulary learning. *Sabha University*.
- OnTesol. (2021). *Building Vocabulary at Higher Levels*. Retrieved from onTESOL Since 2003: <https://ontesol.com/blog/how-to-teach-english/teaching-vocabulary/building-vocabulary-at-higher-levels/>
- Pennington, M. (2008). Characteristics of High School Learners. *Ezine Articles* . Retrieved from <https://ezinearticles.com/?Characteristics-of-High-School-Learners&id=1641532>
- Puspitasari, R. G. (2014). Teachers' Techniques In Teaching Vocabulary for Elementary School Students in Sd Kristen 03 Salatiga. *Satya Wacana Christian University*.
- Ravitch, S. M., & Carl, N. M. (2019). *Qualitative Research: Bridging the Conceptual, Theoretical, and Methodological (Second Edition)*. Pennsylvania: SAGE Publication.
- Reskiana, Haryanto, & Weda, S. (2020). A Study on Vocabulary Teaching Startegy for Students With Hearing Impairment at Special Education School (SLB), Makassar, Indonesia. *Slavonic Pedagogical Studies Journal* , 9 (2), 141-151.

- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching*. New York: Cambridge University Press 2002.
- Rizki, A. F., & Wirhayati. (2013). Teaching Vocabulary Using Games: a Case Study At 7th Grade Students of MTS Pembangunan Nurul Islam. *Paradigma Lingua, Jurnal Penelitian Bahasa dan Sastra*, pp. 39-58 II (2).
- Rohmatillah, R. (2014). A Study On Students' Difficulties In Learning Vocabulary. *Jurnal Tadris Bahasa Inggris IAIN Raden Intan*, 69-86.
- Rus Diana, N. P. (2010). *The Advantages and Disadvantages of Using Games in Teaching Vocabulary to the Third Grades of Top School Elementary School*. Faculty of Letters and Fine Arts, Sebelas Maret University.
- Sadiman, A. S. (2007). *Media Pendidikan: pengertian, pengembangan, dan pemanfaatannya*. Jakarta: PT. Raja Grafindo Persada.
- Saputra, J. B. (2014). Teaching Strategies. *Pendidikan Agama Islam Ideal Bagi Difabilitas*, 1-5.
- Sari, I. P., Asahra, E. E., & Yana. (2019). Improving Students' Vocabulary Mastery Using English Song. *PROJECT (Professional Journal of English Education)*, 2(3), 410-415.
- Scott, A. M., Gidman, J., & Whitehead, E. M. (2010). *Key Concepts in Healthcare Education*. London: SAGE Publication Ltd.
- Siahaan, T. M., Siburian, P., & Sihotang, D. O. (2019). School Accreditation In Disruption Era In Improving Quality Of Education (Case study in Junior High School at Pematangsiantar). *NICCT*, 1-11.
- Siegel, L. (2021). How to Teach ESL Vocabulary . *BridgeUniverse*. Retrieved from <https://bridge.edu/tefl/blog/teach-esl-vocabulary/>

- Sikaleya, G. (2022). *50 Methods of Teaching*. Retrieved from Academia.edu:
https://www.academia.edu/37647330/50_METHODS_OF_TEACHING_pdf
- Soon, M. (2015). 6 Surprising Reasons Why Your Child Is Not Interested In Studying. *The smart students*. Retrieved from:
<https://thepiquelab.com/blog/6-surprising-reasons-why-your-child-is-not-interested-in-studying/>
- Sprenger, M. (2014). *Vocab Rehab "How do I teach vocabulary effectively with limited time"*. Alexandria : ASCD.
- Stewart, C., & Russo, J. (2019). *History of English Language*. United Kingdom : ED-Teach Press.
- Suryani. (2021). *Pengelolaan Pengajaran*. Yogyakarta: Bintang Pustaka Madani.
- Susanto, A. (2017). The teaching of Vocabulary: A Perspective. *Jurnal KATA*, 1(2), 183-191.
- Susilowati, D. (2013). Using Vocabulary Notebook to Develop Students' Vocabulary in Smp Kanisius Girisonta. *Satya Wacana Christian University* .
- Sutopo, H. (2002). *Metode Penelitian Qualitative*. Surakarta: Universitas Sebelas Maret.
- Suttie, J. (2017, November 17). How Music Helps Us Be More Creative. *Greater Good Magazine*. Retrieved from
https://greatergood.berkeley.edu/article/item/how_music_helps_us_be_more_creative

- Tasnim, T., Wahyudhi, S., Silalahi, M., Gandasari, D., Sari, M., Sahri, S., . . .
 Simarmata, J. (2020). *Pengantar Komunikasi Organisasi*. Medan : Yayasan
 Kita Menulis.
- Tiwari, S. R., Rathor, C. L., & Singh, Y. K. (2007). *Teaching Methods of Physical
 Education*. New Delhi: APH Publishing Corporation.
- Urmila. (2022). *Factors Affecting Strategic Choice*. Retrieved from Business
 Management Ideas: [https://www.businessmanagementideas.com/strategic-
 management/factors-affecting-strategic-choice/21044](https://www.businessmanagementideas.com/strategic-management/factors-affecting-strategic-choice/21044)
- Varron. (2016). The Elements of The Teaching And Learning Process.
ExpertsColoumn. Retrieved from
[http://varron.expertscolumn.com/article/elements-teaching-and-learning-
 process](http://varron.expertscolumn.com/article/elements-teaching-and-learning-process)
- Viera, R. T. (2017). Vocabulary Knowledge in the Production of Written Texts: a
 cas study on EFL Language Learners. *Revista Tecnologica ESPOL*, 30 (3),
 89-105.
- Watkins, M. D. (2007). Demystifying Strategy: The What, Who, How and Why.
Harvard Business Review. Retrieved from
[https://www.google.com/amp/s/hbr.org/amp/2007/09/demystifying-
 strategy-the-what](https://www.google.com/amp/s/hbr.org/amp/2007/09/demystifying-strategy-the-what).
- Webb, S. (2007). The effects of synonymy on second-language vocabulary learning.
Reading in a Foreign Language , 4(2), 121-136.
- Webb, S. (2019). *The Routledge Handbook of Vocabulary Studies*. London:
 Routledge .

Yuliana, I. (2017). *Teaching English Vocabulary Strategy for Deaf Students in Outstanding School (SLBN) one of Palangkaraya*. Faculty of Teaching and Training, IAIN Palangkaraya .

APPENDIX 1

Research Subject

RESEARH SUBJECT

1. Code : SW
Gender : Female
Age : about 56 years old
Degree : S1
Class : X IPA 1, X IPA 3, X IPA 4, X IPA 5, X IPS 2, X IPS 3
Teaching English : about 30 years
2. Code : EDN
Gender : Female
Age : About thirty years old
Degree : S1
Class : X IPA 2, X AGAMA, X IPS 1
Teaching English : about four years.

APPENDIX 2

Observation Result

A. Observation Guideline

Kinds of strategies used by the teacher in teaching vocabulary based on Sprenger (2014)	Indicators	T1			T2		
		Meeting I	Meeting II	Meeting III	Meeting I	Meeting II	Meeting III
Determine the definition and give explanation	Teacher gives explanation and definition regarding to student's unknown word. Teacher can give the explanation by using their mother language.	√	√	√	√	√	√
Using picture or real object from the word that represent	The objects used can be drawn on card, paper or whiteboard. Besides that, teacher can use the real object too. Teaching vocabulary by using pictures and real object can be linked directly between past knowledge and the knowledge to be taught.				√		
Using synonym	Synonym strategy is one of the good strategies in teaching vocabulary because students will experience the process of finding and discussing a word which is actually synonyms can be used as a					√	

	definition of a word that they are discussing						
Compose the Song	The teacher can make and use song consisting of various kinds of vocabulary to make it easier for students to remember the word.				√		√
Use game for reviewing the vocabulary	Teacher uses game for reviewing the vocabulary that they have to learned. Games make students become more active in learning				√	√	
Ask students to make vocabulary note and use dictionary	Teacher's strategy by asking student to write and make vocabulary not (their unknown vocabulary) and using dictionary to looking for the meaning of vocabulary.	√				√	√
Modeling the use of word and repetition drill	Teacher's strategy by giving the example in pronouncing vocabulary and asking student for repeat it.	√			√	√	

Factors influencing the teachers apply the strategies in teaching vocabulary based on Lawrence (2009)	Indicators	Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5	Strategy 6	Strategy 7
Duration of time	The factors influencing the teachers to apply the strategies is duration (short or long) in teaching and learning in the classroom.						√	
Preferences of the teacher	The teacher chooses the strategy that is most effective, comfortable and has greater experience for students. Teacher chooses strategies based on their thinking from their experiences.	√	√	√			√	√
Behavioral control	The teacher implements a strategy that is considered capable of controlling student behavior.	√			√	√		
The safety in teaching and learning	For safety reasons, teacher can use a strategy that does not harm for students.							
Students' abilities	In English as foreign language, the student's ability is related to the skills of students such as reading, writing, listening, speaking, grammar, vocabulary, pronunciation and etc.							√
Activity Focus	In learning planning, the objective of learning will be closely related to the strategy applied							

B. Observation Transcript

1. Observation 1

Name : EDN

Date : 1-8-2022

Class : X IPA 2

Material : Introduction self and others

T2 = Teacher

S = Students

Interview Transcription

Pembelajaran diawali dengan salam dan berdoa, dilanjutkan dengan perkenalan satu persatu siswa dikarenakan saat itu materi yang diajarkan seputar introduction

T2: Assalamualaikum wr.wb

S: Waalakumsalam wr.wb

T2: Okay students. Let's pray together, pray begin.

S: (Berdoa)

T2: So, by the way, twenty-nine ya tadi ya?

S: Twenty-eight.

T2: *Ohh twenty-eight students ya, jadi lumayan banyak sekali, right? So nanti, kita bisa selain learning together, practice together, and also play games together and yaa sing a song together maybe?*

S: Yes mrs..

T2: okay, right. So, I will know you one by one of you. Saya sangat sangat penasaran nih denga apa namanya tuh siswa disini. Luar biasa sekali kayaknya. Ada yang from insan cendekia, ada yang dari SMP IT, Mtsn Wonogiri of course, ya kan? Or maybe dikelas sebelah itu ada yang dari al abidin, and then are you from there too? Ada yang dari sana juga?

S: No

T2: There is no one. Oke right... no problem. Okay, I wanna know you one by one, so I will call you. Who wanna be the first?

S: (saling tunjuk)

T2: Okay, wait wait wait. I will open mic.

S: (Tertawa dan terkejut)

T2: okay yang terakhir nanti dapat challenge ya? Okay just please introduce yourself using English as simple as you can. Jangan takut salah, jangan takut nggak okay, jangan takut apapun, just say that you wanna say, boleh menyebutkan nama, nama panggilan, trus kemudian dari sekolah mana, and then what can you do (kalian itu mahir dalam apa). For example, like, I can swim, I can cook, I can dance, I can sing because my voice is very brilliant. Okay let's show up. Okay, name, nick name, where are you from (sekolah kalian dari mana) and then kalian mahir dalam apa. But, please, never say that I can sleep. Because everybody for even it is animal bisa sleep ya. Okay?

S: (tertawa) okay mrs.

T2: Who wanna come the first?

S: Astri (salah satu siswa menunjuk "astri" dan yang lainnya tertawa)

T2: Okay, let's go please.

Astri (student): (malu malu untuk memperkenalkan diri)

Another student and teacher: ayooooo come on. Let's go please. Go on please.

T2: Why should her the first?

S: because she is in pojok. In the corner. She is celeb mrs.

T2: Do you have Instagram or maybe youtube channel?

All student: yess

T2: okay come on let's go. Ooo IPA 2 ini termasuk orang orang yang merendah. Punya good attitude gitu ya, nggak sombong.

S: Merendah untuk meroket mrs.

Another student: (tertawa)

T2: So ini karna nervous atau karena apa pengen nggak sombong gak mau menunjukkan kalo aku tu bisa gitu ya? Jadi menunjuk temannya atau aku nanti nanti aja gitu ya? Baik ya?

S: aamiin

T2: so, who wanna be the first please?

S: Saya mrs. Okay my name is riska fadhillah, my nick name is gembul. I'm from slogohimo.

(tiap siswa memperkenalkan diri seperti siswa pertama tersebut. Ada beberapa siswa yang percaya diri dan ada beberapa siswa yang malu- malu dan mengatakan "aku nggak bisa Bahasa inggris")

S: (memperkenalkan diri dengan lancar dan percaya diri)

S: (memperkenalkan diri dengan lancar dan percaya diri)

S: (memperkenalkan diri dengan lancar dan percaya diri)

T2: Next, please

All student: kalila

T2: Gini nih nunjuk nunjuk temennya. Yang boleh nunjuk tu yang already done kayak gembul, Felisha and then nandya. *Come on, let's go*. Pokoknya kita depend on gembul ya. Sesuai sama yang disebut gembul.

S: (memperkenalkan diri dengan lancar dan percaya diri)

T2: next, let's go.

S: (memperkenalkan diri dengan lancar dan percaya diri)

T2: Okay, next please.

S: okay Mrs. Nadillah

S:(memperkenalkan diri dengan lancar)

S: (memperkenalkan diri dengan tersendat sendat sembari dibantu oleh temannya)

(Siswa yang lain memperkenalkan diri one by one ada beberapa ada yang lancar dan percaya diri dan ada siswa yang malu malu untuk memperkenalkan diri dikarenakan tidak begitu mahir berbahasa inggris. Beberapa dari mereka mengatakan “aku tidak bisa bahasa inggris” seperti yang terjadi pada salah satu siswa)

T2: come on let's go, next.

S: Bu, aku tidak bisa Bahasa inggris lo bu

T2: oke let's try it.

(Siswa memperkenalkan diri diikuti siswa yang lain)

(Setelah memperkenalkan diri, guru mengajak siswa untuk bermain game untuk review)

S: Mrs games

T2: Okey, let's go, do you wanna play game with me?

All students: yes mrs.

T2: I would like to you count one (sambil menunjuk salah satu siswa). Let's say one. Come on, let's say one. Only say “one”. Ngomongo one.

(siswa berhitung satu persatu dari siswa pertama sampai terakhir)

T2: So, we are going to play number. So, you have to say “bip”. Have you ever played it before?

All student: no

T2: so, it is only about number. So, I know that I sure you already remember all of the numbers, right? You can mention all, right? Lancar kan ngomong angkanya? Okay, let's me know it about it. Kita akan main "bip number". So, when I say kelipatan dua, yang kelipatan dua harus bilang "bip" You don't have mention the number. For example, tadi astri bilang one, kamu (menunjuk) bilang two. Pas yang bilang dua dan kelipatannya gaboleh menyebutkan dua tapi menyebutkannya bip. Oke kalo kelipatan 2 berarti berapa...?

Teacher and student: two, four, six, eight, ten, twelve, fourteen, sixteen, eighteen, twenty, twenty-two, twenty-four, twenty-six, twenty-eight, thirty.

T2: when I mention kelipatan 3, berarti kalian harus you have to one to bip. Oke, jadi ini harus cepat. Berpikir cepat. Pasti kalo salah dapet punishment.

All student: okee mrs.

(guru bersama siswa mulai bermain bip number. Siswa terlihat antusias.)

T2: Okay dimulai dari you (menunjuk siswa)

S: one

S: bip

S:..... opo sihh (tertawa)

T2: (guru menghitung angka) one two three four..... okay punishment. *Okay, in front of you there is tissue, right? Mention five vocabulary that you know about this.* Sebutkan 5 kata yang berhubungan dengan ini in English. Yang kamu tau aja

S: *Tissue.... Two play..... soft....., green, white.*

(guru dan siswa melanjutkan game lagi dan guru akan memberikan punishment jika ada siswa yang salah menjawab number dengan menyebutkan 5 kata terkait benda yang ada di depannya.)

(Setelah game, guru melanjutkan materi di lks)

T2: have you got this all?

All student: yes

T2: can you please open this first?

