TEACHER STRATEGIES IN TEACHING ENGLISH VOCABULARY AT THE SEVENTH GRADE STUDENTS OF SMP MUHAMMADIYAH PK KOTTABARAT IN THE ACADEMIC YEAR 2022/2023

THESIS

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DEDICATION

This thesis is dedicated to:

1. My Parents, Mr. Siswanto and Mrs. Partini who have always giving love, sacrifice, trust, pray, and support me in everything.
2. Myself, Silvianita Cahyaningrum who have survived in every situation and never give up until now.
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MOTTO

"Allah does not burden a soul with more than it can bear"

(Q.S Al-Baqarah:286)

"And I entrust my affairs to Allah, surely Allah is all-seeing of all 'His' servants"

(Q.S Ghafir:44)

"So when you have finished (your duties), keep working hard (for other matters)"

(Q.S Asy-Syarh:7)

"And be sure, the two hands that turn to Allah will never return empty"

(Silvianita C)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Teacher Strategies in Teaching English Vocabulary at the Seventh Grade Students of SMP Muhammadiyah PK Kottabarat 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 in the bibliography.

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

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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The researcher,

Silvianita Cahyaningrum

TABLE OF CONTENTS

ADVISOR'S SHEET ..... **ii**
RATIFICATION ..... **iii**
DEDICATION ..... **iv**
MOTTO ..... **v**
PRONOUNCEMENT ..... **vi**
ACKNOWLEDGMENT ..... **vii**
TABLE OF CONTENTS ..... **ix**
LIST OF TABLES ..... **xi**
LIST OF FIGURE ..... **xii**
LIST OF APPENDICES ..... **xiii**
ABSTRACT ..... **xiv**
CHAPTER I INTRODUCTION **1**
A. Background of The Study 1
B. Identification of The Problem 7
C. Limitation of The Problem 8
D. Formulation of The Problem 8
E. Objectives of The Study 9
F. Benefit of The Study 9
G. Definition of Key Terms 11
CHAPTER II LITERATURE REVIEW **12**
A. Theoretical Review 12
B. Previous Related Study 30
CHAPTER III RESEARCH METHODOLOGY **36**
A. Research Design 36
B. Research Setting 37
C. Research Subject 40
D. Data and Source the Data 40
E. Research Instrument 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 59
A. Research Finding 59
B. Discussion 80
CHAPTER V CONCLUSIONS AND SUGGESTIONS 97
A. Conclusion 97
B. Suggestions 98
BIBLIOGRAPHY 100
APPENDICES 104

LIST OF TABLES

Table 3.1 The Research Schedule 39

Table 3.2 Observation Guideline..... 44

Table 3.3 Interview Guideline..... 47

Table 3.4 Documentation Guideline..... 49

Table 3.5 Interview Blueprint 53

LIST OF FIGURE

Figure 4.1 Games to Mention the Name of Animals 63

Figure 4.2 Group Games Activity 64

Figure 4.3 Picture to Guessing Games Activity 64

Figure 4.4 Interviewing Activity to Guess other Students' Animal 64

Figure 4.5 Exercise 69

Figure 4.6 Listening Test 69

Figure 4.7 Animals Part of Body 71

Figure 4.8 Using Picture to Group Games 72

Figure 4.9 Using Video to Teaching Describing Animals Material 73

Figure 4.10 Activity to Review the Content of The Animals Material 74

Figure 4.11 Student notebook 75

Figure 4.12 Making Vocabulary Notes 76

LIST OF APPENDICES

Appendix 1 Research Subject 104

Appendix 2 Observation result..... 105

Appendix 3 Interview result..... 124

Appendix 4 Documentation result 131

Appendix 5 Photograph..... 143

ABSTRACT

Silvianita Cahyaningrum. 2023. *Teacher Strategies in Teaching English Vocabulary at the Seventh Grade Students of SMP Muhammadiyah PK Kottabarat in the Academic Year 2022/2023.* Thesis. English Language Education Study Program, Faculty of Cultures and Languages.

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Teacher face difficulty teaching English due to students' limited vocabulary, which leads to low motivation to learn. In this case, the teacher strategy plays an important role in the success of vocabulary teaching. The objectives of this study are: (1) to find out the strategies used by teacher in teaching English vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023, (2) to describe the factors influencing the teacher to apply the strategies in teaching vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023.

A descriptive-qualitative research design was used in this study. The subject in this study is a teacher who teaching English at the seventh grade students of SMP Muhammadiyah PK Kottabarat Surakarta. Data were collected through observation, interviews, and documentation. Data findings were analyzed by Miles and Huberman's theory in Afrizal, namely: (1) data reduction; (2) data display; and (3) drawing and verification. Then, to show the trustworthiness of the data, this research used triangulation techniques.

The first result of this study is strategies used by teacher in teaching English vocabulary. The researcher found seven strategies used by teacher in teaching vocabulary, including using translation, games, guessing from context, making tasks, using pictures, using videos, and making vocabulary notes. Meanwhile, the second result is factors influencing the teacher to apply the strategies in teaching vocabulary. These factors include teacher preferences, behavioural control of students, and student abilities.

Keywords: *Teaching Strategies; Vocabulary; Teaching Vocabulary*

CHAPTER I

INTRODUCTION

A. Background of The Study

As an international language used as a means of communication in the world, English is a language that must be learned. As stated by Yamin (2017), someone without the ability to speak English will definitely experience problems communicating in an increasingly open, fast, and uncontrollable world. The most basic and important element of language is vocabulary. As stated by Hutami *et al*., (2021) in their book, vocabulary is the main component without which communication will never occur. To express ideas and feelings, one needs to use vocabulary. Meliana, Umaemah, & Hidayat (2018) emphasizes that vocabulary implies not only definitions but also how words and sentences are related. So, it can be interpreted that it is impossible for someone who has the desire to learn a foreign language or English without mastering vocabulary first.

Apart from that Fauziati (2010) states that vocabulary is the central of language and is very important for typical language learners. One cannot communicate effectively in spoken or written form without sufficient vocabulary. Vocabulary is the foundation and first step in learning a language; a limited vocabulary will be an obstacle that can hinder students from learning a foreign language. Therefore, teaching vocabulary should be the first priority in teaching English

Richard (in Hutami *et al*., 2021) claims that vocabulary is a core component of language proficiency which is the basis of the four English language skills: speaking, listening, reading, and writing. Vocabulary has been recognized as the most basic language skill. It is expected that vocabulary teaching will expand students' vocabulary mastery and improve their language skills. The faster they interact with the target vocabulary, the easier it is to master the given language.

The process of teaching vocabulary may differ from one teacher to another. Vocabulary teaching approaches are generally classified into two, namely implicit and explicit. This is explained by the opinion of Ellis, Choo, Ai Lin, and Pandian (in Dakhi & Fitria, 2019) that implicit teaching occurs indirectly and involves an unconscious teaching process that makes vocabulary learning natural and largely unconscious. This kind of teaching model usually requires a long process, therefore the role of the teacher is very important in this kind of situation. Teachers must be able to prepare interesting teaching and learning activities so that students are interested in learning vocabulary.

The second approach is the explicit approach, which is a conscious teaching process characterized by directness, systematic activities, and well-designed teaching objectives. Explicit teaching is also based on form, meaning, and rules. So in learning, students are not only taught new words but are also taught forms of morphology, various types of meanings, and rules for using new words in various contexts. For the teaching materials

provided in teaching vocabulary, Dakhi & Fitria (2019) suggest that everything taught to students must be able to motivate students, develop their creativity, generate prior knowledge, stimulate processes to understand, decode, organize, and synthesize educational content, and support the development of all language skills.

According to Nation & Hunston (2013) there are several principles that teachers must pay attention to when teaching vocabulary. First, the teacher must make teaching vocabulary simple and clear. Second, the teacher needs to provide a clear relationship between new material and previously taught material. Third, the teacher must provide teaching materials both orally and in writing. Fourth, teachers are required to be able to pay attention to vocabulary that is partially known so that temporal passive vocabulary can become active vocabulary. Fifth, the teacher can underline the vocabulary that will be used frequently later and ask students to give special attention to the vocabulary as an important element related to the development of their field of learning. Sixth, as much as possible, avoid entering words with unknown relationships, such as near-synonyms, opposites, or members of the same lexical set.

As a teacher, must provide a varied and rich vocabulary learning experience. The teacher must understand what the students want, and use the right teaching strategy to facilitate students' learning and understanding of vocabulary. As stated, Hamruni (2012) defines teaching strategy as a comprehensive teaching activity carried out between teachers and students

to achieve effective and efficient teaching goals. Teaching vocabulary to junior high school first graders is not easy, as they still do not have good concentration in learning, and teenagers require special treatment. Therefore, choosing the right strategies for language teaching is one of the most important things to do to help students get better results. Teaching strategies or methods play an important role in students' mastery of subject matter, including vocabulary.

A preliminary was conducted in SMP Muhammadiyah PK Kottabarat, a private junior high school located in Surakarta City, Central Java Province. This school is one of the superior junior high schools in maintaining an academic atmosphere and the quality of its graduates, this school is also the winner of the highest national exam and is dubbed “The school of champions”. The researcher chose the seventh grade level because this is the first level of junior high school, whose students previously came from various elementary schools. Each student has different abilities and many of them have problems related to vocabulary in English. Based in the observation and interview results during pre-research, one of the main obstacles faced by teacher in teaching English is some students at SMP Muhammadiyah PK Kottabarat do not routinely add vocabulary independently, so the vocabulary variations they have are still small. Students are only enthusiastic when the teacher applies games, so they tend to feel bored when given learning materials. Some students are also reluctant to ask questions when they encounter vocabulary whose meaning

is unknown. In addition, the diverse English vocabulary makes it difficult for students to memorize it.

Each teacher has a different way of teaching vocabulary. This is adjusted to the conditions in the field. To achieve learning goals, teachers adopt various effective teaching methods in education. Teachers must look for other teaching strategies that are varied and creative, they must also make media in accordance with the desired learning method. The teacher who teaches seventh grade students at SMP Muhammadiyah PK Kottabarat said that usually when teaching English, she used games more often than textbooks because the nature of the students is still considered a transition from children to adults and they tend to get bored if only taught with books continuously. In addition, other strategies used are guessing from context, translation, and making tasks.