All student: Yess

T2: look at on you book page 2. Here we are going to talking about yourself and family. I think this is only about how you introduce yourself completely. So, by the name, and then by mention your complete name, nick name, what you do before, greeting “hi how are you, gitu ya?” tadi ada “have you know my name?”. Ada greeting nya, ada permulaan introduce myself, intinya hanya seperti memperkenalkan diri secara lengkap dengan menggunakan part part yang pertama yaitu greeting dulu, kemudian “hallo nice to meet you” and soon. Lalu menanyakan kabar “how are you” trus kemudian kalian mengakhiri you say thank you, that’s all from me. That’s all my introduction, and see you bye-bye. Jadi intinya greeting, introduction, and closing, gitu ya?

T2: yuk kemudian, come on repeat after me. Inisiating the dialog. Here are some phrases or sentence used for initiang the dialogue. Inisiating itu kayak mancing mancing. For example number one, nice day, is not is?

T2: Biar yang kayak ngantuk ngantuk gini tu (sambil menunjuk siswa yang mengantuk) are you sleepy?

S: tertawa

T2: Oke next, yok expressing to greet. Apa aja si kalimatnya. Kalo untuk orang yang belum pernah kalian tau, kalian bisa bilang misalnya, hello good morning (sambil baca di buku). Is there any question?

S: No

T2: okay, please open next page. Okay read together.

All student: (mereka membaca expression yang ada dibuku secara bersama-sama)

T2: So, you can also look the responses in the left of the box. Kalo kamu sudah tau orangnya, kamu bisa mengatakan

All student: (membaca kalimat ekspresi dibuku bersama sama)

T2: If you are in good condition, you say...

All student: (membaca kalimat di lks)

T2: If you are not well, you can say...

All student: (membaca kalimat di lks)

T2: and then, when you leaving someone, you say...

All student: (baca kalimat di lks)

T2: and the respond you can say...

All student: (baca kalimat di lks)

T2: Very good. Is there any question? Next, expression to introduce oneself.

All student: (baca kalimat di lks dan guru membenarkan pengucapan yang salah dengan modelling)

S: evening (pengucapan)

T2: evening (ivening) not (evening)

All student: ivening, (Mencoba membenarkan pengucapan kata sesuai yang diucapkan guru)

T2: right. Sekarang introducing another. Tadi memperkenalkan diri sendiri sekarang orang lain. Okay, let's read it together, one two three go!

All student: (membaca kalimat di lks sembari di benarkan pengucapan yang salah)

T2: Have you met ya, meet met met, itu kata kerja bentuk ketiga. Bacanya "met".

All students (siswa lanjut membaca kalimat)

T2: Next page, the last ya, sebelum kalian enjoy your snack. Mari kita ketahui tentang personal pronoun. Subjek itu terdiri dari apa saja?

S: I, you, we, they, he, she, it

T2: object itu yang dikenai, I? mine, you? Your, we? our, they? Their, he? His, she? Her, it? It. Possessive adjective itu kepemilikan. Biasanya kalo posesif itu rasa kepemilikannya banget gitu ya. Kata kata possessive itu. Apa kalian typical yang possessive?

S: no

T2: right, milikku? My. Misalnya, bukuku? My book, bukumu? Your book, buku mereka? Their book, buku kita? Our book, buku dia laki laki? His book, buku dia perempuan? Her book. Bukunya? It book. Milikku? Mine, milikmu? Yours, milik kita? Ours, milik mereka? Theirsm milik dia laki- laki? His, milik dia perempuan? Hers, miliknya? Its. Diriku sendiri? My self, dirimu sendiri? Yourself, diri kami sendiri? Our self, diri mereka sendiri? Them self. Diri dia laki laki? Himself, diri dia perempuan? Herself, dirinya? Itself. So hafal sudah itu?

S: insyaallah

T2: right, good. For example, I would write down here (menulis di papan tulis). Look at this. Yok kita baca kalimatnya.

S: I bring my book for me myself because this book is mine.

T2: sebutkan personal pronoun nya apa saja?

S: I, My, Me, Myself, Mine

T2: *you can remember personal pronoun easier. Kalian bisa mengingatnya dengan mudah only with song. I bring my book for me myself because this book is mine. (guru mempraktikkan lagu). Oke let's go, repeat after me. I bring my book for me myself because this book is mine*

S: I bring my book for me myself because this book is mine (Siswa sangat antusias. Semua bernyanyi bersama. Mereka mengulanginya berkali kali sampai bisa)

T2: Its complete personal pronoun, tinggal diturunin kebawa. Misalnya “you bring your book for you yourself because this book is yours”. *Ayo coba diartiin*

S: saya membawa buku untuk ku diriku sendiri karena buku itu punyaku.

T2: bisa dipahami? Is there any question?

S: There is no.

T2: oke, see you next meeting, wassalamualaikum.

2. Observation 2

Code : EDN

Date : 25-8-2022

Class : X IPA 2

Material : Introduction self and others

T2 = Teacher

S = Students

Observation Transcription

Pembelajaran diawali dengan salam dan doa bersama. Guru meminta siswa menirukan doa yang diucapkan dalam Bahasa Inggris.

T2: Wassalamualaikum wr.wb

S: waalaikumsalam wr.wb

T2: Doa

S: Mengikuti doa

T2: Okay, I will write it for you, and how are you today?

S: I fine,

T2: is there any question that you want to ask me before we begin our study this morning?

S: No

T2: No? okay

S: Right, everything is okay?

T2: Who is absent today, sorry?

S: Reyhan,

T2: the other reyhan, is there any other?

S: and Hafis (tertawa)

T2: Hafish? Oooo hafis or salsa? Salsa, right?

S: Ya!

T2: What happen with salsa?

S: Flu

T2: Ooo flu, are you sure only flu?

S: Yes, maybe

T2: How about reyhan?

S: I don't know

T2: Okay right, no Problem. When I call your name, please, make one sentence in English. It is up to you. Whatever is that, please mention one sentence, okay? sentence not only word. Lebih dari satu kata, kalimat. Word is kata, sentence is kalimat, okay? So, it will begin from alifa.

S: Me?

T2: yes, please mention one sentence in English.

S: (Terdiam dan berpikir)

T2: ooo okay, skip it first ya? Amar

S: (angkat tangan).

T2: yes, please amar.

S: apa mrs?

T2: mention one sentence in English. Sebutkan satu kalimat dalam Bahasa inggris. Up to you, it is okay. For example, like, today I feel like doing anything.

S: aaaaa...

T2: okay, skip it. Faiza

S: Have a nice dream

T2: ooo ini masih pagi kok, have a nice dream. Nanti ngantuk semua temen you. Okay, it's okay, thank you faiza. And now please, farid.

(Tiap anak berkreasi bebas berkreasi membuat kalimat dalam Bahasa inggris. Sebagian dari mereka lancar membuatnya namun Sebagian yang lain terbata bata).

T2: Okay right, what did you learn with me last meeting? It is about your introduction, right?

S: yes mrs.

T2: is there any problem with it?

S: No,

T2: Lets read introduction, one by one together. Baca punya masing masing tapi bareng bareng. Yok biar review. Lets open your notebook. Silahkan buka catatannya. Lets open your note.

S: (siswa membuka buku mereka)

T2: yang introduction itu, okay? Baca bersama sama, punya sendiri sendiri, introduction kalian. And then we will read it together. Ready?

T2: (bertanya kepada salah satu siswa). Where is your notebook? Yunus done? Just read your note about introduction that already to write last meeting.

S: (Mengeluarkan buku)

T2: yak this one.

S: Aku ganti buku saya bu.

T2: aaa, are you sure? Okay the other let's open your notebook. Ada buku hilang lah, ga nyatet lah. Where is your note book?

S: Not yet

T2: bukannya waktu itu dah practice ya?

S: yaaa.

T2: already practice, right?

S: Sudah perkenalan bu malahan bu.

T2: I ask you to write on your note book, tapi kok gaada semuanya kemana? Okay right, yok come on. One two three, go! Introduce yourself one by one. Tapi bareng aja, don't listen your friend, okay? Just read what you have aja, okay?

S: okay.

(Siswa practice introduction together, guru membenarkan pengucapan dan kata yang diucapkan siswa)

S: I am from wonogiri, Jawa tengah

T2: central Java, please.

T2: Okay, done? (bertanya ke seluruh siswa) nanti kalo practice jangan sampai gasiap, belum, gitu ya? Kita udah persiapan, yakan? Yang belum nulis on your notebook, please write it soon and read it.

T2: yok *come on lets go*, kita warming up first. Lets mention the word that ends with the last letter. For example, what day is today? Thursday, right? (sambil menulis di papan tulis)

T2: What is the last letter? (bertanya 3x) letter itu huruf. So ada letter, habis letter apa? Word, kata, kumpulan kata apa? Sentence. Yuk come on. What is the last letter?

S: Y

T2: Apa ini, what is that? "way". Yok come on let's go. Mention one word using "way/y"! sebutkan satu kata dengan awalan way (Y).

S: yesterday

T2: okay, good. Next, lets go. What else?

S: Yellow

T2: okay, good. What else? *Come on lets go*, doubl'u. this is doubl'u, right? Ini. Yok come on let's go.

S: "*come on sama lets go artinya sama ya mrs?*"

T2: Yak bener banget. Next

S: Word

T2: alright. Next, D

S: diamond

T2: diamond, good job. D again

S: Dinosaurs.

T2: gimana sih tulisannya? *Let's check it, I forget, I am sorry. Wait. Let's open on your dictionary please. After this you turn ya.* (Guru menulis dipapan tulis)
Next, R.

S: Red

T2: okay, good. D

S: day

T2: okay, day. Y

S: You.

T2: *Right, good.* Okay, stop from here. You understand the rule right?. Ayo biar nggak ngantuk pagi-pagi. Now, please you come on by one from you (nunjuk siswa), what is your name? sorry

S: Naila.

(Siswa secara bergantian maju kedepan untuk melanjutkan kata sesuai huruf).

T2: Student, please stand up. *Come on, let's go, stand up.*

S: *come on sama lets go artinya sama ya mrs?*

T2: Yes, sure.

(Sebagian siswa mengatakan itu mudah, tapi sebagian lainnya nampak berpikir keras untuk mendapatkan kata yang tepat sesuai gilirannya).

S: easy.

T2: Ooo easy right? Vocabulariesnya bagus ya sini ya (sambil melihat ke papan tulis, hasil kerja siswa). Please standup, to make it fast.

(Setelah selesai menulis kosa kata, guru meminta siswa membaca kata tersebut dengan menirukan pengucapan guru)

T2: *repeat after me! Thursday.*

S: *(menirukan guru) Thursday*

T2: *Thursday*

S: *Thursday*

T2: *Yesterday*

S: *(menirukan guru) yesterday*

(guru bersama siswa membaca semua kata hingga selesai)

(Setelah menirukan, guru bersama dengan siswa mengartikan kata yang ada di papan tulis)

T2: okay right. What is Thursday?

S: kamis.

T2: yesterday

S: kemarin

T2: word

S: kata

T2: Dear

S: kereta kuda

T2: enggak lah, dear itu untuk yang tersayang, untuk.

T2: muddy

S: Lumpur

T2: mud itu lumpur, muddy itu berlumpur.

T2: Giraffe?

S: Jerapah

T2: but ini yang bener tulisannya f nya double ya (sambil membenarkan tulisan siswa)

S: Yaa.

T2: Traitor. What is traitor?

S: penghianat.

Dst

T2: *okay, right. So, dapet vocabulary baru ya? This is the way how you can increase your vocabulary building. Jadi salah satu cara buat kalian meningkatkan vocabulariesnya itu dengan cara ini. Ini kata katannya bisa diturunkan lagi. Lha ini dapat meningkatkan vocabulary kalian dengan menambah kosa kata.*

T2: let's review about personal pronun (guru menulis di papan tulis).

(bell selesai pelajaran berbunyi)

T2: bukuku?

S: my book

T2: bukumu?

S: your book.

Dst.

T2: Understand? Okay because the time is very limited, we continue next meeting. Is there any question?

S: No

T2: *Before you break, don't forget to write down on your notebook. Thank you for this day. Have a nice day. Wassalamuaikum wr.wb*

S: waalaikumsalam wr.wb

3. Observation 3

Name : EDN

Date : 31-8-22

Class : X IPA 2

Material : Introduction self and others

T2 = Teacher

S = Students

Guru membuka dengan salam dan doa. Guru meminta siswa untuk menirukan doa yang diucapkannya dalam Bahasa Inggris.

T2: Repeat after me, Yaallah our god. (guru mencontohkan doa dan meminta siswa mengulangnya).

S: yaallah our god.....

T2: Assalamualaikum wr.wb

S: waalaikumsalam wr.wb

T2: hai everyone, how are you today?

S: I am fine, and you?

T2: I am good. Thank you for asking. Okay come on let's go review, I bring my book ya.

S: Yes mrs.

T2: Yok one two three go, I

S & T2: bring my book for me my self because this book is mine.... (Guru bersama siswa menyanyikan lagu tentang personal pronoun yang sudah diajarkan sebelumnya).

T2: Okay, come on. Lets open you note, dan silahkan dibuka buku catatannya, and then lets sing a song once again. *Check your note biar kalian hafal.* (guru

meminta siswa membuka catatan tentang kosa kata personal pronoun) Yok, once again, one two three go

T2 & S : (Singing together)

T2: good job, it is about pronoun. When I call your name, please mention one sentence using the personal pronoun. For example like , I love you. Sudah ada subject dan sudah ada object disitu berarti itu sudah ada pronounnya , okay? Understand?

S: yes mrs.

T2: *right, good.* Any question before? No ya? Lets get ready. I will call your name one by one and then when I call your name, please mention one sentence that contain personal pronoun in your sentences. Okay? It's free. You can try it.

S: (siswa terlihat bingung)

T2: okay right, kalo saya sebut nama kalian please mention one sentence, artinya?

S: sebutkan 1 kalimat

T2: that contain,

S: yang mengandung

T2: personal pronoun in your sentence. Mengandung personal pronoun dikalimat kalian. Misalnya, I love you. Personal pronounnya apa saja itu?

S: I, You

T2: "I" sebagai apa?, you sebagai apa?

S: Subject, you sebagai object.

T2: Berarti ada berapa personal pronounnya?

S: Dua.

T2: I sama you. Okay? Understand? Is it clear? Jelas?

S: jelas.

T2: okay, lets try it yaaa. Come on let's go, dinda

S: I miss you

T2: Thank you. Next alya.

S: I eat cake (pengucapannya salah – kek)

T2: What do you mean by kek? Ohhh cake? (keik). Not kek but keik ya.
Allright arifa

S: I like you.

T2: thank you. Please loudly ya..

S: I miss him.

T2: Aulia.

S: I love you.

T2: Itu tadi kalimatnya mrs. Ya, ganti coba. Gaharus pake "I" y aitu tadi Cuma
example. Yes please aulia.

S: (diam dan bingung memikirkan jawaban)

T2: okay skip dulu ya.

(guru secara bergantian memanggil siswa. Ada siswa yang kebingungan membuat kalimat ada yang tidak. Guru selalu skip bagi siswa yang terlalu lama dalam membuat kalimat dan mempersilangkannya menjawab diakhir. Hal itu agar mempersingkat waktu.)

(Setelah absen, guru meminta siswa mengerjakan exercise.)

T2: Okay, I will give you an exercise personal pronoun. Habis ini mrs akan kasih kalian task untuk personal pronoun. Nanti diterapkan dikalimatnya . So, I would like to send to your whatsapp. The leader of this class is..?

S: kayla

T2: I already send your number ya kayla ya.

(siswa membuka handphone masing masing)

T2: there are one until twenty number over there. Ada 1 sampai 20 number. Number 1 for example, okay yok come on. Blablabla is playing football, dalam kurung ada “George”. George itu laki laki apa perempuan.

S: laki laki

T2: kalo sebagai subject berarti dia penggantinya apa?

S: he.