Related to this topic, there are several previous studies. Research from Intan Apriliana Kusumaningrum (2021) regarding "An Analysis of English Teacher Strategies in Teaching Vocabulary During Covid-19 in SMPN 1 Babat in The Academic Year 2020/2021". The findings show that during covid-19, teachers employ four ways to teach vocabulary, namely dictionaries, videos, reading texts, and pictures. The strategies are employed to assist students in expanding their vocabulary. Teachers also employ multiple strategies in a single meeting to ensure students understand the subject. Another study from Hellaisna Nur'Aini Garwan and Henny Priyanti (2021) regarding "An Analysis Of The Teachers' Strategies In Teaching

English Vocabulary at The Seventh Grade of Mts N 7 Kebumen in The Academic Year 2019/2020". The research findings are three conclusions that can be drawn. First, teachers employ a variety of strategies to teach vocabulary, including presentation, translation, memorization, games, reading, pantomime, action, and body movements. Second, this research discovered the media utilized to deliver the subject; the media employed are real things, videos, photographs, and student English books. Third, the researcher discovered students' responses with strategies used by the teacher.

The novelty in this study focused on the strategies used by the teacher in teaching English vocabulary and the factors influencing the teacher to apply the strategies in teaching vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023. In teaching and learning process, this school implemented the *Kurikulum Merdeka* and Al Islam Muhammadiyah Curriculum. Meanwhile, the previous study only focused on the strategies used by teacher in teaching English vocabulary and students' responses to the strategies used by the teacher, the school is still implementing the Curriculum 2013 (K-13).

Based on the various problems related to vocabulary that have been described, it can be said that the role of teacher in the classroom in implementing vocabulary teaching strategies is very important. Therefore, the researcher is interested in examining the strategies used by teacher in teaching English vocabulary and the factors influencing the teacher to apply

the strategies in teaching vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023. The researcher chose Mrs. RDP who implements several learning strategies in the seventh grade to teach vocabulary. In the seventh grade, there is only one teacher teaching English. Finally, based on this background, the researcher is interested in conducting qualitative research with the title **"TEACHER STRATEGIES IN TEACHING ENGLISH VOCABULARY AT THE SEVENTH GRADE STUDENTS OF SMP MUHAMMADIYAH PK KOTTABARAT IN THE ACADEMIC YEAR 2022/2023".**

B. Identification of The Problem

Based on the background, there are several problem formulations that can be identified in this research, that consist of:

1. Students do not routinely add vocabulary independently.
2. Students feel bored easily.
3. Some students are reluctant to ask questions when they encounter vocabulary whose meaning is unknown.
4. Students find it difficult to memorize diverse English vocabulary.

C. Limitation of The Problem

This research is limited to investigate the strategies used by the teacher in teaching English vocabulary and the factors influencing the teacher to apply the strategies in teaching vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023. The subject in this study is a teacher who teaching English vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat Surakarta. The researcher has chosen class VII A as for collecting data.

D. Formulation of The Problem

Regard in the research background above, the formulation of the problem can be written as follows:

1. What are the strategies used by the teacher in teaching English vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023?
2. What are the factors influencing the teacher to apply the strategies in teaching vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023?

E. Objectives of The Study

Based on the formulation of the problem above, the objectives of this study are:

1. To find out the strategies used by the teacher in teaching English vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023.
2. To describe the factors influencing the teacher to apply the strategies in teaching vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023.

F. Benefit of The Study

This research is expected to bring benefits, especially for researcher, readers or teacher, and universities in general. The benefits of researcher are:

1. Theoretical benefits

   Theoretically, this research is expected to be a useful illustration for developing and designing their teacher strategies in teaching English vocabulary at the seventh grade student of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023.

2. Practical benefits

   Practically, this research is useful for teacher, students, schools, and researcher. For more details, it can be described as follows:

a. Benefits for students

This research is expected to provide an understanding in learning English vocabulary. In addition, by using appropriate strategies the researcher hopes that students will not find learning English vocabulary difficult and boring. Researcher hope, that students will get pleasure in the teaching and learning process.

b. Benefits for Teacher

It is hoped that this research can be used by teacher as a basic reference and consideration to be able to improve the quality of teaching and create innovation in teaching learning especially in English vocabulary.

c. Benefits for Schools

It is hoped that this research can be used as a better tool and reference in a learning process, especially in the strategies used by teachers in learning English vocabulary. Beside that, it is also an input material to be used as creative, innovative, and fun learning.

d. Benefits for Researcher

This research is expected to add broad insights into various education and can be applied well when teaching English vocabulary.

G. Definition of Key Terms

Some terms are essential for describing research and making it easy for readers and other researchers to understand and carry out. The research title has various keywords, including teacher strategies in teaching English vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023.

1. Teaching Strategies

   Richards & Rodgers (2014) define teaching strategies as methods for organizing and managing learning activities designed to achieve specific goals.

2. Vocabulary

   Vocabulary can be defined the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do (Clouston & Farrell, 2021).

3. Teaching Vocabulary

   Teaching vocabulary is explaining the various kinds of vocabulary and their uses in an easy way, so that students can see the importance and understand that learning a language is not just about learning grammar (McCarten, 2007).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. That is, vocabulary is a basic component of starting to learn English (Richards & Rendayana, 2004). Clouston & Farrell (2021) states that vocabulary is words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do. In addition, vocabulary can also be defined the total number of words that are needed to communicate ideas and express the speakers' meaning, that is the reason why it is important to learn vocabulary (Alqahtani, 2015). Vocabulary is all the words in a particular language that a person must know or use in every communication activity. Vocabulary can support the four skills in English, namely listening, speaking, reading, and writing.

Supported by opinion of Hiebert & Kamil (2005) states that vocabulary is knowledge about the meaning of words. This can be seen in the fact that words also come in at least two forms, namely,

in writing and orally, and knowledge about words also comes in at least receptive and productive forms. The aspects that need to be learned by students in vocabulary learning according to Harmer (2019) there are word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

The researcher can conclude from the various definitions above that vocabulary is a list of words needed to communicate ideas and express the speaker's intent. Vocabulary can support the four English skills: listening, speaking, reading, and writing. The aspects that need to be learned by students in vocabulary learning include word meaning, extending word use, word combination or collocation, and the grammar of words.

b. Kind of Vocabulary

To facilitate more effective and comprehensive vocabulary teaching or other vocabulary mastery efforts, Nation (2006) divides vocabulary into several categories:

1) Receptive and productive vocabulary

Vocabulary is classified into receptive and productive categories based on the context in which it is used. Receptive vocabulary is used to get the message from a text or someone's speaking, while productive vocabulary is used to contain the

message in the text or speaking. In this case, Richards & Rodgers (2014) provide an in-depth explanation that listening vocabulary is more important than speaking vocabulary, and the similarity between reading and writing vocabulary is relatively greater. So, it can be concluded that listening and reading vocabulary are included in the receptive type, and speaking and writing are included in the product type.

2) Active and passive vocabulary

This category relates to how often the vocabulary is used. Active vocabulary is vocabulary that is used frequently in speaking and writing because it is fully understood without any special effort needed to remember it or its meaning. Otherwise passive vocabulary is not used frequently because it is not fully understood. In the process of vocabulary learning, usually before it becomes active vocabulary, it will become passive vocabulary first. So it can be concluded that both speaking and writing vocabulary can be both active and passive vocabulary.

Vocabulary Type Based Pikulski and Templeton (in Aravind & Rajasekaran, 2020) classify vocabulary into oral, expressive, written, and receptive categories. Oral vocabulary is the vocabulary used in oral communication. It involves the words produced by the speaker and the words received by the listener. Expressive vocabulary is the vocabulary used by a nation to express or produce

its ideas, opinions, or feelings in speaking or writing. Written vocabulary are words used in written communication. The writer uses this vocabulary to convey his purpose, and the reader receives this vocabulary to analyze the message of what he reads. Receptive vocabulary, then, are words used in reading and listening activities where the receiver only gets the vocabulary without being able to give active feedback.

In addition, Brown (2001) states that there are several types of vocabulary, namely:

1) Reading vocabulary

   A person's reading vocabulary is made up of all the words he recognizes while reading.

2) Listening vocabulary

   Someone listening to vocabulary is all the words that he can recognize when listening to speech. Context and tone of speech help to expand this vocabulary.

3) Writing vocabulary

   Someone who writes vocabulary is all the words he can use in writing. In contrast to the preceding two vocabulary. Users stimulate type and writing vocabulary.

4) Speaking vocabulary

   Someone who speaks vocabulary is all the words he can use in speaking. Because spoken language is so spontaneous,

even minor and inadvertent mispronunciations can be countered by facial expressions, tone of voice, or hand gestures.

c. Importance of Vocabulary

The role of vocabulary in language learning cannot be doubted. It is considered as essential element to build a good language competence (Sutrisna, 2021). Its function is similar to that of a foundation, which determines the longevity of a building. According to Stæhr (2008), students' vocabulary mastery defines their ability to read, write, listen, and speak. It aids their comprehension of the text in terms of reading ability.

Nation & Hunston (2013) states that vocabulary is an important aspect of all language teaching. He also stated that if the structure of language forms the framework of language, then it is vocabulary that provides its vital organs and flesh. Afzal (2019) argues that vocabulary plays a vital role in teaching and learning a second language, as lexical knowledge is necessary for efficient communication. One cannot speak well and understand written material if one does not master vocabulary.

From the explanation above, it can be concluded that vocabulary is the most crucial component in forming a language, especially English. Vocabulary is the foundation and the first step in learning a language because, without sufficient vocabulary, students

will have difficulty learning English and may even be unable to understand others or express their own ideas. By having a large vocabulary, students are expected to be able to master the four English skills: reading, speaking, writing, and listening.

2. Teaching Vocabulary

a. Definition of Teaching Vocabulary

Vocabulary teaching is a specialized aspect of language skills teaching that involves introducing new words, explaining their meaning, and using strategies to help students learn and remember them. It can be explicit or implicit, and can be integrated into other language skills such as reading, listening, writing, and speaking.

Ellis, Choo, Ai Lin, and Pandian (in Dakhi & Fitria, 2019) state that, in general the vocabulary teaching approach is classified into two categories. The first is implicit approach, implicit teaching occurs indirectly, this involves an unconscious teaching process that makes vocabulary learning natural. Explicit vocabulary teaching, on the other hand, is a teaching process that is carried out consciously to direct students to master vocabulary. Thus, teaching in this approach is characterized by directness, systematic activities, and well-planned teaching objectives. This explicit vocabulary teaching includes form based, meaning based, and rule based explicit teaching.