T2: *ayo buka catetannya ya. Sambil buka catetannya. Let's open you note please.* Kalo didepan dia sebagai subject. Kalo subjectnya laki laki berarti?he. Good number two. The teacher always give.... Homework, the students. Students nya berapakah?

S: banyak

T2: okay, more than one. Kalo more than one, trus kemudian yang kedua langkahnya. Dia sebagai subject atau object atau ...

S: object.

T2: Kalo objectnya the students yang lebih dari satu berarti apa ya..?

S: them

T2: very good. Do you have question? Is it clear? Kalo gapaham langsung tanya ya. Look at number two. The students itu kata gantinya they kalo sebagai subject. Kalo sebagai object dia them. Berarti yang nomer 2 adalah the teacher

always give them home work. Number three. Blablabla is green. Dalam kurung the book book nya berapa?

S: Satu

T2: Kemudian kalo benda, hewan atau tumbuhan yang jumlahnya satu berarti?

S: It

T2: so, dia sebagai subject, it is green. Understand? Good number four. Blablabla are on the wall. Didalam kurung nice picture. Artinya apa itu nice picture?

S and T2: lukisan yang indah.

T2: itu picturenya one or more than one?

S: more than one.

T2: what is the function as the subject or object?

S: Subject, they

T2: good. Understand? Is there any question?

S: no.

T2: number five. I am reading blablabla book. Dalam kurung my sister. Berarti ?

S: Her.

(Siswa bersama guru membahas soal satu persatu dari nomer 1 sampe 20)

T2: Understand?

S: yes.

T2: any question so far? If you have any question please ask to me. No? Okay . so if you don't have any question I will go on the next material. Lets go, we are going to talking about modals. You always use it actually. So, modals there are

five. Can, may, must, and then should, the last is will. Have you ever hear about it? Udah pernah dong?

S: yes.

T2: what is the meaning of can?

S: bisa

T2: may?

S: Boleh

T2: must?

S: harus

T2: should?

S: sebaiknya.

T2: will,

S: akan

T2: so, when you want to use it, it very easy. You have to put subject and then one of the modals and then only put verb 1. Jadi tidak ditambahi ing tidak ditambahi apapun. Can you give me the example using can?

S: I can eat.

T2: Can you mention the example using may?

S: May I borrow your book.

T2: please mention using must.

S: I must try

T2: can you mention using should.

S: you should sit down.

T2: next, will

S: will you marry me.

T2: okay, some of your friends mention the positive sentence. And some of you friends also mention the question sentence. So actually, there are positive, negative and question, right. This is about the positive one (menunjuk rumus positive). And for the negative one you can put subject, kalo can jadi?

S: can't

T2: kalo may jadi?

S: May not

T2: must?

S: mustn't

T2: should

S: shouldn't

T2: will jadi?

S: won't

T2: okay like this ya (sambil menulis dipapan tulis) okay then just put verb 1 . and then if you wanna asking, you can put, modal + subject+v1. Like this. Okay, so actually this is yes or no question ya? Jadi kalian memberikan pertanyaan menggunakan modal, jawabannya only yes or no. understand? So, can itu punya could, will punya would. So when you wanna asking a question or maybe make a sentence and then kalian menggunakan kata could atau would it will be more polite. Gitu ya? So, if you want to talking with someone that older than you or maybe someone for you. Jadi ketika kalian mau bertanya pada orang yang lebih tua atau baru atau kalian belum mengenal sebelumnya, mau menghargai agar lebih sopan, you better use could or would. Okay? For example, when you want to introduce your self in front of the class. It is the

first time to you to meet then, and you want to introduce yourself, kalian sebaiknya bilang I will introduce my self. Or I would introduce my self?

S: I would introduce my self.

T2: terus kemudian, if you wanna ask a help, ketika kalian pengen meminta tolong pada orang lain. It is better for you to use can you help me or could you help me?

S: could you help me .

T2: but if you only with your friend, ya, you want to talking or asking with your friends, you can use can or will. Is there any question so far?

S: no

T2: okay, lets write it first. it's easy right?

(siswa menulis dibukunya masing masing.

T2: tolong tuliskan 1 modal tersebut dengan 5 contoh kalimat. Boleh positive, negative or question. Misalnya can, can five sentences, nah boleh diacak positive, negative or question, so there are will be twenty five sentences. Understand?

S: yes.

T2: if you have any question, you can ask me.

(Bel berbunyi)

T2: next meeting, you will get test about personal pronoun. Next meeting saya akan ambil nilai untuk yang personal pronoun. Jadi silahkan pelajari dengan baik. I will check the task next meeting. So you can continue at home. Okay, Thank you for today, wassalamualaikum wr.wb

S: waalaikumsalam wr.wb

4. Observation 4

Name : SW

Date : 31-8-2022

Class : X IPA 1

Material : Introduction self and others

T1= Teacher

S = Students

Guru membuka dengan salam dan mereview materi dipertemuan sebelumnya.

T1: Assalamuaikum

S: waalaikumsalam

T1: okay, hari ini kita akan mereview ttng pronoun. What is pronoun?

S: (DIAM)

T1: Kan ada istilah noun, ada pronoun, ada verb, ada adverb, ada adjective.

What is noun?

S: kata benda

T1: kata benda, pronoun? Kata ganti.

S: kata ganti

T1: verb? Kata kerja

S: kata kerja

T1: adverb? Keterangan. Adjective?

S: kata sifat

T1: and now we will discuss about personal pronoun. Pronoun?

S: kata ganti

T1: personal? Orang. Personal pronoun, kata ganti orang.

(Guru menulis materi dipapan tulis)

T1: tujuannya apa sih memakai kata ganti?

S: biar lebih gampang.

T1: okee, jadi tujuan kata ganti itu untuk membuat orang yang mendengar atau membaca itu tertarik. Karena apa? Jika tidak pakai kata ganti, kalimatnya tidak menarik. For example, here (menghadap papan tulis)

T1: I have a friend. Name tono. Tono is the best student in my class. Tono is very kind. Tono.... Nah ketika kata tono itu tidak diganti, maka si pendengar akan merasa bosan karena sering disebut nama tersebut. Nah, untuk itu, untuk lebih menarik dan untuk lebih menyingkat kalimat maka digantikan dengan yang Namanya kata ganti orang. Kata tono bisa diganti dengan ?

S: He

T1: saya mempunyai seorang teman. Bernama tono. Dia siswa terpandai di kelasku. He is the best student in my class. Jadi diganti dengan he. Itulah fungsi dari pronoun. Kan kebetulan itu Namanya pendek, tono. Mungkin bisa diulang ulang. Kalo Namanya Panjang sekali gimana mau ngulangnya. Misalnya Namanya sostrotirtokamandanuhadiraharjobarathayudho, mangku bata lima tibo sedoyo is my friend.

S: (tertawa)

T1: trus tidak diganti dengan kata ganti, dia adalah teman sekelasku, kata dia tidak digantikan, berarti mengulang kata, mengulang nama yang sekian panjangnya tadi? Nah. Itulah fungsi dari kata ganti. Next,

Disini ada berbagai macam, semuanya disebut kata ganti. Ya? Bagaimana menggunakan kata I, me, my, mine, my self. Nah kapan kita menggunakan subject? When we do something, When the subject do activity. For example, saya sedang mengajar Bahasa Inggris. Saya kan melakukan, maka kita pakeknya apa? I. (menulis, I am teaching English)..... Oke?.... ya ini dulu. Ketika kita menyatakan, ini Namanya subject (menunjuk papan tulis), object, kemudian posesive, possessive itu kata ganti milik atau kepunyaan. Ada

possessive, le moco ngene (memperagakan) “possessive adjective, possessive pronoun” Kapan kita menggunakan possessive adjective dan kapan menggunakan possessive pronoun. Ini reflective (menunjuk papan tulis) artinya diri sendiri. Nah...sekarang disini ada contoh, ini namanya possessive adjective. Apa bedanya dengan possessive pronoun?. What are the different between possessive adjective and possessive pronoun? You know? If it is followed by noun, ketika diikuti oleh kata benda dibelakangnya, maka yang dipakai adalah possessive adjective. Misalnya, namaku.

S: yes

T1: My name, bukuku, my book. Pulpenku ?

S: my pen

T1: temanku

S: my friend

T1: Jadi kata “my” dinamakan possessive adjective. Nah.. terus kita lihat di kalimat kedua. “ I am teaching English” disini sebagai subject karena melakukan aktivitas. Lalu the third sentence. “the students call me” para siswa memanggil saya, berarti saya yang dikenai pekerjaan, dipanggil. “ ia memukul saya” berarti saya sebagai objek. Karena dikenai pekerjaan. Ketika itu berfungsi sebagai object kita gunakan yang adjective. Now we want to use “mine”. Oh ini dulu yang “myself”. Saya pergi ke sekolah sendirian “ I ride my motorcycle by myself (menulis dipapan tulis). Karna myself ini artinya apanak?

S: sendiri

T1: jadi ini artinya tidak diboncengke tidak dibantu orang lain, bedane apa? Sendiri dengan sendirian, beda nggak menurut kalian?

S: beda

T1: beda ya, kalo sendiri itu berarti tanpa dibantu, hubungannya dengan suatu aktivitas. Sing jahit bajune itu sopo? Aku dewe. Nahh... by myself. Itu pakeknya myself. Tapi kalo dirumah sama siapa? With whom do you stay at home? Dengan siapa kamu dirumah? Gaada teman, sendirian. Nah iku bedo, pakenya "alone" I stay at home alone. Not myself tapi alone. Jadi ini bedanya, kalo my self hubungannya dengan aktivitas, artinya sendiri, tapi kalo alone itu sendirian. Kamu kesini sama siapa?orenek sing ngancani, sendirian. I come here by alone opo by myself?

S: my self

T1: okeee, trus... saya ingin menggunakan kata mine.

(Guru menulis di papan tulis)

T1: nah menurut kalian, kalimat ini efektif nggak (menunjuk papan tulis), menarik tidak?

S: (siswa membaca kalimat yang ditulis guru)

T1: your book is different with my book. Your book is new is a.... kakean opo?

S: Mine

T1: kakean book. Baak book baak book, yakann?

S: (tertawa)

T1: oke, kalimat ini bisa diringkas dengan menggunakan kata ganti pronoun. Cukup disebutkan satu kata didepan tidak perlu diulang. Your book is different with

S: mine

T1: nah itu bisa diringkes, kemudian, bukumu baru? Your book tidak usah diulang. Jadi cukup apa?

S: yours.

T1: Your book disebutke sekali tok. Your book is different with mine. Yours is new while mine is old. Nah ketika menerjemahkan gimana buk? Terjemahannya tetep sama, bukumu beda dengan bukuku. Bukumu baru sedang bukuku.....

S: lamaa....

T1: trus....

(guru menulis dipapan tulis)

T1: missal, sekarang, ini udah ya? Jadi kesimpulane ketika itu ada benda dibelakangnya, untuk menyatakan kepunyaan kita pake yang adjective. Ketika benda sedang disebutkan didepan, kita menggunakan yang possessive pronoun. Misal, ini bukuku. This is my book. Nih liat perbedaannya nih. Disini kan ada kata benda (menunjuk papan tulis), nah sekarang kalo bendanya disebutkan didepan. This book is mine. Nahhh ,,jadi tidak this book is my book. Nanti kebanyakan. Kedua kalimat ini maknanya sama. Kalian boleh milih yang mana. Kalian mengatakan ini bukuku, this is my book, boleh. This book is mine, boleh. It is okay?

S: yes.

T1: now, we talk about S. Kalo ada they, we, I, you, he, she untuk orang, "it" is for noun of animals. It khusus untuk hewan atau benda. Bukan untuk kata ganti orang. Misalnya, ani adalah teman sekelasku. Ani is my classmate. Untuk kata gantinya it itu pelecehan. It is very beautiful.

S: (tertawa)

T1: I have a cat. Kucingkan, binatang. Kucing itu sangat lucu.

S: it is very cute.

T1: it is very cu te

S: (tertawa)

T1: nah it ini fungsinya sebagai apa anak anak?

S: subject.

T1: ekornya Panjang. Ketika itu menggunakan milik berarti menggunakan possessive adjective. Its tail is long. Terus.... Saya sangat menyukainya.

S: I like it very much.

T1: It nya berfungsi sebagai apa?

S: Object

T1: kalo kucingnya lebih dari satu?

S: pake s.

T1: I have three cats. Pake S karena lebih dari 1. Yang bisa ditambah S untuk kata benda yang dapat dihitung. Kalo kata benda yang tidak dapat dihitung tidak bisa ditambahkan S. Contone opo kata benda yang tidak dapat dihitung?

S: Pasir, gula, air, susu.

T1: rambut bisa nggak?

S: enggak

T1: uang?

S: enggak.

T1: jadi kalo ditanya apakah kamu punya uang? do you have some money? Yes, I have, saya punya tiga ribu rupiah. I have three thousand rupiah. Rambut bisa dihitung nggak?

S: nggak...

T1: rambut saya hitam, hayooo... rambute padahal okeh iki. My hair is black. Untuk to be nya tetap tunggal. Jadi tidak "my hair is black".

S: "My hair is black"

T1: kalo air.... Saya minum banyak air.

S: I drink some water.

T1: Tidak udah waters. Kalo begini, saya minum tiga gelas air. Yang diitung apanya?

S: gelas.

T1: lha iya.. I drink three glasses of water. Water nya tetap tidak usah s. understand?

S: Yes.

T1: Kalo kucingnya satu kata gantinya it. Kalo banyak?

S: its.

T1: NO...

S: They.

T1: ini tadi pake is karena cuman 1. Lha kalo banyak?they are very cute. Cute tetep ya, ini kata sifat gabisa ditambah s. ngko munine lucu lucu. Mereka sangat lucu lucu. Lucu kan cute, yen lucu lucu cutes. (bercanda). Terus, ekor mereka Panjang. Yo ditiliki catetane. Untuk yang posesive adjective.

S: Their tail is long.

T1: Saya sangat menyukai mereka.

S: I like them very much.

T1: understand?

S: yes.

T1: ini nanti berfungsi untuk kalian ulangan, tugas kalian adalah perkenalan diri. You introduce yourself in front of your friend. Nanti saya kasih waktu minggu depan. Tiap mulai pelajaran akan saya panggil beberapa. Nah yang

kalian sampaiakn ditulis. Jadi kalian punya buku tugas Bahasa Inggris. Tipis aja. Any question?

S: No

T1: hal ini sangat bermanfaat ketika kalian menceritakan diri dan keluarga. Jadi perkenalan diri dan hubungan keluarga.

S: *Ijin foto nggih bu*

T1: *kalian bisa mencatat yang gak tau artinya, mau ditulis, difoto dulu boleh. Yang kita terima bisa kita tulis.. Karena biar tidak lupa. Kalo ada yang tidak tau artinya silahkan cari google dan dicatat. Silahkan dicatat kalo mau nyatet, tapi cepat. Durasi soalnya. Bahan belajarnya itu selain yang pokok. Bagi saya, catatan mudah dicerna kalo difoto saja kan kemungkinan hilang, bisa kepercet, bisa hpnya rusak lah. Dah yaa....*

S: ya

(Guru menulis beberapa soal dipapan tulis dan siswa harus maju kedepan satu persatu)

T1: setelah ini maju kedepan. Nahh tu.... Boleh milih.

S: ohh boleh milih bu?

T1: ya monggo,

S: ditulis nggak bu?

T1: Langsung disini aja.

S: Nggih.....

(sambil menunggu siswa mencari jawaban, guru mengecek absen satu persatu. Setelah absen, siswa bergantian maju didepan kelas, saat moment tersebut siswa diberi kebebasan untuk bertanya pada guru)

S: Salah satu niku nopo buk?

T1: *one of the.*

(Setelah beberapa siswa maju untuk mengerjakan, ada beberapa soal yang tidak diketahui jawabannya. Guru bersama siswa membahasnya)

T1: apa sih yang sulit itu? (sambil nunjuk papan tulis) Coba saudara laki laki apa?

S: Brother

T1: Saudara perempuan?

S: sister

T1: Lha iya, lha kan cukup itu, cuman saudara laki laki ada kakak ada adik, kalo adik tu “my younger brother”, my little brother, oke. Trus smp?

S: junior high school

T1: lha iso no, ayo tulis. Terus kadang kadang. What is kadang kadang?

S: sometimes

T1: menemani nya ? Ooo iki sajak e sing raiso. Accompany. Yowes bijine tak pek dewe. “my younger brother is a junior high school. Sometimes, I accompany him go to school. Next.... Mana ini kendalanya? Menjalankan? Run. Jadi run tidak berarti harus lari Menjalankan itu run. Jadi, they run their family business by themselves. Because their father died last year. Ini kendalanya ap aini? (menunjuk soal yang lain). Menceritakan? Told dari kata tell. Tentang keluarganya? About his family.... And I told mine. Ben iso gae kalimat.....

(Guru bersama siswa mengerjakan latihan soal yang ada di lks)

T1: Kemudian, open your book page 8. Look activity 7. Underlined the personal pronoun. Jadi bebas, kalian garis yang ada disini ya. Semua personal pronoun tadi, mana pas mana yang cocok untuk mengisi titik titik tersebut. Are you ready?

S: ready

T1: look number 1.

(Guru dan siswa mengerjakan soal bersama sama, guru membacakan kalimat dan siswa harus menjawabnya)

S: sudah istirahat. Finish

T1: okay, I think enough today, wassalamualaikum wr.wb.

5. Observation 5

Name : SW

Date : 7-9-2022

Class : X IPA 1

Material : Introduction self and others

T1= Teacher

S = Students

(Guru membuka pembelajaran dengan salam dan absen)

T1: assalamualaikum

S: waalaikumsalam

T1: Absen dulu, say present ya....

S: Nggih bu,

(Guru memanggil siswa satu persatu)

T1: let's go on our lesson today, still about introduction. Bisa dimulai hari ini?

S: Bisa

T1: okay, last meeting about introducing yourself and relationship, I ask some of you to ready. So I think four of you to present to speak in front of your friend.

S: can I borrow the text?

T1: aaa.....I think you can without text. As soon as possible, without text. Okay?

S: yes.

T1: Okay before I call the name of one of you, who want to present first? Ayo yang mau maju, sukarela, tanpa saya pilih. Mas helmi, are u ready?

S: belum.

T1: From girls, one of you? Okay kalo gitu tak panggil.... Mbak sofia, please. Nanti gini ya, mungkin saya akan bertanya sesuatu ke mbak sofia, dan juga kesempatan untuk kalian untuk bertanya informasi apapun yang mungkin perlu kalian tanyakan. Sehingga ada komunikasi, ada interaction between the speaker and the listener. Ya? Oke.. Please open your mask for a while.

S: Assalamualaikum wr.wb. Hello everyone..... I would like to introduce myself; my name is sofia afifah you can call me sofia, my birthday is 22 october2007. My hobby is listening music. I am from pracimantoro. I don't like English because I can't speak English very well. My father's name is parno. He works as teacher. My mother is sriwedari. She works as a teacher. I have two sisters.

T1: may I ask you something? Boleh saya tanya sesuatu.

S: (mengangguk)

T1: you say that you don't like English lesson, why? Is English is difficult? Apakah Bahasa inggris sulit?

S: yes.

T1: then, what is your favorite subject?

S: math.

T1: what do you want to be? Do you want to be a teacher like father or your mother?

S: No.

T1: her father and her mother are teacher. She doesn't want to be a teacher. When I ask her, what she want to be? She has not answer yet because she doesn't know about her future. you say that you like listening music? What is the kind of genre do you like? Dangdut? Pop?

S: Pop

T1: ayo yang lain, any question? asline do pengen takon tapi terhambat...

S: nggih bu

T1: no one? Okay thank you very much, give applause to her.

(siswa yang dipanggil guru harus maju kedepan untuk memperkenalkan diri. Sesekali guru memberikan koreksi serta penjelasan bagaimana pengucapan yang benar dan memberikan ide kepada siswa apa yang harus disampaikan)

T1: banyak ya yang bisa diungkapkan, mungkin makanan favorit, hobby, tempat tinggal.

(ada salah satu siswa yang memamparkan perkenalan dan beberapa bagian pengucapannya salah)

T1: jawa tengah?

S: Central java (sentral java)

T1: Central java (sentrel java)

(setelah perkenalan, guru kembali ke materi)

T1: okay, thank you very much mas helmi, give applause to him...

T1: okay, we go on our lesson, open page nine. open page nine.

(Siswa membuka bukunya)

T1: *ketika kalian nanti didalam keluarga kalian ada yang the in laws? What is the meaning of in laws? The in laws is the member of the spouses. Jadi in laws*

itu anggota keluarga dari pasangan. Jadi kalo mau mengatakan ap aitu, ayah mertua, ibu mertua. Oke number one, father-in-law, the father of the spouses. Ayah dari pasangan anda. Berarti siapa ini?

S: Ayah mertua,

T1: Mother-in-law?

S: ibu mertua.

T1: Son In law itu?

S: Adik ipar

T1: Menantu laki laki, mestinya itu the husband of your daughter. Sister-in-law? Yang paling bawah itu, menantu perempuan. Daughter in law?

S: ipar, kakak ipar laki laki.

T1: the husband of your sister. Ipar ya... Ipar. Ohhh sorry, the daughter in law tadi menantu perempuan, brother in law itu ipar Laki laki. Sister in law itu ipar perempuan. Ipar itu yang bagaimana to?

S: pasangan dari saudara.

T1: ho.oh pasangan dari saudara kita. Pasangan dari mbakku, suami dari mbakku. Berarti brother in law. Istri dari kakakku, berarti sister in law. Terus..... the family mix. Sekarang yang campuran, mix. Campuran itu berarti, misalnya ada sepasang suami istri, karena ketidakcocokan kemudian pisah. Nah ketika pisah dan membawa anak untuk mencari pasangan lagi. Pasangan yang dicari ternyata sudah punya anak juga. Berarti kan ada campuran itu ya. Nah itu mix. Ada step father, berarti siapa ya?

S: ayah tiri.

T1: Step mother?

S: ibu tiri.

T1: Step son?

S: Anak tiri laki laki

T1: Step daughter?

S: anak tiri perempuan.

T1: stepsister?

S: saudara tiri perempuan.

T1: stepbrother?

S: saudara tiri laki laki.

T1: next, sebelum kesini kita masuk dulu untuk memperlancar apa nanti, yang belum maju. Open page 11.

S: (siswa membuka page 11)

T1: ketika memperkenalkan family. Keluarga. Nah.... Arep ngomong.. talking about family can be a good way to start the dialog. Jadi berbicara tentang keluarga itu menjadi cara yang bagus untuk memulai dialog dalam Bahasa inggris. This is for to know what to say. Ini bermanfaat untuk mengetahui apa yang harus di katakan. And if you have a question to ask. dan jika kalian punya pertanyaan untuk ditanyakan. Jelas ini. Nah jadi yen koe due pertanyaan segera ditanyakan. Lets start to say something simple in introducing your family. Mari kita mulai sesuatu yang sederhana dengan memperkenalkan keluarga anda. Below, some examples that you can used to start the dialog about family. Contoh untuk memulai dialog tentang keluarga anda. To start the dialog, you can ask some question such as, untuk memulai dialog kita bisa menanyakan seperti misalnya; *Repeat after me, do you have a big family?*

S: *do you have a big family?*

T1: Yak kalo memang punya keluarga besar ya dijawab, yes... I do. Nek pertanyaannya diawali dengan do berarti ya do. Kalo have ya have. Kalo tidak berarti No I don't. "*Don't*" bacanya "*don*" ya, kalo ini "*done*" bacanya "*dan*" kalo ini "*down*" bacanya "*daoun*". Next, what do you like to do to spend you

time in your family? Misalnya. Itu bisa kalian tanyakan nanti, Ya, what do you like to do when you spend your time with your family? Apa yang suka ada lakukan ketika anda menghabiskan waktu ada bersama keluarga. Maybe bermain sepakbola. Maybe minum teh, gitu ya. Up to you. Kebiasaan yang dilakukan ketika bersama keluarga mungkin diakhir pekan sering.... Travelling ya. Okay, next....When you want to introducing yourself. There are five people in my family. Ada 5 orang dikeluarga saya. Who are they? Sebutkan siapa itu. Nah They are my grandpa, my parent, berarti sudah berarti tadi?

S: dua

T1: Me and my younger brother. Ya... Seven people in my family, my grandparents berarti?

S: kakek nenek.

T1: Parents?

S: orang tua.

T1: My brothers, my sisters. Now, Talking about your brother and sister. Okay, dibacakan tadi... how many brother and sister do you have? Ketika kalian punya 1 Kakak 1 adik, so you can say, I have one brother and one sister. And then, I have only one brother is 4 years younger than me. Berarti opo iki?

S and T1 : Adik laki laki.

T1: Selisihnya dengan anda 4 taun. Klo memang tidak punya saudara perempuan ya I don't have any sister. Nek orang due kakak laki laki,

S and T1: I don't have any brother.

T1: Mungkin akan mengatakan, saya anak tunggal bu, bagaimana mengatakannya disitu?

S and T1: I'm an only child in my family.

T1: Are your sister or your brother or younger? Nah disini tadi...Kalo kamu kakak ya older, kalo adik ya younger. Atau kamu misalnya paling kecil atau bontotnya, bisa kalian katakana, I'm youngest in my family. Kalo kamu mbarepnya adik, I'm the oldest. Gitu. Banyak cara untuk mengatakan itu nak. Kalo ingin mengatakan kedekatanmu dengan keluarga, kegiatanmu dengan keluarga bisa kalian lihat itu. Look number 4. Talking about relationship with your family. We can add some information about how often with your family and what do you like together? kita bisa menambahkan informasi tentang seberapa sering anda mengunjungi keluargamu, apa yang suka kamu lakukan bersama keluargamu. Misalnya disini, I'm very close to my family. Close disitu artinya dekat. Makanya ada pasta gigi close up, Tujuannya apa ya pasti gigi dijenengi close up. Mungkin karepe sing gawe untuk mendekatkan. Ada sunsilk, sun apa sun?

S: matahari.

T1: silk?

S: Perlindungan

T1: kui lak shield. Silk, sutra.

S: ohhhhh, matahari sutra.

T1: Kalo tertimpa matahari, kemilau bagaikan sutra.

S: Weeee.... (tertawa)

T1: belajar bahasa itu opo nak total. Yen ra total bahaya. Koyo sing tak ceritakke. Uwes tak ceritakke?

S: dereng bu.

T1: Kalo kalian jualan mie rebus, mie godok. Kalo kalian tidak tau Bahasa inggrisnya mie, kamu menawarkan mie yo tetep mie. Nah ada orang lewat yang mau beli, would you like to buy my mie? Do you like mie? Bahaya ra (guru membuat jokes)

S: bahaya.

T1: ohhh yes, I like you. *Karena apa, tidak total belajarnya. Harusnya ngerti Bahasa inggrise mie. Salah mengucap yo bahaya, misalnya, saya suka mie goreng. I like fried noodle very much. Lha lek ngomong....” I like friend needle very much”. What is needle? Jarum. Kalo pengucapannya bagus imbasnya ke semuanya.*

S: (Tertawa)

T1: dadi sekti yo. Lha senengane jarum goreng. Gitu ya. Next.. I am very closed. Dari kata close. *Close itu artinya bukan, kalo to close artinya memang menutup tapi disini ada close yang dimaksud dekat. Hubungan yang dekat. Who is your close friend? Maksudnya apa ini, siapa teman dekatmu, teman akrabmu? Yang Namanya close itu akrab ya. Jangan diartikan lain. Nek close mesti temen dekat. We have lunch together every weekend in my grandmother’s house Nah disini, she always cook something delicious. Untuk menambahkan informasi jika kalian ingin bercerita, kita makan bersama di setiap akhir pekan dirumah nenek saya. Dia selalu memasak sesuatu yang enak. I see my older brother once a week. Saya mengunjungi kakakku sekali seminggu. We usually play basketball together. Kita biasanya main basket bersama. Dan seterusnya... Nah kita maju nak, tadi setelah mempelajari ada the laws tadi, kita coba untuk mengisi tts yang ada di halaman 10. Puzzle.*

S: pake pensil nopo pulpen bu?

T1: pensil aja. Setelah saya isi, yang tidak bisa terisi nomer 8. Number eight pass. Gacocok soalnya

(siswa mengerjakan tts)

T1: Finish?

S: finish

T1: dibahas yok, number one, the person who give birth to you.

S: Step father, mother. Mother

T1: good. Number two. the husband of your sister.

S: brother-in-law.

T1: Okay, brother-in-law. Number three. The new husband of your father but not your biological father.

S: stepfather

T1: Good. Four, The son of brother or sister

S: nephew (pengucapan mereka "Nep Hew)

T1: Dibaca nephew (memperagakan yang benar, niphui), Five, Uncle who was born before or after you by your mom.

S: sister

T1: Six, the son of your new husband.

S: step son,

T1: Stepson sing bener. Seven, the father of your spouse

S: Father-in-law

T1: Number eight, gacocok. Nine, the father of your mom or dad.

S: grandpa

T1: number 10, Cousin. Selanjutnya sebagai pengganti ulangan karna tidak mencukupi waktunya, yang lain udah ulangan. Nanti kerjakan di competence test 1-20, page fourteen.

S: nggih.

(Bel istirahat berbunyi)

6. Day 6

Name : SW

Date : 14-9-22

Class : X IPA 1

Material : Introduction self and others

T1= Teacher

S = Students

Observation Results

The activity started as usual with praying and the teacher checking attendance. Because many students were sick that day, so there were only 12 students in one class. The students looked weak because they were all sick. After being absent, the teacher motivates the students to stay motivated even though they are not feeling well. After that, the teacher gave information to the students if the agenda for that day was to practice listening exercise, remembering that in a few weeks, a midterm examination would be held. In addition, they also work on discussing assignments in student books. The teacher tells the rules. The rule is that the teacher will read the questions, and students must choose the answers in their books. So, for this listening activity, it is not through the native speaker's voice but through the teacher's voice. The teacher will repeat it only in two times.

Students listen and answer each question carefully. After that, the teacher and students correct the answers together. It aims to find out how many questions are answered correctly by students. After being discussed, the teacher calls one by one to record the number of correct answers. The results are varied. After the activity, because time was running out and many students did not attend, the teacher informed him that the assignment correction activity was postponed to next week. The activity closed with greetings.

APPENDIX 3

Interview Transcript

A. Interview Blueprint

Kinds of strategies used by the teacher in teaching vocabulary based on Sprenger (2014)	Indicators	Question
Determine the definition and give explanation	Teacher gives explanation and definition regarding to student's unknown word. Teacher can give the explanation by using their mother language.	<ul style="list-style-type: none"> • Is the teacher give the definition and explanation about the word to the student? • Why the teacher uses that strategy?
Using picture or real object from the word that represent	The objects used can be drawn on card, paper or whiteboard. Besides that, teacher can use the real object too. Teaching vocabulary by using pictures and real object can be linked directly between past knowledge and the knowledge to be taught.	<ul style="list-style-type: none"> • Is the teacher use picture or real object in teaching vocabulary? • Why the teacher uses that strategy?
Using synonym of the word	Synonym strategy is one of the good strategies in teaching vocabulary because students will experience the process of finding and discussing a word which is actually synonyms can be used as a definition of a word that they are discussing	<ul style="list-style-type: none"> • Is the teacher uses give synonym in teaching vocabulary? • Why the teacher uses that strategy?
Compose the Song	The teacher can make and use song consisting of various kinds of vocabulary to make it easier for students to remember the word.	<ul style="list-style-type: none"> • Is the teacher use song in teaching vocabulary? • Why the teacher uses that strategy?