From the opinion above, it can be interpreted that teaching vocabulary is focused on helping students learn and use new words. Teaching vocabulary can be taught before or integrated into other language, and can be done implicitly or explicitly. It must motivate students, develop creativity, generate prior knowledge, stimulate processes to understand, decode, organize, and synthesize educational content, and support the development of all language skills.

b. Principle of Teaching Vocabulary

There are several principles that must be considered by teachers when teaching vocabulary according to Graves (2016) are; First, providing rich and varied language experiences. Teachers must be responsible for the teaching process by providing rich and varied language experiences. Second, teach individual words. Each vocabulary word should be discussed individually from various angles. Third, teach word-learning strategies. In addition to teaching vocabulary, teachers should also teach strategies that students can use to learn vocabulary individually. Fourth, students' awareness of vocabulary should be built through reading and writing activities.

Another opinion was expressed According to Nation & Hunston (2013) there are several principles that teachers must pay attention to when teaching vocabulary. First, the teacher must make teaching vocabulary simple and clear. Second, the teacher needs to

provide a clear relationship between new material and previously taught material. Third, the teacher must provide teaching materials both orally and in writing. Fourth, teachers are required to be able to pay attention to vocabulary that is partially known so that temporal passive vocabulary can become active vocabulary. Fifth, the teacher can underline the vocabulary that will be used frequently later and ask students to give special attention to the vocabulary as an important element related to the development of their field of learning. Sixth, as much as possible, avoid entering words with unknown relationships, such as near-synonyms, opposites, or members of the same lexical set.

Based on the opinions above, it can be concluded that with this vocabulary learning principle, teachers must be able to recognize the characteristics and needs of students. In addition, teachers must use materials and techniques that suit the students. To guide students, foster learning, and create a pleasant learning atmosphere, teachers must find effective and efficient ways of teaching, taking into account many factors that affect teaching. so that the purpose of teaching and learning English vocabulary can be achieved.

3. Teaching Strategies

a. Definition of Teaching Strategies

Sarode (2018) states that teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the various learning methods available and then develop appropriate strategies to address the identified target group. A teaching strategy is a general plan for learning that includes a structure for desired student behavior in terms of learning objectives and an outline of the tactics needed to implement the strategy (Sarjan & Mardiana, 2017). Learning strategies implemented by teachers are expected to provide facilities or assistance to students to achieve learning objectives effectively and efficiently.

According to the thoughts of various experts above, teaching strategies refer to the approaches employed to assist students acquire the desired lesson content and set future achievable goals. Teaching strategies identify the various learning methods available to enable them to develop appropriate strategies to achieve the identified targets. The use of strategies in teaching activities is an effort to ensure efficiency in the process of achieving teaching objectives, making students active learners, avoiding errors in understanding concepts or principles, and ensuring the achievement of learning objectives.

b. Goals of Teaching Strategies

Strasser (in Hutami *et al*., 2021) suggests several objectives of teaching strategies. First, ensuring that a particular language will be acquired in the shortest time possible. Second, ensure students exchange ideas. Third, minimizing the number of wrong answers when students are trying to learn a concept or principle. Fourth, ensure the achievement of certain content goals.

From the points above, it can be concluded that, the goal of the teaching strategy is to create a more effective and efficient teaching and learning process so that the learning objectives can be achieved. Strategies can help teachers smoothly explain learning material. The use of student achievement strategies can determine the success of teachers in achieving learning objectives.

c. Component of Teaching Strategies

Hamruni (2012) states that the most important components of teaching strategy include the teacher as a teaching agent, students, purpose, materials, methods, media, evaluation, and situations or environment.

1) Teacher

The teacher is the teaching agent, the teacher is the most essential aspect in this case; they can alter other components of a teaching method to be variations. The goal is for the teaching learning process to transform students' circumstances into

expected environments, resulting in students meeting a standard competency expectation.

2) Students

The student is a component that participates in a study program to increase their ability to achieve study goals.

3) Purpose

The purpose is to determine strategy, material, media, and teaching evaluation. As a result, the first step in developing a teaching strategy is deciding on a purpose.

4) Material

Teaching material is any material used to achieve a teaching goal. Teaching material as a critical component of the teaching process.

5) Method

Methods are used to achieve language goals, focusing on the roles and actions of teachers and students, and student roles and behaviours. They are relevant to a wide range of audiences in a variety of circumstances.

6) Media

The plural form of the phrase “Medium” is media. Many things around us are media, such as television, computers, pictures, radio, and newspapers. There are several instructional mediums

utilized in education. Students' knowledge is conveyed through the learning process. This is referred to as media education.

7) Evaluation

Evaluation is a component of knowing the outcome of the teaching and learning process so that the instructor may know the expected outcome. Summative and formative evaluations are also possible.

8) Situation or Environment

The teacher's teaching method is influenced by the environment. In this context, “Scenario” refers to situations and physical conditions such as climate, school, location, facilitation, and others.

According to Hamruni's opinion, it can be concluded that in teaching strategies, these components must be the main focus in designing teaching strategies. The teaching strategy covers a broad field of teaching and also contains teaching principles, methods, and techniques (Hamruni, 2012).

4. *Kurikulum Merdeka*

The curriculum is a set of subjects and educational programs provided by an educational institution that includes a lesson plan for students to follow throughout one period of schooling. The etIndonesian government has changed the 2013 curriculum to the latest curriculum, called the *Kurikulum Merdeka*. *Kurikulum*

Merdeka is a curriculum with diverse intracurricular learning where content has enough time to deepen concepts and strengthen competencies (Direktorat PAUD, 2021).

Teachers have the flexibility to select a variety of teaching tools. Projects to strengthen the achievement of the Pancasila learner profile are developed based on specific themes set by the government. The curriculum focuses on essential materials, character development, and student competencies. The change from the 2013 curriculum to the *Kurikulum Merdeka* is not due to the unsuccessful implementation of the 2013 curriculum in schools, the *Kurikulum Merdeka* is a policy issued by the government in order to restore education during the COVID-19 pandemic in Indonesia (Pratycia, Dharma Putra, Salsabila, Adha, & Fuadin, 2023). This step was taken as a solution to the phenomenon of the learning crisis and declining competence of students caused by the cessation of face-to-face learning and the decline in learner competence caused by the cessation of the face-to-face learning process.

The curriculum is an important instrument that contributes to creating inclusive learning. In this curriculum, inclusion can be reflected through the application of the Pancasila learner profile, for example, from the dimensions of global diversity and morals towards others and from project-based learning. This project-based

learning will automatically facilitate the growth of tolerance so that inclusion is realized.

Based on the explanation above, it can be concluded that the *Kurikulum Merdeka* is a curriculum with diverse intracurricular learning where content will be optimized for learners to have enough time to explore concepts and strengthen competencies. *Kurikulum Merdeka* aims to create a more enjoyable education for students and teachers. *Kurikulum Merdeka* is designed with advantages that adapt to the times, including providing "*Merdeka*" for education units in developing it and presenting a more relevant and interactive learning system.

5. Strategies Used by the Teacher in Teaching English vocabulary

In teaching vocabulary, appropriate teaching strategies are very helpful to make it easier for students to learn and understand vocabulary. In other words, the learning strategy chosen by a learner must be supported by the teaching strategy used by the teacher. Thornbury (2002) proposes five types of teaching vocabulary. They are:

a. Using translation

Using translation has become the most widely used way to present the meaning of a word in a monolingual classroom. Translation has the advantage of being the most direct route to the true meaning of a term, provided the target word and its

lexicon are closely related. Using translation strategies makes it easy for students to understand the meaning of vocabulary. Although it is currently considered a less productive strategy, it is still widely used.

b. Games

As a very popular learning strategy, the use of games is also used in teaching vocabulary. There are many games that are modified to suit the purpose of teaching vocabulary. The use of games in learning creates an interesting, fun, and non-stressful learning environment that causes students to enjoy the teaching process. The more times a word is successfully retrieved from memory, the easier it is to remember. Therefore, useful games are those that encourage learners to remember words quickly. Popular vocabulary games include flashcards, scrabble, bingo, word cards, etc. The joy of the teaching and learning process resulting from the use of games is expected to increase student motivation.

c. Guessing from context

Instead of directing students to open a dictionary to find the meaning of a vocabulary word, guessing the meaning from context is seen as more productive. Students' critical thinking is trained here. The strategy also encourages students to interact with another vocabulary while guessing from context.

d. Using dictionary

Using a dictionary is referred to as a manual strategy. As a source for listing words and their meanings, using a dictionary is very practical. Teachers need to make students familiar with the components of the dictionary to make it easier for them to find the word they want to learn. Some dictionaries only include one language, which means that each input word is equivalent to another word in the same language. Other dictionaries may include two or more languages, providing meanings in the different languages.

e. Making tasks

Task-based strategy is a variant of a strategy that is considered to have the potential to produce long-term memory because students learn the material by doing. Enriching students' learning experiences by doing assignments will lead students to enter the learned vocabulary into a more permanent part of their memory so that they can remember it whenever they need to use the vocabulary.

6. Factors that Influence Teacher to Apply Vocabulary Teaching Strategies

Referring to the theory put forward by Lawrence (2009) there are several factors influencing teachers to apply the strategy in teaching vocabulary:

a. Duration of time

According to Lawrence (2009), teacher choice of teaching strategies should be adjusted to the duration of time. Although learning resources can determine the teaching strategy, if the teaching strategy takes a long time and the time available is limited, then the teaching strategy is not suitable. Therefore, in applying teaching strategies, teachers must adjust them to the duration of time available so that later they will lead to the achievement of learning objectives.

b. Teacher preference

Teachers tend to adopt strategies that are most convenient and provide more good experiences for students. For example, teachers choose strategies based on their experiences as students or learning strategies they are good at. In fact, many of them copy teaching strategies that have been used by other teachers.

c. Behavioural control of students

The different characteristics of each student can be taken into consideration by the teacher when choosing the appropriate teaching strategy. The teacher will choose a teaching strategy that they can control to supervise their students. The characteristics of students include mental maturity and intellectual skills, physical condition and psychomotor skills,

age, and gender. Usually, teachers will use direct teaching strategies or teacher centered teaching strategies.

d. Safety in learning and teaching activities

Usually, learning activities that have a high level of risk, such as sports teaching or science experiments. Teachers may adopt teaching strategies that are more teacher centered than student centered. Teachers can adopt strategies that are not dangerous for students.

e. Students abilities

It cannot be denied that each student has different abilities. High-ability students are usually characterized by high motivation in learning, attention, and seriousness in following the learning process. Conversely, students who are classified as having low abilities are characterized by a lack of motivation to learn and a lack of seriousness in following lessons, including in completing assignments. The level of student development can have an impact on a student's ability to learn effectively. Teacher need to approach students, this is useful to find out the difficulties felt by students so that teacher can determine effective teaching strategies to reduce the problems faced by students.

f. Focus of the activity

In lesson planning, learning objectives will be closely related to the strategies applied. For example, if the goal is to develop problem-solving skills, a teaching strategy that allows students to interact with each other is required.

Based on the explanation above, it can be concluded that teacher can choose various strategies to be used when teaching in class. The selection of the use of this strategy can be influenced by several factors, such as duration of time, teacher preference, behavioural control of students, safety in learning and teaching activities, students' abilities, and focus of the activity.

B. Previous Related Study

Related to this study, the researcher needs to review previous studies with similar topics to identify similarities and differences. There are four previous studies used by the researcher.

The first research has been conducted journal article from Hellaisna Nur'Aini Garwan and Henny Priyanti (2021) "An Analysis Of The Teachers' Strategies In Teaching English Vocabulary at The Seventh Grade of Mts N 7 Kebumen in The Academic Year 2019/2020". The research findings are three that can be taken based on the analysis. First, teachers employ a variety of strategies to teach vocabulary, including presentation, translation, memorization, playing games, reading, pantomime, action, and body movements. Second, this research discovered the media utilized to deliver

the subject; the media employed are real things, videos, pictures, English books of students. Third, the researcher found out students' responses with strategies used by the teacher. This study is descriptive qualitative research that focused on teachers' strategies in teaching vocabulary. This research used various data collection methods, including interview with English teachers, questionnaires given to students, and documentation. The subjects in this study were teachers and seventh-grade students at Mts N 7 Kebumen in the academic year 2019/2020.

There are several similarities between both studies First, there is the first problem statement regarding the strategies used by teachers in teaching vocabulary. Second, the research design used is descriptive-qualitative. The difference between both studies is, first, the place of research. Second, Hellaisna Nur'Aini Garwan and Henny Priyantis's research subjects consisted of two teachers, whereas this study only had one. Third, data collection in Hellaisna Nur'Aini Garwan and Henny Priyantis's research used interview research instruments aimed at teachers, questionnaires aimed at students, and documentation. Meanwhile, this study used three research instruments, namely observation, interview with at teacher and documentation.

The second researcher is from Lia Fitriani (2021) "Teacher's Strategy in Teaching Vocabulary to Class XI Students Of SMA Negeri 1 Banyumas Pringsewu in The Academic Year 2020/2021". The results of the study have three main conclusions that can be taken. First, the strategies

used by the teacher in teaching vocabulary include using multiple meanings, games, and memorization. Using several meanings, students can get one more meaning from the vocabulary. Students enjoy learning vocabulary while playing the game. The ease of understanding English is enhanced by memorization. Second, the teacher's reasons for implementing English vocabulary teaching strategies in the eleventh grade of SMAN 1 Banyumas Pringsewu Third, the problems faced by teachers in teaching English vocabulary in the eleventh grade of SMAN 1 Banyumas Pringsewu. In this study, the researcher used a qualitative approach with a descriptive research design to answer these problems. In collecting data, the researcher used several techniques, namely: observation, interview, and documentation. The subject of this research is an English teacher.

There are several similarities between both studies. First, there is the first problem statement regarding the strategies used by teachers in teaching vocabulary. Second, the research design used is descriptive-qualitative. Third, the data collection method used observation, interview, and documentation research instruments. Fourth, the subject chosen is an English teacher. The difference between both studies is First, in the second and third problem statements, Lia Fitriani's research discusses the reasons why teachers apply English vocabulary teaching strategies in the eleventh grade of SMAN 1 Banyumas Pringsewu and the problems faced by teachers in teaching English vocabulary in the eleventh grade of SMAN 1 Banyumas Pringsewu. While in the second problem statement, this research discusses

the factors influencing the teacher to apply the strategies in teaching vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023. Second, the difference lies in the place of research. Third, Lia Fitriani's research subject was an English teacher in the eleventh grade while in this study it was in the seventh grade.

The third research form Annafi Mutiara (2021) has the title "Teacher's Strategies in Teaching English Vocabulary On Extra Class For Students of The Eighth Grade Program Khusus at MTS N II Surakarta During Public Activity Restrictions (PPKM) In The Academic Year 2020/2021". From the results of the study, there are two conclusions that can be drawn. First, the strategies used by English teachers in teaching English vocabulary include using memorization, role play, and flashcards. In collecting the data, the researcher used observation techniques. Second, the second data finding is the difficulties faced by teachers in teaching English vocabulary, including motivating students, classroom management, and the online teaching and learning process. The research design used is descriptive qualitative research. In collecting data, the researcher used several techniques, namely observation and interview. The subject in this study is an English teacher.

There are several similarities between both studies' first problem statement regarding the strategies used by teachers in teaching vocabulary. Second, the research design used is descriptive-qualitative. The difference between both studies is the place of research. Second, Annafi Mutiara's

research in the second problem statement examines the difficulties faced by the teacher in teaching English vocabulary, and third, Annafi Mutiara's research subject chosen in the eighth grade teacher of MTS N II Surakarta, while in this study the subject is the seventh grade teacher of SMP Muhammadiyah PK Kottabarat. Fourth, Annafi Mutiara's research learning activities were carried out during Public Activity Restrictions (PPKM) while in this study it was carried out offline. Fifth, data collection in Annafi mutiara's research used observation and interview research instruments while this study used three research instruments, namely observation, interview, and documentation.

The fourth research from Zahra Berliana Kandi (2022) with the title "English Teacher's Strategy in Teaching Vocabulary to Class X Students of MAN Wonogiri Academic Year 2022/2021", has two findings that can be taken. First, there are some strategies used by two teachers to teach vocabulary, namely determining the definition and giving an explanation of the word, asking students to make vocabulary notes and use a dictionary, and modeling the use of words and repetition exercises. While other strategies, such as using pictures or real objects that represent words, using synonyms of words, making up songs, and using games to review vocabulary, are applied by one of the teachers and on certain materials. Second, the study's findings are the factors that influence teachers' use of the strategies. These factors are teaching duration, teacher preference, behavior control, and students' ability. The research design used is

descriptive qualitative research. In collecting data, the researcher used several techniques, namely: observation, interview, and documentation. The subjects in this study were two English teachers.

There are several similarities between both studies. First, there is a problem statement regarding the strategies the teacher used in teaching English vocabulary and the factors influencing the teacher to apply the strategies in teaching vocabulary. Second, the research design used is descriptive qualitative. Third, the data collection used observation, interview, and documentation research instruments. The difference between both studies is the place of research. Second, the Zahra Berliana Kandi's research subjects chooses two English teachers in the tenth grade of MAN Wonogiri, while in this study only one English teacher who taught in the seventh grade of SMP Muhammadiyah PK Kottabarat.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a qualitative descriptive design. Qualitative research is a research process that seeks to comprehend human or social events by developing a comprehensive and complex picture that can be expressed in words, providing specific perspectives gained from informant sources, and doing the research in a natural setting (Walidin, Syaifullah, & Tabrani, 2015). A qualitative study is one that investigates the quality of relationships, activities, situations, or various resources. This means that qualitative research stresses holistic descriptions that can clarify what activities or events are taking place in detail rather than comparing the effects of different treatments or describing people's attitudes or behaviors (Fadli, 2021).

Mahmud (2011) Simply stated, the purpose of qualitative research is to understand the meaning system that evolves into the general principles of a unit of symptoms observed in a society's social existence. This understanding is obtained through detailed observation, description, and interpretation of the symptoms that are the focus of the research. Descriptive research in education and curriculum teaching is very significant since it describes phenomena such as educational activities, learning, and curriculum implementation at various levels of education units (Sukmadinata, 2012). The descriptive method in research is used to describe

the factual conditions of matters relating to the object of research. The description is carried out by describing the factors involved in the problem.

In Prof. Sugiyono's book, it states that qualitative research includes various characteristics, including the use of natural settings as the primary source of data and the researcher as the key instrument. Qualitative research is descriptive in nature. Rather than numbers, the acquired data is in the form of words or images. Qualitative research is more concerned with the process than with the results or products. Inductive data analysis is common in qualitative research, the qualitative method relies heavily on meaning (Sugiyono, 2018).

Based on the above understanding, it can be concluded that this research used a qualitative approach because a lot of the data be presented in the form of words rather than numbers. This research used the descriptive method to analyze the strategies used by the teacher in teaching English vocabulary and to find out the factors influencing the teacher to apply the strategies in teaching vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023.

B. Research Setting

1. Place of the research

   This research was conducted at the seventh grade of SMP Muhammadiyah PK (*Program Khusus*) Kottabarat. This school is a private junior high school located at Pleret Raya Barat street no 9, Banyuanyar, Banjarsari, Surakarta, Central Java. This school is one of

the superior junior high schools in maintaining an academic atmosphere and the quality of its graduates, this school is also the winner of the highest national exam and is dubbed “The school of champions”. Excellent service in student assistance is characterized by the totality of GTK's efforts in serving the school. A clean and healthy school environment has made this school the third healthy school champion at the Surakarta city level. Maintaining a reading culture and literacy school marked by winning three consecutive city level library competitions. Publishing magazines and books by teachers and students. In addition to focusing on academic achievement, this school also strengthens Islamic superior character through Islamic habituation. The school situation tends to be safe and conducive to learning because of its location in a residential area.

In addition, there are various programs and activities that are characteristic of this school, including fifteen excellent programs and activities, including homestay, educational trips and student exchange, worship habituation, morning mentoring, spiritual building and AMT (Achievment and Motivation Training), language festivals and kampung bahasa, baitul arqam, outing classes or field trips, teen summer camp, PK TV, a plasmic competition, PK-Learning, APKERSI (Apresiasi Karya dan Seni), and GLS (Gerakan Literasi Sekolah). This school also has twenty two self development activities or extracurricular activities that can be chosen by students, while the extracurricular activities that

must be followed are Hizbul Wathan (HW) scouting. What distinguishes this school from other schools is the curriculum applied in grade 7 at SMP Muhammadiyak PK Kottabarat, which used the *Kurikulum Merdeka* and the Al Islam Kemuhammadiyahan Curriculum.