Use game for reviewing the vocabulary	Teacher uses game for reviewing the vocabulary that they have to learned. Games make students become more active in learning	<ul style="list-style-type: none"> • Is the teacher uses game in teaching vocabulary? • Why the teachers use that strategy?
Ask students to make vocabulary note and use dictionary	Teacher's strategy by asking student to write and make vocabulary not (their unknown vocabulary) and using dictionary to looking for the meaning of vocabulary.	<ul style="list-style-type: none"> • Are the teachers ask students to make vocabulary note and use dictionary in teaching vocabulary? • Why the teachers use that strategy?
Modeling the use of word and repetition drill	Teacher's strategy by giving the example in pronouncing vocabulary and asking student for repeat it.	<ul style="list-style-type: none"> • Is teacher become model in the use of word and use repetition drill in teaching vocabulary? • Why the teacher uses that strategy?

Factors influencing the teachers apply the strategies in teaching vocabulary based on Lawrence (2009)	
Duration of time	The factors influencing the teachers to apply the strategies is duration (short or long) in teaching and learning in the classroom.
Preferences of the teacher,	The teacher chooses the strategy that is most effective, comfortable and has greater experience for students. Teacher chooses strategies based on their thinking from their experiences.
Behavioral control	The teacher implements a strategy that is considered capable of controlling student behavior.
The safety in teaching and learning	For safety reasons, teacher can use a strategy that does not harm for students.

Students' abilities	In English as foreign language, the student's ability is related to the skills of students such as reading, writing, listening, speaking, grammar, vocabulary, pronunciation and etc.
Activity Focus	In learning planning, the objective of learning will be closely related to the strategy applied

B. Interview transcription

1. Day 1

Name : EDN

Date : 12-8-2022

Me: Apakah guru menggunakan strategi pemberian definisi dan penjelasan tentang kosa kata yang tidak diketahui siswa?

EDN: tergantung. Tapi biasanya begitu. Kalo misalnya anak anak belum mengerti, biasanya dipancing pancing dulu. Tapi kalo untuk kata yang menengah ke atas baru dijelaskan. Contohnya, kata yang mereka lebih sulit ya. Kalo misalkan gatau kata independence itu apa, nah itu tetep dipancing pancing. Tapi kalo untuk yang kata yang middle low seperti benda benda di kelas itu juga untuk awalan biasanya juga ditanyakan. Tapi kalo misalnya kalo kelas atas atau sudah pertemuan ke berapa gitu sepertinya enggak kalo udah pernah.

Me: Mengapa menggunakan strategi tersebut?

EDN: ya agar siswa tambah wawasannya, jadi mulai hal hal yang detail hingga yang lebih kompleks. Kalo karakteristik siswa bisa jadi pengaruh. Tapi lebih ke penambahan vocabnya. Jadi misalnya anak gatau biar berusaha untuk mengingat dan explore dari teman temannya. Baru kalo bener bener gatau baru kita memberitahu, jadi biar ada usaha dari si anak dulu agar berusaha mengingat atau berusaha cari arti katanya.

Me: Apakah guru menggunakan gambar atau objek nyata untuk mengajar kosa kata?

EDN: ya pasti, real object iya, gambar juga sometimes. Jadi nanti disediakan modul/ lks itu sudah ada mungkin gambarnya. Trus kemudian kadang juga

anak dibawa untuk keluar kelas, jadi untuk mengeksplorasi vocabularies yang ada di luar sekolah ataupun yang ada di dalam sekolah.

Me: Mengapa guru mengimplementasikan strategi tersebut?

EDN: Otomatis untuk mengeksplorasi vocabularies mereka di kehidupan realnya mereka. Jadi agar bisa lebih benar benar menghadapi di dunia nyatanya. Bisa digunakan bisa diterapkan .

Me: Apakah guru menggunakan sinonim untuk mengajar kosakata?

EDN: guru yang memancing apa sinonim nya begitu. Kalo untuk anak bertanya sinonim atau antonym itu jarang sekali. Tapi kalo guru yang memancing itu iya.

Me: Mengapa guru mengimplementasikan strategi tersebut?

EDN: biar vocabularies mereka itu tambah, terus kemudian, mereka harus tau bahwa satu kata itu bisa ada beberapa makna lain, ada beberapa kata lain yang sama sehingga mereka menemui kata tersebut mereka tidak bingung dan juga kalo pas mereka mengerjakan soal soal sekarang itu juga ada pertanyaan sinonim dan antonym utamanya sinonim sih. Jadi mereka perlu tau.

Me: Apakah guru menggunakan lagu untuk mengajar kosakata?

EDN: ya saya menggunakan lagu untuk mengajar. Alasannya, biar lebih mudah dipahami, lebih cepat mereka ingat. Kemudian, juga lebih asik dalam kelas. Classroom size juga sangat mempengaruhi. Otomatis perhatian juga itu lebih terbagi ke banyak siswa, sehingga dengan lagu itu lebih menyeluruh.

Me: Apakah guru menggunakan game untuk mereview kosakata?

EDN: game? Kadang-kadang saya juga pake karena tapi tergantung waktunya. Kalo materinya sudah terpenuhi kemudian masih ada waktu, biasanya menggunakan game. Tapi pun, mungkin juga sering digunakan di awal kelas misalnya berupa tanya jawab, berupa ya tadi, kinestetik, kemudian tebak tebak sesuatu dan sebagainya .

Me: Mengapa guru mengimplementasikan strategi tersebut?

EDN: Jadi saya menggunakan games pas ada waktu longgar. Jadi ketika waktunya dirasa tidak longgar dan materinya banyak maka saya gak menggunakan game. Sebisa mungkin ada game agar mereka happy. Selain itu game kan juga untuk meningkatkan daya Tarik siswa dalam belajar bahasa, tidak bosan, menangkapnya lebih cepat, seperti tadi penggunaan secara kinesthetic tadi. Juga mengingat jumlah kelas yang banyak, jadi ya agar lebih tercover semua.

Me: apakah guru meminta siswa mencatat di buku catatan serta menggunakan kamus?

EDN: ya tetep dong, itu memang dibicarakan diawal, jadi anak-anak itu ditugaskan untuk menulis kata-kata yang mereka tidak tau, seperti itu, Ataupun guru menyuruh siswa untuk mencari kata-kata tertentu misalnya kata apa aja, verb apa yang mereka tau, kalimatnya bagaimana. Dengan menulis mereka akan lebih setidaknya mereka pernah bersinggungan dengan kata tersebut, jadi diharapkan siswa juga bisa lebih mengingat. Sehingga ketika mendapatkan kata-kata tersebut, dapat membuka kembali buku catetannya

Me: apakah guru sebagai role model memberikan contoh pengucapan yang benar dan meminta siswa mengulanginya?

EDN: Betul, yayaya pasti pasti. Apalagi Bahasa Inggris, pronounciation harus tepat jadi memang mereka disarankan untuk megulang apa yang diarahkan gurunya.

Me: mengapa guru mengimplementasikan strategi tersebut?

EDN: Dengan itu, pronounciation mereka lebih tepat dan mereka juga lebih tau bagaimana pronounciation yang benar atas kata tersebut. Soalnya mostly dikelas masih banyak pronounciation yang kurang tepat.

2. Day 2

Name : SW

Date : 14-9-2022

Me: Apakah guru menggunakan strategi pemberian definisi dan penjelasan tentang kosa kata yang tidak diketahui siswa?

SW: menjelaskan, yak karna satu kata bisa memiliki lebih dari 1 arti. Y itu nanti kalo anak itu tidak paham itu artinya apa Cuma menemukan 1 kata kemudian diterapkan di sebuah kalimat bisa nggak pas gitu lo. Jadi misalnya, arti kata look saja ya.... Nanti look at, look on, itu kan sudah berbeda. Nanti kalo anak itu tidak dijelaskan apa makna dari look at atau look on itu tadi akan menterjemahkan “look” itu melihat, sudah kata melihat saja. Gak liat at nya ga liat on nya. Ya itu yangjadi memang perlu dijelaskan. Arti kata ini dalam konteks kalimat ini bermakna ini. Seperti itu.

Me: Mengapa guru menggunakan strategi tersebut?

SW: kan dengan penjelsan itu, siswa lebih paham gitu ya. Ya lebih ke karakter siswanya.

Me: karakter siswanya bagaimana?

SW: Ya jadi karakter siswanya itu kalo dibiarkan disuruh mandiri cenderung ada rasa malasnya. Makanya satu satunya cara saya agar siswa itu bisa paham ya harus dijelaskan. Karena apa?karna gak bisa mandiri.

Me: Apakah guru menggunakan gambar atau objek nyata untuk mengajar kosa kata kepada siswa?

SW: ya, missal nggih ketika itu narrative, narrative itu kan cerita. Misalnya ceritanya itu tentang apa yaa.... Yang dulu pernah saya gunakan gambar itu “kenapa bumi dan rembulan itu...” tapi judulnya lupa saya. Nah itu kok berpisah itu ada ceritane. Saya pake gambar terus siswa menuliskan yang dia mampu dari cerita tersebut menggunakan kosa kata sendiri. Kosa katane dewe karepmu lek meh gae cerito. Nah nanti terus diurutkan .

Me: Mengapa guru mengimplementasikan strategi tersebut?

SW: itu akan membantu siswa apa ya lebih mudah dia mengekspresikan kosa katanya. Paling enggak, dengan gambar itu, dia akan ngerti apa ya kosa kata, meskipun itu sekedar tau tentang “bulan” itu Bahasa Inggrisnya apa sih? yaitu dengan gambar lebih mudah gitu.

Me: Apakah guru menggunakan sinonim untuk mengajarkan kosa kata?

SW: Iyaa, *tapi jarang sih*, biasanya ketika.... Yang sinonim ya? Biasanya sinonim itu sering keluar dalam soal. Misalnya, itu pasti ada teks kemudian apa makna atau the similar meaning of the underlined word itu pasti muncul itu ya. Nah disitu, kadang kata yang digunakan dalam teks dengan kata yang digunakan dalam pertanyaan itu kadang itu berbeda. Misalnya menceritakan tentang R.A Kartini itu meninggal.... Kata meninggal dalam teks dengan kata ya... raden ajeng kartini died when..(memperagakan kalimat) yaa. Tetapi nanti ada pertanyaan when did..trus passed away. Ketika siswa tidak tau sinonimnya antara died dengan passed away kan sulit. Lohh nggon teks tidak ada tapi kok ini pertanyaannya maksudnya apa?,... jadi seperti itu ya. Jadi itu memang sangat perlu untuk mengajarkan sinonim.

Me: Mengapa guru mengimplementasikan strategi tersebut?

SW: ya untuk menambah kosa kata jadi misalnya tadi “mati” tidak hanya died saja ternyata menggunakan kata lain bisa.

Me: Apakah guru menggunakan lagu untuk mengajar kosa kata?

SW: song iya, dengan menggunakan lagu itu siswa belajar Bahasa Inggris lebih menarik. Sekaligus menambah kosa kata juga. Tapi biasanya dikasih pas materi lagu mbk, terakhir. Jadi tak kasih teks dulu sebelum dinyanyikan. Ketika itu masih berupa teks mungkin sulit. Nah nanti, diputarkan, **setelah** musiknya, tau artinya juga nanti artinya ketika itu diputarkan, nanti artinya diulang dirumah, nanti cari yang ada terjemahannya. Dari situ secara otomatis siswa tau, kosa katanya. “oh ini tu artinya ini to?” nah seperti itu. Sekarang kan bisa mencari sendiri mencari artinya. Dengan demikian ya otomatis kosa kata mereka akan bertambah dan dia belajar nyanyi juga gitu, akhirnya senang.

Me: Mengapa guru mengimplementasikan strategi tersebut?

SW: Mengembangkan kreativitas. Ya otomatis dengan dia mendengarkan lagu selain menambah kosa katanya dia akan lebih tertarik dengan seni, kemudian dia nanti belajar untuk nyanyi dan berarti kreativitasnya berkembang nanti.

Me: Apakah guru menggunakan game ketika mengajar kosa kata?

SW: ohh game, game jarang sih aku. Tapi pernah. Game nya itu, masalahe wes sue. Yen ini sih kayaknya enggak.

Me: Mengapa guru tidak mengimplementasikannya?

SW: durasi waktu, kan saya ngejar materi juga.

Me: Apakah guru meminta siswa untuk mencatat dan mencari arti kosa kata dikamus?

SW: ya, dengan mencatat vocab, otomatis siswa nanti mencatat kamus sendiri gitu ya. Jadi gak mungkin kan kalo siswa suruh ngapalke sak kamus gitu kan. Jadi dengan dia bikin kamus sendiri, berate otomatis sudah belajar sambil apaa yaa mencari, mengerti, mencari arti kosakatanya. Jadi itu kalo mencari sendiri kan lebih inget daripada membaca. Dia pernah membaca trus di acari dikamus, itu jadi lebih kelingan karna baca dua kali. Ooo kae artinya itu ya. Jadi suatu saat menemukan kata tersebut gaasing. Jadi mereka bawa kamus atau diperpus kan ada kalo nggak ya dihp.

Me: Mengapa guru mengimplementasikan strategi tersebut?

SW: Siswa jadi kaya kosa kata. Durasi mempengaruhi. Kalo durasinya tidak mencukupi, kemudian siswa tidak nyatet, kosa kata yang sudah diketahui, ketika sudah membahas, saat itu ayoo kita bahas pertanyaannya, lha kalo tadi siswa ganyatet, “apa sih tadi”” dikata ini artinya apa, saya mau jawab ini gabisa” dengan dia punya catetan itu tadi, terus nanti dibawah ada pertanyaan “ohh maksud pertanyaane itu ini, ooo berarti jawabannya itu ini”

Me: Apakah guru sebagai role model memberikan contoh pengucapan yang benar dan meminta siswa mengulanginya?

SW: Iya, itu kata kata sederhanya saja ya. Manakala kita tidak memberikan contoh ya pengucapannya salah. Yaa karna kita mengajar itu kan tujuannya siswa itu bisa. Kalo Bahasa nya sudah Bahasa inggris yang notabene beda dengan Bahasa kita, itu kalo tidak diberikan contoh pengucapannya itu ya dia nanti akan ngawur. Ya kalo sudah ngawur kan, lawan bicaranya ternyata itu paham dengan Bahasa inggris kan bisa diketawain gitu ya. Makanya, kata kata tertentu , biasanya saya suruh membaca dulu, saya suruh membaca paragraf, “coba mas baca paragraph satu”. Saya nanti membikin catatan untuk kata kata yang itu salah pengucapannya. Ya nanti saya tulis, coba terus saya tawarkan coba ini dibaca apa ngono. Nanti terus lucu lucu juga gitu ya. Misalknya kata “high” ya kadang bikin lucu gitu ya. Biar gak bosan. Misalnya, “coba ini dibaca “(tulisan high)”, ada yang “hig”. Wes pelajaran Bahasa inggris jam terakhir kon moco salah due loro maag (tertawa) nyonggo weteng tekanngomah ditekoi mbok e, ngopo le? Ini goro goro basa inggris. “lha kui dikapakne kaaro gurumu?” (memperagakan) ya bu suruh moco, yo goro goronesalah le moco, aku yo gur ngono. Ada yang “haigh, ada yang “hig” nah sepertiitu ya...

Me: Misalkan menggunakan minggu ini mengajarkan kata ini, apakah minggu depan diulang lagi nggih?

SW: ya diulang, tidak hanya hari itu juga, berkelanjutan. Ya tadi kan “high” tak tambahi “hills” lha ngerti le muni “high hills” rangerti tulisane aku ngono to (memperagakan) “ooo itu mocone high hiils yo buk yo”. Yo iyo, lha koe ki iso muni ra ngerti tulisane yo pie to (memperagakan dikelas)

Me: Mengapa guru mengimplementasikan strategi tersebut?

SW: harapannya siswa itu bisa mengucapkan, tau tulisannya, tau ucapannya dengan benar. Untuk mengembangkan kreatifitas siswa juga, kenapa bisa dikatakan begitu? Anak itu kalo sudah tau ucapannya sudah mengucapkn dengan benar, itu nanti ketika dia ada pelajaran speaking itu kan dia sudah

punya modal. Tetap kan, pengajarannya tidak hanya vocab saja, tetapi dari vocab itu mengembang ke skill yang lain. Jadi dengan dia sudah punya modal pengucapan yang benar, dia jadi percaya diri. Bisa mengucapkan kata itu.