2. Time of the research

Time is an important element in any research design, as this research was conducted during the English teaching and learning process from November 2022 to May 2023 at the seventh grade of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023. The researcher is fully an observer during the research process. The research schedule is explained in the form of a table as follows:

Table 3.1 The Research Schedule

Research Activities	**Target 2022-2023**						
	Nov 2022	**Des 2022**	**Jan 2023**	**Feb 2023**	**Mar 2023**	**Apr 2023**	**May 2023**
Research Planning							
Research Proposal							
Seminar Proposal							
Data Collection							
Data Analysis							
Data Display							
Reporting							

C. Research Subject

The subject of this study is the person who is a participant in this research. In this study, the researcher focused on the teacher who teach at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023. Researcher has chosen the seventh grade level because this is the first level of junior high school, whose students previously came from various elementary schools. This is the background that every student has different abilities, and many of them have problems related to English vocabulary at SMP Muhammadiyah PK Kottabarat, especially in the seventh grade. There are four study groups, namely VII A, VII B, VII C, and VII D. In this school, there is only one teacher who teaches one subject at each level. Therefore, in the English class there is one English teacher namely Mrs. RDP. In this study, the researcher has chosen class VII A as for collecting data, because this class is also easy to conduct compared to other classes.

D. Data and Source the Data

1. Data

   Arikunto (2013) states that data are all facts and figures that can be used as material for compiling information, while information is the result of data processing that is used for a purpose. Data is the most important component in research used for analysis. The data in this study are the results of observations and utterances from the seventh

grade English teacher. The data related to the strategies used by the teacher in teaching English vocabulary and the factors influencing the teacher to apply the strategies in teaching vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023.

2. Source the data

The source of data in research is the subject from which the data can be obtained. If a researcher collects data using questionnaires or interviews, the data source is known as a respondent, which is a person who responds to or answers the researcher's questions, both written and oral. Arikunto (2013) data sources are very important in research. Researchers cannot obtain information without knowing the source of the data. Qualitative data sources can be humans or informants, events, places, objects, various images and recordings, archives, and documents (Sutopo, 2006).

a. Event

This research activity carried out in class VII A during the teaching and learning process. This includes events or phenomena, activities, and interactions between teacher and students in the classroom. In addition, researcher also conducted interviews directly with seventh grade teacher of SMP Muhammadiyah PK Kottabarat outside the teaching and learning process in the classroom. The data is related to the strategies used by the teacher in teaching English

vocabulary and the factors influencing the teacher to apply the strategies in teaching vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023.

b. Informan

An informant is someone who provides information or data related to the topic. The informant in this study is English teacher who teaching at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023. The person is an informant who provides information or data related to the strategies used by the teacher in teaching English vocabulary and the factors influencing the teacher to apply the strategies in teaching vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023.

c. Document

Documents are written texts or images that can be used to obtain information. In this research, the researcher used some data, including lesson plan, textbook, notebook and all documents related to English materials in teaching seventh grade vocabulary at SMP Muhammadiyah PK Kottabarat. The lesson plan, textbook, notebook and all documents used to find out what strategies should be taught in teaching vocabulary to the seventh grade students of SMP Muhammadiyah PK Kottabarat.

E. Research Instrument

In qualitative research, the main instrument of data collection is human or the researcher herself by observing, asking, listening, asking, and taking research data. Researcher as key instruments conducts their own observations or unstructured interviews, often using only a notebook (Nasution, 2008). This is in accordance with the statement Sugiyono (2018) The main instrument in qualitative research is the researcher itself, but once the researcher's focus is clear, it is likely that a simple research instrument developed to supplement and compare the data discovered through observations and interviews. Lincoln and Guba Kusumastuti & Khoiron (2019) also stated that the main data collection instrument in qualitative research is the researcher, either alone or with the help of others. In this study, the researcher used observation, interviews, and documentation to collect data. To help researcher collect the data, the researcher makes an instrument guideline:

1. Observation guideline

   The researcher made an observation guideline based on the theory by Thornbury (2002) to analysis the first problem statement, which relates to strategies used by the teacher in teaching English vocabulary, and the theory by Lawrence (2009) to analysis the second problem statement, which relates to the factors influencing the teacher to apply the strategies in teaching vocabulary.

Table 3.2 Observation Guideline

Strategies used by the teacher in teaching English vocabulary based on (Thornbury, 2002).	**Indicator**	**Meeting I**	**Meeting II**	**Meeting III**	**Meeting IV**	**Meeting V**	**Meeting VI**
Using translation	In teaching, the teacher gives the translation of a word that the students do not know. This strategy makes it easier for students to understand a word.						
Games	Teacher in the classroom apply various games to make it easier for students to learn vocabulary. This strategy can increase students' learning motivation and make them more active.						
Guessing from context	The teacher gives students the opportunity to guess the meaning of a word. This strategy trains students to think critically and also leads them to interact with another vocabulary in the process of guessing from context.						
Using dictionary	The teacher asks students to use a dictionary to find the meaning of a word. This strategy can train students' concentration because finding the meaning of a word in a dictionary tends to be difficult.						

Strategies used by the teacher in teaching English vocabulary based on (Thornbury, 2002).	**Indicator**	**Meeting I**	**Meeting II**	**Meeting III**	**Meeting IV**	**Meeting V**	**Meeting VI**
Making tasks	Teacher provide tasks to enrich students' learning experiences. This strategy is used so that students become more understanding and make it easier for them to remember the use of vocabulary.						

Factors influencing the teacher apply the strategies in teaching vocabulary based on (Lawrence, 2009).	**Indicator**	**Strategy 1**	**Strategy 2**	**Strategy 3**	**Strategy 4**	**Strategy 5**
Duration of time	Teacher choice of teaching strategies should be adjusted to the duration of time.					
Teacher preference	Teacher tend to adopt strategies that are most convenient and provide more good experiences for students. It can be from strategies they have experienced or from copying models of teaching strategies that have been used by other teacher.					
Behavioural control of students	Teacher choice of teaching strategies that they can control to supervise their students.					

Factors influencing the teacher apply the strategies in teaching vocabulary based on (Lawrence, 2009).	**Indicator**	**Strategy 1**	**Strategy 2**	**Strategy 3**	**Strategy 4**	**Strategy 5**
Safety in learning and teaching activities	Teacher can adopt teaching strategies that are more teacher-centered than learner-centered. Teacher can adopt strategies that are not harmful to students.					
Students abilities	Teacher can determine effective teaching strategies that suit the characteristics of learners, the aim is to reduce the difficulties faced by learners.					
Focus of the activity	In lesson planning, learning objectives will be closely related to the strategies applied.					

2. Interview guideline

The interview guideline helps provide an overview of an interview. The researcher created an interview guideline theory by Thornbury (2002) to analysis the first problem statement, which relates to strategies used by the teacher in teaching English vocabulary, and the theory by Lawrence (2009) to analysis the second problem statement, which relates to the factors influencing the teacher to apply the strategies in teaching vocabulary.

Table 3.3 Interview Guideline

Strategies used by the teacher in teaching English vocabulary based on (Thornbury, 2002)	**Indicator**
Using translation	In teaching, the teacher gives the translation of a word that the students do not know. This strategy makes it easier for students to understand a word.
Games	Teacher in the classroom apply various games to make it easier for students to learn vocabulary. This strategy can increase students' learning motivation and make them more active.
Guessing from context	The teacher gives students the opportunity to guess the meaning of a word. This strategy trains students to think critically and also leads them to interact with another vocabulary in the process of guessing from context.
Using dictionary	The teacher asks students to use a dictionary to find the meaning of a word. This strategy can train students' concentration because finding the meaning of a word in a dictionary tends to be difficult.
Making tasks	Teacher provide tasks to enrich students' learning experiences. This strategy is used so that students become more understanding and make it easier for them to remember the use of vocabulary.

Factors influencing the teacher apply the strategies in teaching vocabulary based on (Lawrence, 2009).	**Indicator**
Duration of time	Teacher choice of teaching strategies should be adjusted to the duration of time.
Teacher preference	Teacher tend to adopt strategies that are most convenient and provide more good experiences for students. It can be from strategies they have experienced or from copying models of teaching strategies that have been used by other teacher.
Behavioural control of students	Teacher choice of teaching strategies that they can control to supervise their students.
Safety in learning and teaching activities	Teacher can adopt teaching strategies that are more teacher-centered than learner-centered. Teacher can adopt strategies that are not harmful to students.
Students abilities	Teacher can determine effective teaching strategies that suit the characteristics of learners, the aim is to reduce the difficulties faced by learners.
Focus of the activity	In lesson planning, learning objectives will be closely related to the strategies applied.

3. Documentation guideline

In research, documentation analysis is used to support other data sources such as observation or interview data. The researcher made a documentation guide by Thornbury (2002) to analysis the first problem statement, which relates to strategies used by the teacher in teaching English vocabulary.

Table 3.4 Documentation Guideline

Strategies used by the teacher in teaching English vocabulary by (Thornbury, 2002).	**Indicator**	**Documentation Strategies**
Using translation	In teaching, the teacher gives the translation of a word that the students do not know. This strategy makes it easier for students to understand a word.	
Games	Teacher in the classroom apply various games to make it easier for students to learn vocabulary. This strategy can increase students' learning motivation and make them more active.	
Guessing from context	The teacher gives students the opportunity to guess the meaning of a word. This strategy trains students to think critically and also leads them to interact with another vocabulary in the process of guessing from context.	
Using dictionary	The teacher asks students to use a dictionary to find the meaning of a word. This strategy can train students' concentration because finding the meaning of a word in a dictionary tends to be difficult.	
Making tasks	Teacher provide tasks to enrich students' learning experiences. This strategy is used so that students become more understanding and make it easier for them to remember the use of vocabulary.	

F. Techniques of Collecting the Data

Sugiyono (2018) explains that data collection can be done in various settings, from various sources, and in various ways. When viewed from the setting, data can be collected in natural settings, in laboratories with experimental methods, at home with various respondents, at a seminar, at a discussion, on the road, etc. Furthermore, when viewed in terms of data collection methods or techniques, data collection techniques can be done by interview, questionnaire, observation, or a combination of the three. The data in this research were collected through observation, interviews, and documentation.

1. Observation

   Creswell (in Sidiq & Choiri, 2019) states observation as a data mining process carried out directly by the researcher itself (not by a research assistant or by someone else) by making detailed observations of humans as objects of observation and their environment in the research scene. In this research, observations were carried out at SMP Muhammadiyah PK Kottabarat six times from March to April 2023 by participating in learning and teaching activities. Researcher made an observations' guideline based on Thornbury (2002) about strategies used by the teacher in teaching English vocabulary and the theory by Lawrence (2009) about the factors influencing the teacher to apply the strategies in teaching vocabulary.

2. Interview

An interview is a conversation to achieve a specific purpose. The conversation is achieved by the interviewer and the interviewee (Moloeng, 2018). Sugiyono (2018) also stated that an an interview is a conversation in which two individuals meet to exchange thoughts and information through questions and answers in order to develop meaning around a certain issue. This interview was conducted to obtain accurate information directly from the respondent. Alsaawi (2014) explained the interview consists of three interview designs, including:

a. Structured Interview

Structured interviews are used when the data collector already knows exactly what will be obtained. In this method, the data collector asks the same questions to each respondent and then records their answers. Tools that can be used include tape recorders, voice recorders on cellphones, pictures, and brochures that can help in the smooth process of the interview.

b. Semistructured Interview

This type of interview includes an in-depth interview where the implementation is freer than the first type of interview, namely structured interviews. In this interview, it can find problems openly, where the interviewees are asked for their opinions and ideas.

c. Unstructured Interview

This type of interview is free, the researcher does not yet know exactly what data will be obtained, so the researcher must listen to what the respondent says. In this type of interview, researchers also do not use interview guidelines that have been arranged systematically and completely for data collection.

In this research, the researcher used semi structured interviews. The researcher chooses to use semi structured interviews because the questions can be prepared in advance, and to answer them, the interviewer gives participants the opportunity to elaborate on their opinions. From these answers, the researcher can ask further questions that are more focused on a goal. The researcher used Indonesian to interview the participant. In this research, the participant is an English teacher who taught English at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023.

The interview conducted outside the classroom. Researcher made an interviews' guideline based on Thornbury (2002) about strategies used by the teacher in teaching English vocabulary and the theory by Lawrence (2009) about the factors influencing the teacher to apply the strategies in teaching vocabulary. In this interview process, the researcher ask several questions related to the topic to be discussed in this study, such as:

Table 3.5 Interview Blueprint

Aspect	Questions
Strategies used by the teacher in teaching English vocabulary by (Thornbury, 2002). • Using translation • Games • Guessing from context • Using dictionary • Making tasks	• What strategies do you use in teaching English vocabulary? • Is the teacher use translation in teaching vocabulary? • Is the teacher use games in teaching vocabulary? • Is the teacher use guessing from context in teaching vocabulary? • Is the teacher use dictionary in teaching vocabulary? • Is the teacher making tasks in teaching vocabulary? • Is there a strategy that is most effective for increasing or teaching vocabulary? • How do teacher know that the strategy is being used successfully?
Factors influencing the teacher apply the strategies in teaching vocabulary based on (Lawrence, 2009). • Duration of time • Teacher preference • Behavioural control of students • Safety in learning and teaching activities • Students abilities • Focus of the activity	• What do teacher consider when choosing vocabulary teaching strategies?

3. Documentation

Sugiyono (2018) states that documents are one of the data collection techniques in the form of records of past events in the form of writings, pictures, or monumental works of a person. In this research, the documentation used for data collection is the lesson plan, textbook, notebook and all documents applied by the teacher in the teaching and learning process. This technique is used to support data collection from interviews and observations. Researcher made a documentation guideline based on Thornbury (2002) about strategies used by the teacher in teaching English vocabulary.

G. Trustworthiness of the Data

Descriptive qualitative research is declared valid if there is no difference between the data reported and what actually happens to the object under study. Data validity in this research is very helpful in determining the final results of a study. Researchers employ triangulation techniques to gather valid and complex data. According to Creswell (2018), research is declared valid if there is no difference between the data reported and what actually happens to the object under study. Data validity in this study is very supportive in determining the final results of a study. To be able to obtain valid and complex data, researcher use triangulation. Data will be triangulated using different sources, such as observation, interviews, and documentation (Creswell, 2018). According to Sugiyono (2018) triangulation in this credibility test is defined as checking data from various

sources in various ways and at various times. Thus there is a triangulation of source, triangulation of technique, and triangulation of time.

1. Triangulation of source

   Triangulation of sources to test the credibility of data is done by checking data that has been obtained from different sources with the same technique.

2. Triangulation of technique

   Triangulation of techniques to test the credibility of data is carried out by checking data from the same source with different techniques. For example, data obtained by interview could be checked by observation, documentation, or a questionnaire.

3. Triangulation of time

   The triangulation of time also often affects data credibility. Data collected with interview techniques in the morning is more valid, so it is more credible. For this reason, in order to test the credibility of the data, it can be done by checking with interviews, observations, or other techniques at different times or situations.

In this research, the researcher used the triangulation of technique. The researcher compared three data collection techniques, namely observation, interviews, and documentation. If there are differences in the validity of the data from the three data validity testing techniques, the researcher must ascertain why the data is different, which requires reconfirmation with the subject or informant.

H. Techniques of Analyzing the Data

Gunawan (2014) stated that data analysis is an activity to organize, sort, classify, code, and categorize data so that findings are obtained based on the focus or problem to be answered. Milles and Huberman (in Afrizal, 2015) identify three stages that must be completed in analyzing qualitative research data.

1. Data reduction

   Reducing data is the process of summarizing, picking essential points, focusing on relevant details, and searching for themes and patterns. The reduced data provide a clearer picture and make data collection easier. After the data were collected, the researcher summarized the data in accordance with the study's major questions namely identifying the strategies used by the teacher in teaching English vocabulary and the factors influencing the teacher to apply the strategies in teaching vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023.

2. Data display

   Data display is a collection of information that is organized and provides the possibility of drawing conclusions and taking action. Data presentation is used to further enhance understanding and analysis of data presentation. According to Sugiyono (2018) the most common type of data display in qualitative research is narrative text. Therefore, in this step, the researcher classifies the strategies used by the teacher in

teaching English vocabulary and the factors influencing the teacher to apply the strategies in teaching vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023, then compiled the data into a good narrative text to make it easier to understand.

In this research, the researcher used four numbers of coding to indicate which kind of data sources in the research finding. For examples: **I/28-3-22/R/S/T**

I: Interview

O: Observation

D: Documentation data

28-3-22: Date of collection

S: Stratgey used by teacher in teaching vocabulary

R: Factor influencing the teacher apply the strategies in teaching vocabulary

T: Teacher

3. Conclusion: Drawing and Verification

Drawing conclusions is the result of research that answers the research focus based on the results of data analysis. Conclusions are offered in the form of a descriptive description of the research object as guided by the research investigation. After the data collection stage based on observation, interviews, and documentation, proceed with the data display stage, which is useful for selecting, identifying, and focusing data with reference to the formulation of research problems. Then the next step is to draw conclusions, write them according to the data that has been collected above, and then analyze and interpret all the data to reach a conclusion. The conclusion comes from the data related to the strategies used by the teacher in teaching English vocabulary and the factors influencing the teacher to apply the strategies in teaching vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023. The purpose of drawing conclusions is to ensure that the obtained data is clear and can be verified.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the results of the research and a discussion based on the findings. Data collection techniques were carried out through observation, interviews, and documentation. The research was conducted at SMP Muhammadiyah PK Kottabarat. The subject of this research is an English teacher who teaches VII A students at SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023, the class was chosen because it is easier to conduct compared to other classes. To analyze the formulation of the first problem regarding what strategies teacher use in teaching vocabulary, researcher used the theory by (Thornbury, 2002). And to analyze the second problem formulation regarding the factors that influence teacher to apply strategies in teaching vocabulary, researcher used the theory by (Lawrence, 2009).

A. Research Finding

1. Strategies used by Teacher in teaching vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023.

In this study, researcher used observation, interviews, and documentation analysis as data collection techniques. The observational data collection was conducted from March 28, 2023 until April 12, 2023. The researcher has conducted six observations on one lesson topic. Interview data collection was conducted on April 13, 2023. The

researcher used the theory of strategies used by teacher in teaching vocabulary by Thornbury. The researcher conducted the interview using Indonesian, and the results of the data are displayed as follows:

a. Using Translation

The following are the results of teacher observations in applying translation strategies in the sub-chapter describing animals.

Code: O/29-3-2023/S1/T

T : "*Buntut itu oxtail*, kaya nama makanan ya itu lo oxtail soup biasanya kalau kalian suka makan sup buntut haha. Terus Dove itu apa nak? seperti nama sabun ya ini".

Code : O/11-4-2023/S1/T

T : "Oke yaudah it's *second chance, ini kesempatan kedua* dengarkan baik-baik".

Code : O/11-4-2023/S1/T

T : "Yes vegetables with s ya, *vegetables itu sayuran* yaa, baru tau ustadzah kalau kucing makannya sayuran."

The observation found that the teacher applied the translation strategy in teaching vocabulary; in these findings, the teacher only repeats words in two languages. The results of this observation are supported by interview data that has been conducted between researcher and seventh grade English teacher. The data findings are as follows:

Code : I/13-3-2023/S1/T

"Iya mbak, jadi saya gunakan dua Bahasa ya pastinya memang untuk penyampaiannya menggunakan Bahasa inggris agar mereka terbiasa begitu, lalu nanti tetap saya translate ke Indonesia agar lebih mudah tersampaikan juga begitu".

Based on the data findings from the observation and interview, it can be concluded that the teacher's use of this translation strategy in teaching vocabulary helps students understand the meaning of a word directly. In this strategy, not much effort is made to involve students other than just making them repeat the word in a different language. So that the teacher minimizes or does not even involve using dictionaries to help find the meaning of words, the time used is also efficient and effective.

b. Games

The following are the results of teacher observations in applying the game strategy in the sub-chapter of describing animals.

Code : O/28-3-2023/S2/T

T : "Oke thank u guys, silahkan duduk. Okay, before I start the material about describing animals today. *I will play the games ya,* jadi cara mainnya nanti mulai dari barisan pojok depan untuk mention satu nama hewan dalam English dan Indonesia. Setelah itu nanti berjalan kesamping ya untuk gilirannya, teman yang sampingnya harus mention hewan tetapi harus berbeda, tidak boleh sama, kalau sama nanti dapet hukuman lagi ya, so you must concentrate, listen carefully to what animal your friend will mention later. Oke, let's play from ammara".