Me: Keunggulannya kelemahan apa nggih?

SW: dengan repetition kan siswa jadi lebih ngerti dan mampu belajar mengucapkan kata yang benar. Tapi kelemahannya, kadang apa ya kelemahannya itu dengan diajarkan itu justru merasa “kok sulit amat?” ada yang merasa “ternyata basa inggris itu sulit ya ngucapannya” dikasih yang bener “kok gak sama sih tulisannya dengan ucapannya” “basa inggris itu sulit”.

Me: Jadi mindset nya ngoten tumbuh gitu nggih ?

SW: iyaa, heeh.

APPENDIX 4

Research Data

Strategy	Data of Strategy	Data of Factors	Conclusion
<p>Determine the Definition and Give Explanation (T1)</p>	<p>Code: O/7-09-22/S1/T1 <i>T1: okay, we go on our lesson, open page nine. open page nine.</i> <i>(Siswa membuka bukunya</i> <i>T1: “ketika kalian nanti didalam keluarga kalian ada yang the in laws? What is the meaning of in laws? The in laws is the member of the spouses. Jadi in laws itu anggota keluarga dari pasangan.....”</i></p> <p>Code: I.1/12-08-22/S1/T1 <i>T1 “menjelaskan, yak karna satu kata bisa memiliki lebih dari 1 arti. Y itu nanti kalo anak itu tidak paham itu artinnya apa cuma menemukan 1 kata kemudian diterapkan di sebuah kalimat bisa nggak pas gitu lo. Jadi misalnya, arti kata look saja ya.... Nanti look at, look on, itu kan sudah berbeda.....</i></p> <p>Code: D/S1/T1 Modelling of the Text (MoT) <i>“Siswa menerima penjelasan tentang definisi dan contoh dari guru terkait introduction others like family in laws”</i></p>	<p>Code: O/31-8-2022/R3/S1/T1 <i>S: Salah satu niku nopo buk?</i> <i>T1: one of the.</i></p> <p>Code: I.2/12-08-22/R3/S1/T1 <i>T1: “kan dengan penjelasan itu, siswa lebih paham gitu ya. Ya lebih ke karakter siswanya. Ya jadi karakter siswanya itu kalo dibiarkan disuruh mandiri cenderung ada rasa malasnya. Makanya satu satunya cara saya agar siswa itu bisa paham yaharus dijelaskan. Karena apa?karna gak bisa mandiri.”</i></p>	<p>Teachers determined the definition and give explanation in teaching vocabulary by giving explanation in mother language and explained the words that had almost the same wording but different meanings, providing example, then gave explanation for the category of words with medium to high difficulty.</p> <p>Factors of T1 this strategy was due to the behavioral control (Students are not independent and lazy) and factor of T2 in applying this strategy was the preference of the teacher.</p>
<p>Determine the Definition and Give Explanation (T2)</p>	<p>Code: O/1-08-22/S1/T2 <i>T2: “yuk kemudian, come on repeat after me. Inisiating the dialog. Here are some phrases or sentence used for initiang the dialogue. Inisiating itu kayak mancing mancing. For example number one, nice day, is not it?”</i></p> <p>Code: I.1/14-9-2022 /S1/T2</p>	<p>Code: O/25-8-2022/R2/S1/T2 <i>Setelah menirukan, guru bersama dengan siswa mengartikan kata yang ada di papan tulis)</i> <i>T2: “So, dapet vocabulary baru ya? This is the way how</i></p>	

	<p>T2 “tergantung. Tapi biasanya begitu. Kalo misalnya anak anak belum mengerti, biasanya dipancing pancing dulu. Tapi kalo untuk kata yang menengah ke atas baru dijelaskan. Contohnya, kata yang mereka lebih sulit ya....”</p> <p>Code: D/S1/T2</p> <p>“Guru memberikan Penjelasan tentang struktur dan unsur kebahasaan yang ada di text introduction self and others.”</p>	<p>you can increase your vocabulary building. Jadi salah satu cara buat kalian meningkatkan vocabulariesnya itu dengan cara ini”</p> <p>Code: I.2/14-9-2022/R2/S1/T2</p> <p>T2:”ya agar siswa tambah wawasannya, jadi mulai hal hal yang detail hingga yang lebih kompleks. Kalo karakteristik siswa bisa jadi pengaruh. Tapi lebih ke penambahan vocabnya. Jadi misalnya anak gatau biar berusaha untuk mengingat dan eksplora dari teman temannya. Baru kalo bener bener gatau baru kita memberitahu, jadi biar ada usaha dari si anak dulu agar berusaha mengingat atau berusaha cari arti katanya..”</p>	
<p>Using Picture or Real Object that Represent the Word T1</p>	<p>Code: I.1/12-08-22/S2/T1</p> <p>T1:”ya, misal nggih ketika itu narrative, narrative itu kan cerita. Misalnya ceritanya itu tentang apa yaa.... Yang dulu pernah saya gunakan gambar itu “kenapa bumi dan rembulan itu...” tapi judulnya lupa saya. Nah itu kok berpisah itu ada ceritane. Saya pake gambar terus siswa menuliskan yang dia mampu dari cerita tersebut menggunakan kosa kata sendiri....”</p> <p>Code: D/S2/T1</p> <p>“Teacher did not write this strategy in lesson plan”</p>	<p>Code: I.2/12-08-22/R2/S2/T1</p> <p>T1: itu akan membantu siswa apa ya lebih mudah dia mengekspresikan kosa katanya. Paling enggak, dengan gambar itu, dia akan ngerti apa ya kosa kata, meskipun itu sekedar tau tentng “bulan” itu Bahasa inggrisnya apa sih ? yaitu dengan gambar lebih mudah gitu.</p>	<p>One of the teachers used this strategy in certain material, for example about narrative text. Meanwhile, another teacher applied picture or real object by encouraging students to explore their vocabulary from the objects they see, from student’s book, and (inside and outside the classroom).</p> <p>T1 applied picture or real object in certain material because of the preference of the teacher. T2 used that strategy because of the preference of the teacher (students will explore various vocabulary in real</p>
<p>Using Picture or Real Object that</p>	<p>Code: O/1-08-22/S2/T2</p> <p>T2: “in front of you there is tissue, right? Mention five</p>	<p>Code: O/1-08-22/R2/S2/T2</p>	

<p>Represent the Word T2</p>	<p><i>vocabulary that you know about this</i> Code: I.1/14-9-2022 /S2/T2 <i>T2: ya pasti, real object iya, gambar juga sometimes. Jadi nanti disediakan modul/ lks itu sudah ada mungkin gambarnya. Trus kemudian kadang juga anak dibawa untuk keluar kelas, jadi untuk mengeksplere vocabularies yang ada di luar sekolah ataupun yang ada di dalam sekolah...</i> Code: D/S2/T2 <i>“Teacher applied this strategy in the first meeting. She applied this game after doing game”</i></p>	<p><i>T2: Sebutkan 5 kata yang berhuungan dengan ini in English. Yang kamu tau aja</i> <i>S: Tissue.... Two play..... soft....., green, white</i> Code: I.2/14-9-2022/R3T2 <i>T2 Otomatis untuk mengeksplere vocabularies mereka dikehidupan realnya mereka. Jadi agar bisa lebih bener bener menghadapi di dunia nyatanya. Bisa digunakan bisa diterapkan.</i></p>	<p>life by using picture or real object).</p>
<p>Using synonym of the word T1</p>	<p>Code: I.1/12-08-22/S3/T1 <i>T1: “Iyaa, tapi jarang sih, biasanya ketika.... Yang sinonim ya? Biasanya sinonim itu sering keluar dalam soal. Misalnya, itu pasti ada teks kemudian apa makna atau the similar meaning of the underlined word itu pasti muncul itu ya. Nah disitu, kadang kata yang digunakan dalam teks dengan kata yang digunakan dalam pertanyaan itu kadang itu berbeda.....”</i> Code: D/S3/T1 <i>“Teacher did not apply this strategy in lesson plan”</i></p>		<p>T1 did not apply this strategy meanwhile T2 applied this strategy in teaching and learning process. Teacher gives the synonyms in conversation.</p> <p>The factors influencing T2 to apply the strategies was the preference of the teacher.</p>
<p>Using Synonym of the Word T2</p>	<p>Code: O/25-8-2022/S3/T2 <i>T2: “okay, day. Y”</i> <i>S: “You”</i> <i>T2: “Right, good. Okay, stop from here. You understand the rule, right? Ayo biar nggak ngantuk pagi-pagi.....”</i> Code: O/25-8-2022/S3/T2 <i>S: Yellow</i></p>	<p>Code: O/25-8-2022/R2/S3/T2 <i>T2: okay, good. What else? Come on let’s go, doubl’u. this is doubl’u, right? Ini. Yok come on let’s go.</i> <i>S: “come on sama lets go artinya sama ya mrs?”</i></p>	

	<p>T2: okay, good. What else? <i>Come on let's go</i>, doubl'u. this is doubl'u, right? Ini. Yok <i>come on let's go</i>.</p> <p>Code: I.1/14-9-2022/S3/T2</p> <p>T2: “jadi guru yang memancing apa sinonim nya. Kalo untuk anak bertanya sinonim itu jarang sekali. Tapi kalo guru yang memancing itu iya”</p> <p>Code: D/S3/T2</p> <p>“Teacher applied this strategy in discussion section. Teacher applied this strategy during conversation”</p>	<p>T2: Yak bener banget. Next</p> <p>Code: I.2/14-9-2022/R2/S3/T2</p> <p>T2: “<i>biar vocabularies mereka itu tambah, terus kemudian, mereka harus tau bahwa satu kata itu bisa ada beberapa makna lain, ada beberapa kata lain yang sama sehingga mereka menemui kata tersebut mereka tidak bingung dan juga kalo pas mereka mengerjakan soal soal sekarang itu juga ada pertanyaan sinonim dan antonym utamanya sinonim sih. Jadi mereka perlu tau</i>”</p>	
<p>Compose the Song T1</p>	<p>Code: I.1/12-08-22/S4/T1</p> <p>T1: “<i>song iya, dengan menggunakan lagu itu siswa belajar Bahasa inggris lebih menarik sekaligus menambah kosa kata juga Tapi biasanya dikasih pas materi lagu mbk, terakhir. Jadi tak kasih teks dulu sebelum dinyanyikan. Ketika itu masih berupa teks mungkin sulit. Nah nanti, diputar, setelah musiknya, tau artinya juga nanti artinya ketika itu diputar, nanti artinya diulang dirumah, nanti cari yang ada terjemahnya. Dari situ secara otomatis siswa tau, kosa katanya. “oh ini tu artinya ini to?” nah seperti itu</i>”</p> <p>Code: D/S4/T1</p> <p>“Teacher did not write the game in lesson plan”</p>	<p>Code: I.2/12-08-22/R2/S4/T1</p> <p>T1 “<i>Mengembangkan kreativitas. Ya otomatis dengan dia mendengarkan lagu selain menambah kosa katanya dia akan lebih tertarik dengan seni, kemudian dia nanti belajar untuk nyanyi dan berarti kreativitasnya berkembang nanti.</i>”</p>	<p>One of the teachers applied this strategy in certain material (when the material given is also about songs). For another teachers, she used song strategies to teach vocabulary. She wrote on the whiteboard first and then gave an example of how to sing it. It makes classroom more enjoyable.</p> <p>The factors influencing T1 applied song in certain material was related with the preference of the teacher. While T2 applied the strategy due to the behavioral control.</p>
<p>Compose the Song T2</p>	<p>Code: O/1-08-22/S4/T2</p> <p>T2: “you can remember personal pronoun easier.</p>	<p>Code: O/1-08-22/R3/S4/T2</p> <p>T2: So, by the way, twenty-nine ya tadi ya?</p>	

	<p><i>Kalian bisa mengingatnya dengan mudah only with song. I bring my book for me myself because this book is mine. (Guru mempraktikkan lagu). Oke let's go, repeat after me. I bring my book for me myself because this book is mine."</i></p> <p>S: <i>"I bring my book for me myself because this book is mine (Siswa sangat antusias. Semua bernyanyi bersama. Mereka mengulanginya berkali kali sampai bisa)"</i></p> <p>T2: <i>".....Ayo coba diartiin"</i></p> <p>S: <i>"saya membawa buku untuk ku diriku sendiri karena buku itu punyaku"</i></p> <p>Code: I.1/14-9-2022 /S4/T2</p> <p>T2: <i>"ya saya menggunakan lagu untuk mengajar. Biar lebih mudah dipahami, lebih cepat mereka ingat. Kemudian, juga lebih asik dalam kelas."</i></p> <p>Code: D/S4/T2</p> <p><i>"Teacher written game strategy in learning model"</i></p>	<p>S: Twenty-eight.</p> <p>T2: <i>Ohh twenty-eight students ya, jadi lumayan banyak sekali, right?</i></p> <p>T2: <i>"So nanti karna jumlahnya lumayan, kita bisa selain learning together, practice together, and also play games together and yaa sing a song together maybe?"</i></p> <p>Code: I.2/14-9 2022/R2/R3/S4/T2</p> <p>T2: <i>"Alasannya, biar lebih mudah dipahami, lebih cepat mereka ingat. Kemudian, juga lebih asik dalam kelas. Classroom size juga sangat mempengaruhi. Otomatis perhatian juga itu lebih terbagi ke banyak siswa, sehingga dengan lagu itu lebih menyeluruh."</i></p>	
<p>Using Game for Reviewing Vocabulary T1</p>	<p><i>Teacher doesn't apply game strategy in teaching vocabulary</i></p> <p>Code: I.1/12-08-22/S5/T1</p> <p>T1: <i>"ohh game, game jarang sih aku. Tapi pernah. Game nya itu, masalahe wes sue. Yen ini sih kayaknya enggak"</i></p> <p>Code: D/S5/T1</p> <p><i>"Teacher did not write game strategy in lesson plan"</i></p>	<p><i>Based on the results of observations, the teacher did not apply games to teach vocabulary</i></p>	<p>One of the teachers did not use this strategy in teaching vocabulary. Then, the other teachers used game for reviewing vocabulary that students have before. Teacher applied the strategy depends on teaching duration. The kinds of game that teacher uses are question and answer, guessing something or game that involved kinesthetic.</p>
<p>Using Game for Reviewing Vocabulary T2</p>	<p>Code: O/1-08-22/S5/T2</p> <p>T2: <i>"I would like to you count one (sambil menunjuk salah satu siswa). Let's say one...."</i></p>	<p>Code: O/1-08-22/R3/S5/T2</p> <p>T2: <i>"So nanti karna jumlahnya lumayan, kita bisa selain learning together, practice together, and also</i></p>	<p>T1 did not use games in teaching vocabulary due to the duration of time which demands of the material that</p>