Code : O/4-4-2023/S2/T

T : "*Oke the agenda for today is games ya*, jadi us akan membuat 3 kelompok terus kita akan bermain games tentang tebak gambar. Nanti setiap kelompok ada satu orang yang bertugas untuk mendeskripsikan suatu hewan jadi teman yang lainnya harus menebak, cara menebaknya dengan menepok gambar hewan yang sudah ditaruh didepan kalian ya jadi harus cepet-cepetan yang nepok, nah siapa yang nepok duluan dan jawabannya benar maka dialah yang selanjutnya bertugas untuk mendeskripsikan hewan

yang lainnya ya. Oke now untuk pembagian kelompoknya, pilih sendiri atau dipilihin us Rizka?".

Code : O/12-4-2023/S2/T

T : "*Oke, today we are going to play spin wheel*, apa itu spin wheel?"

S : "Roda berputar"

T : "Ya roda berputar, *jadi hari ini kita mau main games.* Nanti you will mention one animals to be describe. Ustadzah akan meminta kalian untuk mengatakan atau memilih hewan apa yang akan di deskripsikan. Tia, mention your friends satu persatu nanti ditulis hewannya sama ustadzah di spin wheel".

From the observation, it was found that the teacher used different types of games in each meeting. The teacher ordered students to name one animal in English and Indonesian in the first meeting. Each student could not mention the same animal name, and students who mentioned the same animal name would be punished. In the second meeting, the teacher used an activity-based game. In the third meeting, the teacher used a type of game by utilizing online spin wheel media. The results of these observations are supported by interview data that has been conducted between the researcher and seventh grade English teacher. The data findings are as follows:

Code : I/13-3-2023/S2/T

"Iya mbak, saya lebih suka untuk kelas pembelajaran Bahasa inggris itu pakainya games. Jadi rata-rata itu saya jaranglah kalau terbilang pegang buku paket, itu lumayan paling satu kali mungkin dalam sepekan ya, jadi jarang sekali pokoknya. Intinya nanti saya tau dulu materinya tentang apa, misalnya kemarin tentang describing animals itu materinya saya focus dalam permainan juga. Kalau permainan itukan biasanya lebih ke coorperative learning, kemarin saya udah coba pakai grub activity ya mbak, jadi anak-anak saya suruh membawa gambar hewan peliharaan nanti setelah itu dibuat kelompok. Jadi nanti dalam

kelompok itu ada yang tugasnya menebak dan ada yang memberikan clue begitu. Terus kalo yang lain biasanya spontan sih mbak kaya kemarin juga ada yang spin wheel games itu ya, itu saya sebenernya belum ada rencana mau ngisi apa soalnyakan harusnya jadwal ulangan gitu mbak jadi ya saya isi itu sekaligus bisa jadi quiz sebelum ulangan buat anak-anak.Kalau tekniknya saya lebih ke 'gamesvication'. Itu kalau di model pembelajaran mungkin lebih ke cooperative learning ya mbak".

According to the results of the interview, teacher tend to prefer and be comfortable using the game strategy. Teacher prepare various types of games that can be applied according to the sub-chapter of material to be taught. In addition to the findings of observations and interviews, in this strategy, documentation was also found to support the two data sources. The following is the documentation data:

Code : D/S2/T

Figure 4.1 Games to Mention the Name of Animals

Figure 4.2 Group Games Activity

Figure 4.3 Picture to Guessing Games Activity

Figure 4.4 Interviewing Activity to Guess other Students' Animal

In the documentation, the teacher applied quiz work that is packaged as interestingly as possible through the game strategy. In this sub-chapter, the teacher used spin wheel games.

Based on the data findings from observations, interviews, and documentation, it can be concluded that teacher apply the game strategy in almost every meeting. The games used are also different at each meeting; the goal is so that students do not feel bored, and the many types of games are expected to provide many learning experiences and fun for students. The types of games most often used are those that require students to guess, mention, and describe.

c. Guessing from Context.

The following are the results of teacher observations in applying the strategy of guessing from the context in the sub-chapter of describing animals:

Code : O/28-3-2023/S3/T

T : "*Captivity kemarin artinya apa nak*?"

Code : O/29-3-2023/S3/T

T : "Iya betul ada yang memiliki ciri-ciri big noise ya untuk hidung mancung, oke. Now kita akan belajar cara mendeskripsikan lagi tetapi ini pada animals ya, ya hampir sama seperti waktu describing people. *So, do you know what mean Belalai atau hidung panjangnya gajah in English?*"

S : "Trunk us"

T : "Right, *kalau Bahasa inggrisnya buntut"*

S : "Gatau us"

T : "Buntut itu oxtail, kaya nama makanan ya itu lo oxtail soup biasanya kalau kalian suka makan sup buntut haha. *Terus Dove itu apa nak?* seperti nama sabun ya ini"

S : "Dove merpati bukan us?"

T : “Iya betul sekali, *kalau turkey? Seperti nama suatu negara ya?*”
S : “Kalkun us”
T : “Ada yang tahu tidak itu apa? Us kasih tau yang kaya di gajah, walrus itu namanya tusks. Kalau horns itu tanduk bercula yang kaya di kambing, banteng. Nah kalau fins itu sirip, beak itu paruh. *Fangs itu apa fangs”*
S : “Taring”

Code : O/11-4-2023/S3/T

T : “Yaa it is very energetic ya energetic pake c, *apa artinya energetic Amara? Energetic itu gimana?”*
T : “Itu kaya purpose ya, bisa dilihat di latihan halaman 127 kemarin ada jawabannya. *Kalau behaviour itu apa sih?”*

From the results of these observations, it was found that the teacher in teaching vocabulary used the "guessing from context strategy in each meeting. This was done so that students were more critical thinkers and to familiarize them with being active in answering the teacher's questions. The results of these observations are supported by interview data that has been conducted between researcher and seventh grade English teacher. The data findings are as follows:

Code : I/13-3-2023/S3/T

“Heem tentu mbak, saya selalu menerapkan itu malahan disetiap kegiatan mengajar saya. Jadi ya tujuannya agar mereka itu terlatih critical thinking nya begitu, selain itu juga agar mereka lebih aktif sih mbak”.

Apart from the findings of observations and interviews, in this strategy, documentation was also found to support the two data sources. The following is the documentation data:

Code : D/S3/T

“Guru menunjukkan bagian tubuh dan meminta peserta didik menyebutkan Bahasa Inggrisnya”

Based on the data findings from observations, interviews, and documentation, it can be concluded that teacher often apply the guessing from context strategy in every meeting. This is done to spark student concentration; besides that, it also trains students to think critically and be active in class.

d. Making Tasks

The following are the results of teacher observations in applying the making tasks strategy in the sub-chapter of describing animals:

Code : O/28-3-2023/S4/T

T : "Tadi yang sudah menjawab hewan yang sudah disebutkan oleh teman yang lain, silahkan berdiri. Nah hukumannya silahkan kalian yang berdiri ini *menuliskan 5 hewan dibuku kalian masing-masing, hewan yang belum disebutkan oleh teman kalian ketika bermain games tadi. Dalam English dan indo ya*".

Code : O/4-4-2023/S4/T

T : "*Oke jadi tugas yang selanjutnya adalah silahkan kalian deskrpisikan hewan yang sudah kalian pilih minimal dalam 10 kalimat, ditulis diselembar kertas kalian ya. Silahkan lakukan interview dengan pemilik gambar hewan tersebut, contoh cara mendeskripsikannya ada di textbook pages 127-128 yaa.* Nanti kalau sudah selesai silahkan dikumpulkan, oke now back to class students!".

Code : O/5-4-2023/S4/T

T : "*Dikerjakan ya itu part B nya aja,* buat persiapan ualangan minggu depan".

T : "It's finished student? Oh iya yang belum mengumpulkan *tugas deskripsi kemarin yang interview sama temennya itu*, dikumpulkan sekarang ya".

Code : O/11-4-2023/S4/T

T : "Ok so everyone let's open the textbook pages 128. Anyone don't bring the book? Oke semua bawa ya. *Jadi us Rizka play the audio kalian harus mengisi titik-titik di teks tersebut sesuai audio yang diputar ya*. Listen carefully, us Rizka hanya repeat 2x aja ya. Oke sudah siap? Mau lambat, cepat apa cepat banget?"

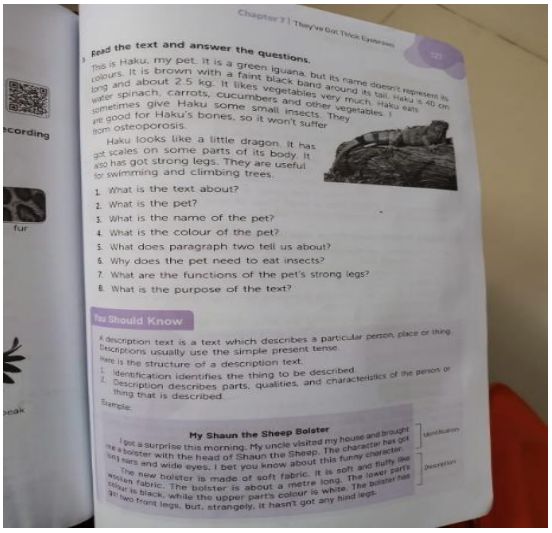
From the observation that has been made by the researcher, the teacher applied the making tasks strategy in teaching vocabulary. The teacher asked students to do some practice questions. The researcher also conducted an interview and documentation with the teacher concerned to support the data results from the observation. The results of the interview and documentation data are as follows:

Code : I/13-3-2023/S4/T

"Jadi, untuk strateginya mungkin nanti bisa setelah permainan itu tetap ada latihan soal masih dibantu oleh guru, atau mungkin bisa diskusi secara berkelompok untuk memantapkan, itu nanti mungkin akan lebih maksimal penyerapannya vocabulary acquisition. Soalnya kadang gini sih mbak, anak-anak itu kalau misalnya, ketemu suatu kata terus muncu disoal itu baru mereka tanya "us ini artinya apa?" itu mereka baru muncul. Kaya waktu latihan soal kemarin kan banyak yang bertanya ya itu, jadi ya bisa meningkatkan ingatan mereka lagi "oh kemarin pengertiannya ini".

Code: D/S4/T

"Meminta peserta didik membuat teks deskriptif singkat mengenai binatang masing-masing"



Read the text and answer the questions.

This is Haku, my pet. It is a green iguana, but its name doesn't represent its colours. It is brown with a faint black band around its tail. Haku is 40 cm long and about 2.5 kg. It likes vegetables very much. Haku eats water spinach, carrots, cucumbers and other vegetables. I sometimes give Haku some small insects. They are good for Haku's bones, so it won't suffer from osteoporosis.