	<p>T2: “So, we are going to play number. So, you have to say “bip”. Have you ever played it before?” All student: “no” T2: “..... So, when I say kelipatan dua, yang kelipatan dua harus bilang “bip” You don’t have mention the number..... “</p> <p>Code: I.1/14-9-2022/S5/T2 T2:” game? Kadang-kadang saya juga pake karena tapi tergantung waktunya. Kalo materinya sudah terpenuhi kemudian masih ada waktu, biasanya menggunakan game. Tapi pun, mungkin juga sering digunakan di awal kelas misalnya berupa tanya jawab, berupa ya tadi, kinesthetic, kemudian tebak tebak sesuatu dan sebagainya “</p> <p>Code: D/S5/T2 “Teacher applied this strategy in the beginning of each meeting by giving simple game”</p>	<p><i>play games together and yaa sing a song together maybe?”</i> Code: I.2/14-9-2022/R3/S5/T2 T2: “.... Juga mengingat jumlah kelas yang banyak, jadi ya agar lebih tercover semua.”</p>	<p>must be completed immediately. While T2 used games due to the behavioral control.</p>
<p>Ask Students to Make Vocabulary Note and Use Dictionary T1</p>	<p>Code: O/7-9-2022/S6/T1 S: Ijin foto nggih bu T1: kalian bisa mencatat yang gak tau artinya, mau ditulis , difoto dulu boleh. Yang kita terima bisa kita tulis.. Karena biar tidak lupa. Kalo ada yang tidak tau artinya silahkan cari google dan dicatat Code: I.1/12-08-22/S6/T1 T1: “ya, dengan mencatat vocab, otomatis siswa nanti mencatat kamus sendiri gitu ya. Jadi gak mungkin kan kalo</p>	<p>Code: O/31-8-2022/R2/S6/T1 T1:“...Silahkan dicatat kalo mau nyatet, tapi cepat. Bahan belajarnya itu selain yang pokok. Bagi saya, catatan mudah dicerna kalo difoto saja kan kemungkinan hilang, bisa kepencet, bisa hpnya rusak lah” Code: O/31-8-2022/R1/S6/T1</p>	<p>Both of the teachers asked students to make vocabulary notes and using a dictionary to look up words that they did not know about it, looking for the meaning of word in google translate or go to the library and wrote what they have learned and asked student to looking for specific word such as verb and etc.</p>

	<p><i>siswa suruh ngapalke sak kamus gitu kan. Jadi dengan dia bikin kamus sendiri, berarti otomatis sudah belajar sambil apaa yaa mencari, mengerti, mencari arti kosakatanya. Jadi itu kalo mencari sendiri kan lebih inget daripada membaca. Dia pernah membaca trus di acari dikamus, itu jadi lebih kelingan karna baca dua kali. Ooo kae artinya itu ya. Jadi suatu saat menemukan kata tersebut gaasing. Jadi mereka bawa kamus atau diperpus kan ada kalo nggak ya dihp”</i></p> <p>Code: D/S6/T1</p> <p><i>“Teacher applied this strategy on 2nd learning activity. She asked student to write the vocabulary that they did not know”</i></p>	<p>T1:“...Silahkan dicatat kalo mau nyatet, tapi cepat. Bahan belajarnya itu selain yang pokok. Bagi saya, catatan mudah dicerna kalo difoto saja kan kemungkinan hilang, bisa kepencet, bisa hpnya rusak lah”</p> <p>Code: I.2/12-08-22/R1/S6/T1</p> <p>T1:”Siswa jadi kaya kosa kata. Durasi mempengaruhi. Kalo durasinya tidak mencukupi, kemudian siswa tidak nyatet, kosa kata yang sudah diketahui, ketika sudah membahas, saat itu ayoo kita bahas pertanyaannya, lha kalo tadi siswa ganyatet, “apa sih tadi”” dikata ini artinya apa, saya mau jawab ini gabisa” dengan dia punya catetan itu tadi, terus nanti dibawah ada pertanyaan “ohh maksud pertanyaane itu ini, ooo berarti jawabannya itu ini”</p> <p>Code: I.2/12-08-22/R3/S6/T1</p> <p>T1:”Siswa jadi kaya kosa kata. Durasi mempengaruhi. Kalo durasinya tidak mencukupi, kemudian siswa tidak nyatet, kosa kata yang sudah diketahui, ketika sudah membahas, saat itu ayoo kita bahas pertanyaannya, lha kalo tadi siswa ganyatet, “apa sih tadi”” dikata ini artinya apa, saya mau jawab ini gabisa” dengan dia punya catetan itu tadi, terus nanti dibawah ada pertanyaan “ohh maksud pertanyaane itu</p>	<p>T1 used this strategy was due to the duration of teaching and the preference of the teacher while T2 was due to the preference of the teacher.</p>
--	--	---	---

		<i>ini, ooo berarti jawabannya itu ini”</i>	
Ask Students to Make Vocabulary Note and Use Dictionary T2	<p>Code: O/25-8-2022/S6/T2</p> <p>S: “Dinosaurs” T2: “gimana sih tulisannya?” T2: “Let’s check it, I forget, I am sorry. Wait. <i>Let’s open on your dictionary please”</i> Code: O/25-8-2022/S6/T2</p> <p>T2:Is there any question? S: No T2: “Before you break, <i>don’t forget to write down on your note book”</i> Code: I.I/14-9-2022/S6/T2</p> <p>T2: “<i>ya tetep dong, itu memang dibicarakan diawal, jadi anak anak itu ditugaskan untuk menulis kata kata yang mereka tidak tau, seperti itu, Ataupun guru menyuruh siswa untuk mencari kata kata tertentu misalnya kata apa aja, verb apa yang mereka tau, kalimatnya bagaimana”</i> Code: D/S6/T2 <i>“Teacher applied this strategy in 2nd learning activity when they discussed about the material”</i></p>	<p>Code: O/31-8-22/R2/S6/T2</p> <p>T2: “Okay, come on. Let’s open you note, dan silahkan dibuka buku catatannya, and then lets sing a song once again <i>Check your note biar kalian hafal. (guru meminta siswa membuka catatan tenta kosa kata personal pronoun”</i> Code: I.2/14-9-2022/R2/S6/T2</p> <p>T2: “<i>Dengan menulis mereka akan lebih setidaknya mereka pernah bersinggungan dengan kata tersebut, jadi diharapkan siswa juga bisa lebih mengingat. Sehingga ketika mendapatkan kata kata terebut, dapat membuka kembali buku catetannya”</i></p>	
Modeling the Use of Word and Repetition Drill T1	<p>Code: O/7-9-2022/S7/T1</p> <p>T1: “...To start the dialog, you can ask some question such as, untuk memulai dialog kita bisa menanyakan seperti misalnya; <i>Repeat after me, do you have a big family?</i> S: <i>do you have a big family?. ”</i></p>	<p>Code: O/7-9-2022/R2/S7/T1</p> <p>T1: “...<i>Nah ada orang lewat yang mau beli, would you like to buy my mie? Do you like mie? Bahaya ra (guru membuat jokes)”</i> S: <i>bahaya.</i> T1: “<i>ohhh yes, I like you</i></p>	Both of the teachers gave the example of the pronunciation, asked students to repeat it, making correction about the word, emphasized on words that

	<p>Code: O/7-9-2022/S7/T1</p> <p><i>T1: Yak kalo memang punya keluarga besar ya dijawab, yes... I do. Nek pertanyaannya diawali dengan do berarti ya do. Kalo have ya have. Kalo tidak berarti. No I don't. Don't" bacanya "don" ya, kalo ini "done" bacanya "dan" kalo ini "down" bacanya "daoun".</i></p> <p>Code: I.1/12-08-22/S7/T1</p> <p><i>T1 Iya, itu kata kata sederhana saja ya. Manakala kita tidak memberikan contoh ya pengucapannya salah. Yaa karna kita mengajar itu kan tujuannya siswa itu bisa. Kalo Bahasa nya sudah Bahasa inggris yang notabene beda dengan Bahasa kita, itu kalo tidak diberikan contoh pengucapannya itu ya dia nanti akan ngawur. Ya kalo sudah ngawur kan, lawan bicaranya ternyata itu paham dengan Bahasa inggris kan bisa diketawain gitu ya. Makanya, kata kata tertentu , biasanya saya suruh membaca dulu, saya suruh membaca paragraf, "coba mas baca paragraph satu". Saya nanti membikin catatan untuk kata kata yang itu salah pengucapannya. Ya</i></p>	<p><i>T1:"Karena apa, tidak total belajarnya. Harusnya ngerti Bahasa inggrise mie. Salah mengucap yo bahaya, misalnya, saya suka mie goreng. I like fried noodle very much. Lha lek ngomong...." I like friend needle very much". What is needle? Jarum. Kalo pengucapannya bagus imbasnya ke semuanya."</i></p> <p>Code: I.2/12-08-22/R3/T1</p> <p><i>T1"harapannya siswa itu bisa mengucapkan, tau tulisannya, tau ucapannya dengan benar. Untuk mengembangkan kreatifitas siswa juga, kenapa bisa dikatakan begitu? Anak itu kalo sudah tau ucapannya sudah mengucapkan dengan benar, itu nantiketika dia ada pelajaran speaking itu kan dia sudah punya modal. Tetep kan, pengajarannya tidak hanya vocab saja, tetapi dari vocab itu mengembang ke skill yang lain. Jadi dengan dia sudah punya modal pengucapan yang benar, dia jadi percaya diri. Bisa mengucapkan kata itu".</i></p>	<p>are often mispronounced by students.</p> <p>The factor influencing T1 apply the strategy was the preference of the teacher then for T2 influenced by students' abilities.</p>
--	--	---	--

	<p>nanti saya tulis, coba terus saya tawarkan coba ini dibaca apa ngono.....</p> <p>Code: D/S7/T1</p> <p><i>“Teacher applied this strategy in 1st learning activity. Teacher asked student to read the material in student’s book</i></p>		
<p>Modeling the Use of Word and Repetition Drill T2</p>	<p>Code: O/1-08-22/S7/T2</p> <p><i>T2: “Oke let’s go, repeat after me. I bring my book for me myself because this book is mine”</i></p> <p><i>S: I bring my book for me myself because this book is mine”</i></p> <p>(siswa mengulanginya berkali kali sampai bisa)</p> <p>Code: O/1-08-22/S7/T2</p> <p><i>T2: repeat after me! Thursday.</i></p> <p><i>S: (menirukan guru) Thursday</i></p> <p><i>T2: Thursday</i></p> <p><i>S: Thursday</i></p> <p><i>T2: Yesterday</i></p> <p><i>S: (menirukan guru) yesterday (Guru bersama siswa membaca semua kata hingga selesai)</i></p> <p>Code: I.1/14-9-2022/S7/T2</p> <p><i>T2: “Betul, yayaya pasti pasti. Apalagi Bahasa inggris, pronountiation harus tepat jadi memang mereka disarankan untuk mengulang apa yang diarahkan gurunya”</i></p> <p>Code: D/S7/T2</p> <p><i>“Teacher wrote repetition drill on learning model”</i></p>	<p>Code: O/1-8-2022/R5/S7/T2</p> <p><i>S: evening (pengucapan)</i></p> <p><i>T2: evening (ivening) not (evening)</i></p> <p><i>All student: ivening, (Mencoba membenarkan pengucapan kata sesuai yang diucapkan guru)</i></p> <p>Code: I.2/14-9-2022/R5/S7/T2</p> <p><i>T2: “Dengan itu, pronountiation mereka lebih tepat dan mereka juga lebih tau bagaimana pronountiation yang benar atas kata tersebut. Soalnya mostly dikelas masih banyak pronountiation yang kurang tepat.”</i></p>	

APPENDIX 5

Documentation Results

A. Documentation Analysis Guide

Strategy	Lesson Plan T1	Lesson Plan T2
Determine the definition and give explanation of the word	Code: D/S1/T1 Modelling of the Text (MoT) <i>“Siswa menerima penjelasan tentang definisi dan contoh dari guru terkait introduction others like family in laws”</i>	Code: D/S1/T2 <i>“Guru memberikan Penjelasan tentang struktur dan unsur kebahasaan yang adadi text introduction self and others.”</i>
Using picture or real object that represent the word,	Code: D/S2/T1 <i>“Teacher did not write this strategy in lesson plan”</i>	Code: D/S2/T2 <i>“Teacher applied this strategy in the first meeting. She applied this game after doing game”</i>
Using synonym of the word,	Code: D/S3/T1 <i>“Teacher did not apply this strategy in lesson plan”</i>	Code: D/S3/T2 <i>“Teacher applied this strategy in discussion section. Teacher applied this strategy during conversation”</i>
Compose the song,	Code: D/S4/T1 <i>“Teacher did not write the game in lesson plan”</i>	Code: D/S4/T2 <i>“Teacher written game strategy in learning model”</i>
Use game for reviewing the vocabulary,	Code: D/S5/T1 <i>“Teacher did not write game strategy in lesson plan”</i>	Code: D/S5/T2 <i>“Teacher applied this strategy in the beginning of each meeting by giving simple game”</i>
Ask students to make vocabulary note and use dictionary	Code: D/S6/T1 <i>“Teacher applied this strategy on 2nd learning activity. She asked student to write the vocabulary that they did not know”</i>	Code: D/S6/T2 <i>“Teacher applied this strategy in 2nd learning activity when they discussed about the material”</i>

Modeling the use of word and Repetition drill	Code: D/S7/T1 "Teacher applied this strategy in 1 st learning activity. Teacher asked student to read the material in student's book"	Code: D/S7/T2 "Teacher wrote repetition drill on learning model"
---	--	--

B. Syllabus

CAPAIAN PEMBELAJARAN BAHASA INGGRIS

Umum	<p>Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.</p>	
	Capaian Pembelajaran	Konten
Menyimak-Berbicara	<p>Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.</p>	Opinion
		Degree of Comparison
		Introduction
		Announcement
		Offering Help & Services
Membaca-Memirsa	<p>Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</p>	Suggestion
		Narrative Text
		Deskriptive Text
		Procedure Text
		Exposition Text
Menulis-Mempresentasikan	<p>Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p>	Recount Text
		Factual Report Text
		Narrative Text (Fiction)
		Deskriptive Text (Non Fiction)
		Procedure Text (Non Fiction)
Exposition Text (Non Fiction)		
Recount Text (Non Fiction)		
Factual Report Text (Non Fiction)		

C. Lesson Plan

Mata Pelajaran	Bahasa Inggris
Penyusun	Dra. Sri Widayanti
Sekolah	Man Wonogiri
Tahun Pelajaran	2022
Jenjang/Kelas	SMA/X
Alokasi Waktu	45 Menit x 2jp x 2 Pertemuan (180 Menit)
Fase Cp	Fase E
Dimensi Cp	1. Menyimak – Berbicara (Listening – Speaking) 2. Membaca – Memirsa (Reading – Viewing) 3. Menulis – Mempresentasikan (Writing – Presenting)
Profil Pelajar Pancasila	1. Beriman, Bertakwa Kepada Tuhan Yang Maha Esa dan berakhlak mulia. 2. Berkebhinekaan Global 3. Gotong Royong 4. Mandiri 5. Bernalar Kritis 6. Kreatif
Sarana dan Prasana	Buku Siswa, jaringan internet
Target Peserta Didik	Peserta didik regular (Tipikal)
Model Pembelajaran	Tatap Muka, PJJ Luring, Genre Based Approach
Assesment	Individu Jenis: Tertulis dan lisan
Materi yang akan dipelajari	Self-Introduction and others
Tujuan Pembelajaran	1. Peserta didik mampu memahami struktur teks dan unsur kebahasaan teks self-introduction and other. 2. Peserta didik mampu menjawab pertanyaan berkaitan tentang struktur teks dan unsur kebahasaan teks self-introduction Peserta didik mampu praktis secara lisan teks introduction ourselves

Pemahaman Bermakna	<p>Setelah mempelajari modul ini, peserta didik mengetahui;</p> <ol style="list-style-type: none"> 1. Penggunaan struktur teks dan unsur kebahasaan pada teks self Introduction 2. Penggunaan kalimat yang tepat untuk teks self-introduction 3. Teks self-introduction digunakan dalam kondisi tertentu 3. (Formal – informal)
Pertanyaan pemantik	<p>What is introduction text? What is the social function of introduction text? Do you know about pronoun in introduction text? What is pronoun? What is family in laws?</p>
Learning Activity (1st Meeting, Spoken Cycle)	<p>Kegiatan Awal (10 Menit)</p> <ol style="list-style-type: none"> 1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran. 2. Menyampaikan tujuan pembelajaran yang akan dicapai 3. Menjelaskan assessment yang akan didapatkan peserta didik. <p>Kegiatan Inti (70 menit)</p> <ol style="list-style-type: none"> 1. Building knowledge of the field (BKoF) <ul style="list-style-type: none"> • Dikarenakan pertemuan pertama, guru meminta peserta didik untuk memperkenalkan diri sendiri satu persatu. • Guru menanyakan pemahaman siswa tentang teks self-introduction dengan memberikan pertanyaan pemantik; <ol style="list-style-type: none"> 1. What is introduction text? 2. What is the social function of introduction text? • Guru meminta siswa membaca materi terkait self introduction • Guru meminta siswa menyebutkan hal hal yang ada dalam teks self-introduction. 2. Modelling of the Text (MoT) <p>Guru bersama siswa berdiskusi tentang definisi, fungsi sosial,</p>

	<p>struktur teks dan unsur kebahasaan teks self-introduction.</p> <p>Kegiatan Penutup (10 menit)</p> <ol style="list-style-type: none"> 1. Memberikan umpan balik terhadap proses pembelajaran. "Okay, time is up, any question so far?" 2. Menyimpulkan apa yang dipelajari 3. Menyampaikan agenda pertemuan selanjutnya.
<p>Learning Activity (2nd meeting – Written Cycle)</p>	<p>Kegiatan Awal (10 Menit)</p> <ol style="list-style-type: none"> 1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran. 2. Menyampaikan agenda pertemuan dihari ini. 3. Memberikan pertanyaan pemantik; "Do you know about pronoun in introduction text?" "What is pronoun?" <p>Kegiatan Inti (70 menit)</p> <ol style="list-style-type: none"> 1. Modelling of the Text (MoT) <ul style="list-style-type: none"> • Guru bersama siswa berdiskusi bersama tentang personal pronoun. • Guru memberikan contoh kalimat dan menjelaskan secara terperinci tentang perbedaan antar tiap jenis personal pronoun. • Guru memberikan contoh soal personal pronoun dan dikerjakan bersama sama. • Siswa menulis kata yang tidak mereka ketahui. 2. Independent Construction of the Text (CoT) <ul style="list-style-type: none"> • Peserta didik diberi soal terkait personal pronoun • Guru memberikan kesempatan kepada siswa untuk maju kedepan • Guru bersama siswa melakukan koreksi soal dipapan tulis. • Guru bersama siswa mengerjakan soal di lks.

	<p>Kegiatan Penutup (10 menit)</p> <ol style="list-style-type: none"> 1. Memberitahukan agenda di pertemuan berikutnya. 2. Kesimpulan dan Salam
<p>Learning Activity (3rd meeting – Speaking and writing Cycle)</p>	<p>Kegiatan Awal (30 menit)</p> <ol style="list-style-type: none"> 1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran. 2. Menyampaikan agenda pertemuan dihari ini. 3. Guru memilih 4-5 siswa secara acak untuk penilaian perkenalan diri. 4. Memberikan pertanyaan pemantik. “What is family in laws?” <p>Kegiatan inti (50 menit)</p> <ol style="list-style-type: none"> 1. Modelling of the Text (MoT) <ul style="list-style-type: none"> • Siswa menerima penjelasan tentang definisi dan contoh dari guru terkait materi introduction others like family in laws. • Guru bersama siswa berdiskusi tentang kalimat yang dapat digunakan untuk memperkenalkan keluarga • Guru meminta siswa mengulangi kalimat yang digunakan untuk memperkenalkan keluarga. 2. Indepence Contruction of the Text (ICoT) <ul style="list-style-type: none"> • Guru meminta siswa mengerjakan TTS yang ada di lks. <p>Kegiatan Penutup (10 menit)</p> <ol style="list-style-type: none"> 1. Menyimpulkan materi pembelajaran 2. Memberikan tugas untuk pertemuan selanjutnya.
	<p>Assesment</p> <p>Assesment Formatif, Assesment Sumatif</p>
<p>Pengayaan dan remedial</p>	<p>Pengayaan diberika kepada siswa yang telah melampai kriteria ketercapaian tujuan pembelajaran (KKTP) berupa pemberian soal tambahan terkait materi serupa.</p>

	Remedial diberikan kepada siswa yang belum melampaui kriteria ketercapaian tujuan pembelajaran (KKTP) berupa assessment ulang
--	---

APPENDICES

Lembar Kerja Peserta Didik

- Buku lks halaman 8
- Buku Lks halaman 10
- Buku lks competence test 1-20, halaman 14
- Please introduce yourself orally!

Bahan Bacaan Guru dan Peserta Didik

Social Function: to ask and give information about one self and family relationship.

Structure : Initiating the dialogues, greeting, introducing oneself, talking about family

- a. Initiating the dialogues
 - Nice day, isn't it?
 - Excuse me, is anybody sitting here?
 - What do you think of....
- b. Expression to greet

Formal Expression

 - Hello, good morning
 - Hello I'm happy to meet you
 - Hello, I'm pleased to meet you
 - Hello how do you do.
 - See you soon
 - Bye bye
- c. Introducing oneself
 - Hello, My name is dina
 - May I introduce myself? I'm dina

- Let me introduce my self. My name is Ira.
 - First of all, I would like to introduce my self. My name is Ira.
 - Etc.
- d. Introducing others
- Have you met Khalid?
 - He is my friends, khalid.
 - May I introduce my friend, khalid.
 - Please, allow me to introduce myself.
 - Etc.

Personal Pronouns

Subjective	Objective	Possessive		Reflexive
		Adjective	Pronoun	
I	me	My	mine	Myself
You	You	Your	Yours	Yourself
We	Us	Our	Ours	Ourselves
They	Them	Their	Theirs	Themselves
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its	Its	Itself

Family

1. The laws are the members of the family of your spouse (the person you are married to)
 - a. Father in law : the father of your spouse
 - b. Mother in law : the mother of your spouse
 - c. Son in law : the husband of your daughter
 - d. Daughter in law : the husband of your sister
 - e. Sister in law : the wife of you brother
2. The family mix
 - a. Stepfather : the (new) husband of your mother but not your biological father

- b. Stepmother : the (new) wife of your father but not your biological mother
- c. Stepson : the son of your (new) husband/wife (he is not your biological son)
- d. Stepdaughter : the daughter of your (new) husband/wife (she is not your biological daughter)
- e. Stepsister : the daughter of your stepmother or stepfather
- f. Stepbrother: the son of your stepmother or stepfather.

Daftar Pustaka

Solo Raya, M. B. (2022). *Let's Learn English untuk Kelas X Semester 1 Tahun Pelajaran 2022/2023*. Surakarta.

Wonogiri, 20 Juli 2022

Mengetahui

Kepala Madrasah

Penyusun

Drs. Muslih, M.Pd

NIP. 196502051995031001

Dra. Sri Widayanti

NIP. 196610101992032002

Perangkat Ajar (Tools kit)

1. Informasi Umum

Nama	Evi Dwi Nurjannah, S.Pd	Jenjang/Kelas	SMA/XX
Asal Sekolah	MAN Wonogiri	Mapel	Bahasa Inggris
Alokasi Waktu	45 Menit x 2jp x 3 Pertemuan (270 Menit)	Jumlah Peserta didik/Target Peserta didik	Peserta didik regular (Tipikal)
Profil Pelajar Pancasila	1. Beriman, Bertaqwa Kepada Tuhan Yang Maha Esa dan berakhlak mulia. 2. Berkebhinekaan Global 3. Gotong Royong 4. Mandiri 5. Bernalar Kritis 6. Kreatif	Model Pembelajaran	Tatap Muka Discussion Game Song Repetition
Fase CP	E	Domain CP	1. Menyimak – Berbicara (Listening –Speaking) 2. Membaca – Memirs (Reading – Viewing)

			3. Menulis – Mempresentasikan (Writing – Presenting)
Sarana dan Prasarana		Materi	Self-introduction and others
Assesment	Lisan dan tulis		
Tujuan Pembelajaran	<ol style="list-style-type: none"> 1. Peserta didik dapat mengetahui fungsi sosial, struktur teks dan unsur kebahasaan teks self-introduction and others. 2. Peserta didik mampu memperkenalkan diri sendiri dan orang lain secara lisan. 		
Pemahaman Bermakna	<ol style="list-style-type: none"> 1. Fungsi sosial, struktur teks dan unsur kebahasaan teks self-introduction and others 2. Berbagai ekspresi yang dapat digunakan dalam memperkenalkan diri dan orang lain. 		
Pertanyaan Pemantik	<ol style="list-style-type: none"> 1. What is introduction text? 2. What is the structure of introduction text? 3. What is pronoun? 4. What the purpose of using pronoun? 		

Learning Activity (1st Meeting, Spoken Cycle)	Kegiatan Awal (10 menit)
	<ol style="list-style-type: none"> 1. Salam dan berdoa 2. Absensi
	Kegiatan inti (70 menit)
	<ol style="list-style-type: none"> 1. Guru meminta peserta didik memperkenalkan diri secara lisan bergantian. 2. Guru bersama peserta didik bermain game untuk mereview kosakata yang dimiliki peserta didik. Guru memberikan punishment ketika peserta didik kalah. 3. Guru memberikan pertanyaan pemantik: "What is introduction text?" "What is the structure of introduction text?" 4. Peserta didik bersama dengan guru, membaca materi tentang introduction self and others. 5. Guru melakukan koreksi terhadap pengucapan peserta didik dan melakukan repetition. 6. Guru memberikan penjelasan tentang struktur, dan unsur kebahasaan yang ada di text introduction self and others. 7. Guru memperkenalkan penggunaan pronoun dengan lagu.
	Kegiatan penutup (10 menit)
	<ol style="list-style-type: none"> 1. Refleksi pada peserta didik 2. Membuat kesimpulan 3. Pemberian tugas membuat teks introduction 4. Salam

APPENDICES

Lembar Kerja Peserta Didik

- Perkenalan diri secara lisan.

Bahan Bacaan guru dan Peserta Didik

- Buku lks halaman

Introducing Oneself

1. My name is Kartika (Nama saya Kartika)
2. My full name is Kartika Kirana (Nama lengkap saya Kartika Kirana)
3. My nick name is Kartika (Nama panggilan saya adalah Kartika)
4. Hi, I am Kartika (Hai, saya Kartika)
5. Hello, my name is Kartika (Halo, nama saya Kartika)
6. Good morning. My name is Kartika (Selamat pagi. Nama saya Kartika)
7. May I introduce myself? My name is Kartika (Bolehkah saya memperkenalkan diri? Nama saya Kartika)
8. Let me introduce myself. My name is Kartika. (Ijinkan saya memperkenalkan diri. Nama saya Kartika)
9. First of all, I would like to introduce myself. My name is Kartika (Sebelumnya, saya ingin memperkenalkan diri dulu. Nama saya Kartika)

Introducing Others

1. Do you know Kartika? (Apakah anda tahu Kartika?)
2. Have you met Kartika? (Pernahkah anda bertemu Kartika?)
3. This is a friend of mine, Okki. (Ini teman saya, Okki)
4. Ika, this is Okki, my friend. (Ika, ini Okki, teman saya)
5. May I introduce my friend, Mrs. Suryani? (Bolehkan saya memperkenalkan teman saya, Ibu Suryani?)

• Personal Pronouns

Subjective	Objective	Possessive		Reflexive
		Adjective	Pronoun	
I	me	My	mine	Myself
You	You	Your	Yours	Yourself
We	Us	Our	Ours	Ourselves

They	Them	Their	Theirs	Themselves
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its	Its	Itself

Sing song

I bring My book for me my self because this book is mine
 You bring your book for you yourself because this book is yours
 We bring our book for us ourselves because this book is ourselves
 They bring their book for them themselves because this book is theirs
 He bring his book for him himself because this book is his
 She bring her book for her herself because this book is hers
 It bring its book for it itself because this book is its

Daftar Pustaka

Solo Raya, M. B. (2022). *Let's Learn English untuk Kelas X Semester 1 Tahun Pelajaran 2022/2023*. Surakarta.
<https://duniapendidikanveratwakamadkurikulum.blogspot.com/2018/04/materi-introducing-oneself-and-others.html>

Wonogiri, 1 Agustus 2022

Mengetahui

Kepala Madrasah

Drs. Muslib, M.Pd

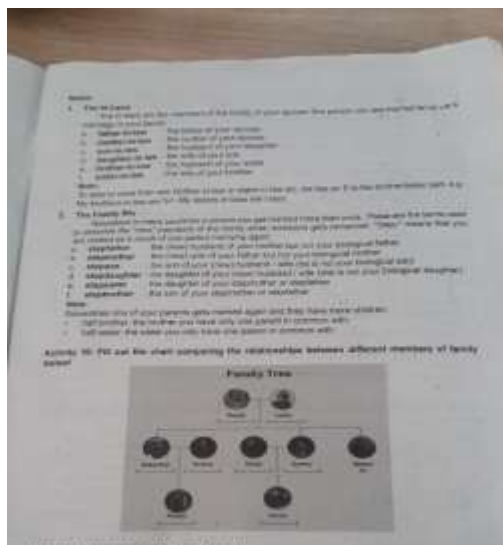
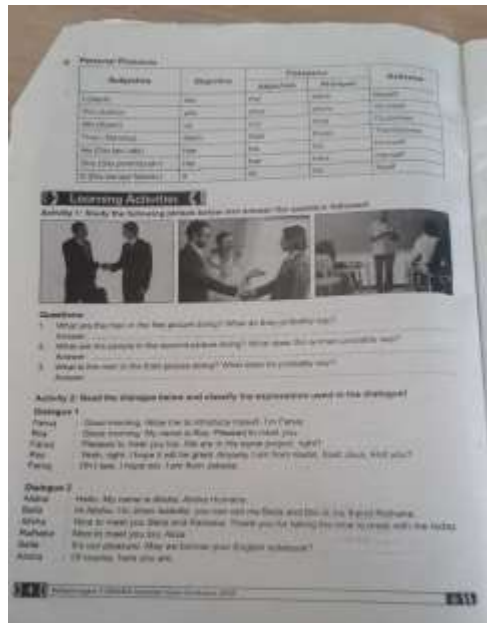
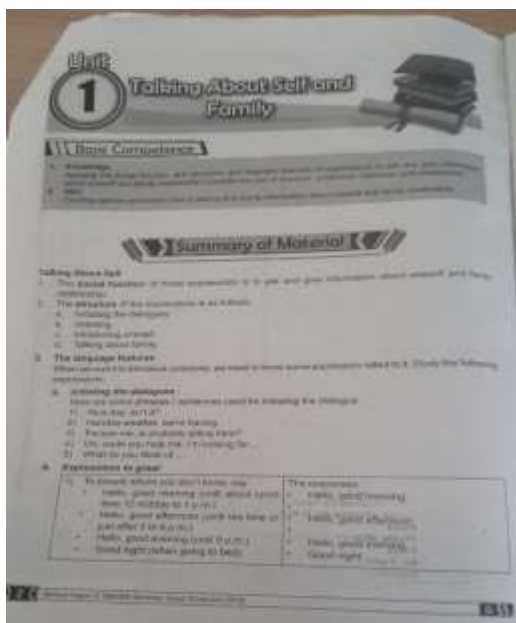
NIP. 196502051995031001

Penyusun

Evi Dwi Nurjannah, S.Pd

NIP.

D. Student's book and notebook



APPENDIX 6

Photographs



Evidence of Accreditation



Pre-Research



Pre-Research



Pre-Research



Observation



Observation



Observation



Observation



Observation



Observation



Interview

APPENDIX 7

Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA

Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
Website : www.iain-surakarta.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-3129/Un.20/F.V/PP.00.9/07/2022

20 Juli 2022

Lamp. : -

Perihal : *Permohonan Izin Penelitian*

Kepada Yth.
Kepala MAN Wonogiri
di
Tempat

Assalamu'alaikum Wr. Wb.

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon izin atas:

Nama : ZAHRA BERLIANA KANDI
NIM : 183221285
Program Studi : Pendidikan Bahasa Inggris
Semester : 9
Judul Skripsi : ENGLISH TEACHERS' STRATEGIES IN TEACHING VOCABULARY AT THE TENTH GRADE STUDENTS OF MAN WONOGIRI IN THE ACADEMIC YEAR 2022/2023

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.

Adapun waktu penelitian pada tanggal 27 Juli 2022 sampai tanggal 3 September 2022.

Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.



Dekan,
Prof. Dr. Toto Suharto, S.Ag., M.Ag.
19710403 199803 1 005