Haku looks like a little dragon. It has got scales on some parts of its body. It also has got strong legs. They are useful for swimming and climbing trees.

1. What is the text about?
2. What is the pet?
3. What is the name of the pet?
4. What is the colour of the pet?
5. What does paragraph two tell us about?
6. Why does the pet need to eat insects?
7. What are the functions of the pet's strong legs?
8. What is the purpose of the text?

You Should Know

A description text is a text which describes a particular person, place or thing. Descriptions usually use the simple present tense.

Here is the structure of a description text.

1. Identification identifies the thing to be described.
2. Description describes parts, qualities, and characteristics of the person or thing that is described.

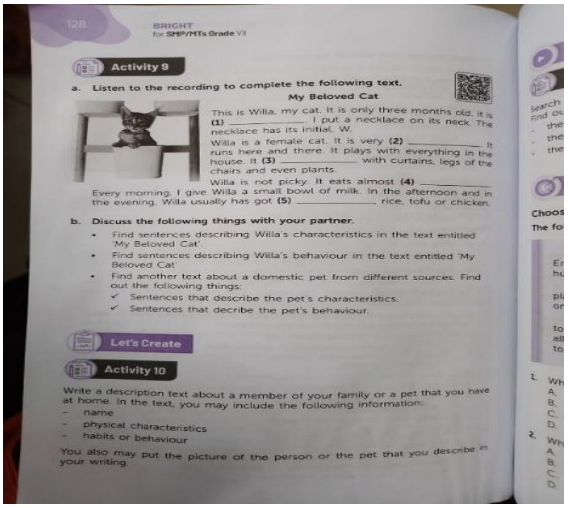
Example:

My Shaun the Sheep Bolster

I got a surprise this morning. My uncle visited my house and brought me a bolster with the head of Shaun the Sheep. The character has got long ears and wide eyes. I bet you know about this funny character.

The new bolster is made of soft fabric. It is soft and fluffy like woollen fabric. The bolster is about a metre long. The bolster has colour is black, while the upper parts colour is white. The bolster has got two front legs, but, strangely, it hasn't got any hind legs.

Figure 4.5 Exercise



128 BRIGHT for SMP/MTs Grade VII

Activity 9

a. Listen to the recording to complete the following text.

My Beloved Cat

This is Willa, my cat. It is only three months old. It is (1) _____. I put a necklace on its neck. The necklace has its initial, W.

Willa is a female cat. It is very (2) _____. It runs here and there. It plays with everything in the house. It (3) _____ with curtains, legs of the chairs and even plants.

Willa is not picky. It eats almost (4) _____. Every morning, I give Willa a small bowl of milk. In the afternoon and in the evening, Willa usually has got (5) _____ rice, tofu or chicken.

b. Discuss the following things with your partner.

- Find sentences describing Willa's characteristics in the text entitled 'My Beloved Cat'
- Find sentences describing Willa's behaviour in the text entitled 'My Beloved Cat'
- Find another text about a domestic pet from different sources. Find out the following things:
  - ✓ Sentences that describe the pet's characteristics.
  - ✓ Sentences that decribe the pet's behaviour.

Let's Create

Activity 10

Write a description text about a member of your family or a pet that you have at home. In the text, you may include the following information:

- name
- physical characteristics
- habits or behaviour

You also may put the picture of the person or the pet that you describe in your writing.

Figure 4.6 Listening Test

Based on data findings from observations, interviews, and documentation teacher provide tasks to enrich students' learning experiences. This strategy is used so that students become more understanding and make it easier for them to remember the use of vocabulary. The types of tasks given in the observation range from

doing practice questions from textbooks to utilizing listening tests. Making tasks can be individual or group, but in this observation, teacher tend to apply for individual tasks.

e. Using Picture

The following are the results of teacher observations in applying the picture strategy in the sub-chapter of describing animals:

Code : O/28-3-2023/S5/T

T : "Okay, before I'm starting the meeting today, I would like to remember you about the tasks last week. Ada yang tidak membawa apa yang us Rizka suruh kemarin? *Ayo siapa yang tidak membawa gambar hewan peliharaan yang us suruh kemarin*?"

Code : O/4-4-2023/S5/T

T : "Oke sekarang silahkan kalian move ke tempat kelompok lain, silahkan kelompok 1 move ke kelompok 2 dan kelompok 2 move ke kelompok 3, kelompok 3 move ke kelompok 1. Oke sudah ya, jadi didepan kalian sudah ada gambar milik kelompok lain, sekarang setiap orang harus memilih *satu gambar* yang kalian sukai, bebas mau ambil yang mana silahkan"

From the observations made by researcher, teacher who teach vocabulary also utilize picture strategies in several meetings. In its application, the teacher utilizes the grub activity system so that students are more active and learning becomes more efficient. To support the results of these observations, the researcher conducted an interview with the teacher concerned. The following are the results of the interview data:

Code : I/13-3-2023/S5/T

"Oh iya mbak, gambar saya juga pake tapi engga sering sih mbak. Menyesuaikan materi yang mau saya ajarkan aja. Kalo kemarin kan tentang describing animals ya itu, jadi ya saya memanfaatkan gambar ini agar anak-anak mudah kalay mau mendeskripsikan gambarnya begitu. Jadi ini juga membuat ingatan mereka mengenai sesuatu itu lama mbak kalau ada gambarnya"

From the results of these observations and interviews, it is certain that the teacher applied the picture strategy in his teaching. To be able to support these two findings, the researcher analyzed the documentation through the lesson plan and found the following data findings:

Code: D/S5/T

"Menunjukkan gambar-gambar binatang dengan bagian tubuhnya dan peserta didik menyebutkan Bahasa Inggrisnya"

"Meminta peserta didik untuk mempersiapkan gambar idola/binatang kesukaan untuk materi pertemuan berikutnya"

"Peserta didik menganalisis foto idola yang sudah disiapkan"

Figure 4.7 Animals Part of Body

Figure 4.8 Using Picture to Group Games

Based on the data findings from observation, interview, and documentation data collection, it can be concluded that the teacher applied the picture strategy for teaching vocabulary in English. The use of the picture strategy can make it easier for students to better understand the meaning of words in English and make it easier for students to remember the vocabulary.

f. Using Video

The following are the results of teacher observations in applying the video strategy in the sub-chapter of describing animals:

Code : O/28-3-2023/S6/T

T : "Ok now let's see on the video ya, oke ini ada video tolong diperhatikan baik-baik ya nanti habis ini ada challenge"

(Sebelum masuk ke pengajarn materi, guru memutarkan sebuah video. Video tersebut berisi tentang describing animals yaitu cat. Siswa diwajibkan untuk menyimak video tersebut, karena nanti setelah video selesai diputar, guru memberikan challenge lagi kepada siswa, untuk menyatakan satu fakta yang ada dalam video tersebut, tetapi tidak boleh sama dengan siswa lainnya. Nah siapa yang

sudah bisa melakukan challenge tersebut maka dibolehkan untuk keluar kelas terlebih dahulu).

From the observation findings, the teacher applied the video strategy to teach English vocabulary to students. The teacher plays a video related to the material to be taught, namely about describing animals. After the video is played, the next step is for the teacher to give assignments to students. This is done to review whether the content of the video can be understood by students or not. To support the observation findings, the researcher conducted an interview with the teacher concerned and documentation, and the following are the data findings:

Code : I/13-3-2023/S6/T

"Iya mbak, saya pake video juga ini juga bisa dibilang sering saya gunakan untuk setiap materi ya mba. Kadang saya itu juga memberikan tugas video begitu kepada anak-anak, jadi ya menyesuaikan dengan materi yang akan diajarkan juga sih mbak. Tujuannya ya biar lebih menarik dan tidak membosankan begitu.

Code: D/S6/T

Figure 4.9 Using Video to Teaching Describing Animals Material

Figure 4.10 Activity to Review the Content of The Animals Material

Based on the findings from observation, interview, and documentation data collection, it can be concluded that the teacher applied video strategy in teaching vocabulary. By using this strategy, students can easily understand English vocabulary and improve their learning abilities in a fun way.

g. Making Vocabulary Notes

The following are the results of teacher observations in applying the strategy of making vocabulary notes in the sub-chapter of describing animals:

Code : O/29-3-2023/S7/T

T : "Iya yang di film kartun ya Alvin and the chipmunk. Nah now look at the slide ya ini ada part of body juga, kalau materi sebelumnya kita belajar tentang part of body manusia, sekarang kita akan belajar part of body animals ya. Ayo anak-anak us beri waktu 5

menit untuk mencatat yang tidak kamu ketahui artinya”

Code : O/12-4-2023/S7/T

T : “Penguin nulisnya gimana? Pake e kalau pinguin salah setengah. Ingat bukan puingin tapi penguin Bahasa inggrisnya. Pokoknya kalau ada yang salah hurufnya berarti nilainya setengah ya walaupun jawabannya benar”.

From the observation findings, the teacher applied the strategy of making vocabulary notes to teach English vocabulary to students. The teacher instructs the students to write down vocabulary that they do not know the meaning of. Students are required to write the vocabulary in English and Indonesian correctly.

Code : I/13-3-2023/S7/T

“Iya, biasanya langsung dikelas kaya gitu ada beberapa kata saya minta langsung catat “ini ada kata-kata sulit” yaudah dicatat artinya apa jadi mereka langsung mencatat. Jadi kata-kata yang sulit itu langsung ada di catatatn mereka”

Code : D/S67T

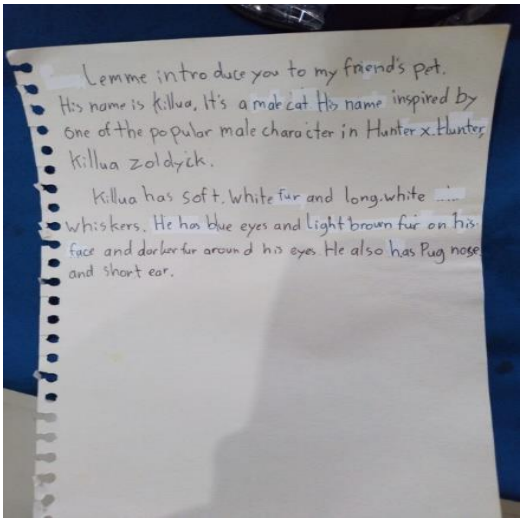


Figure 4.11 Student notebook

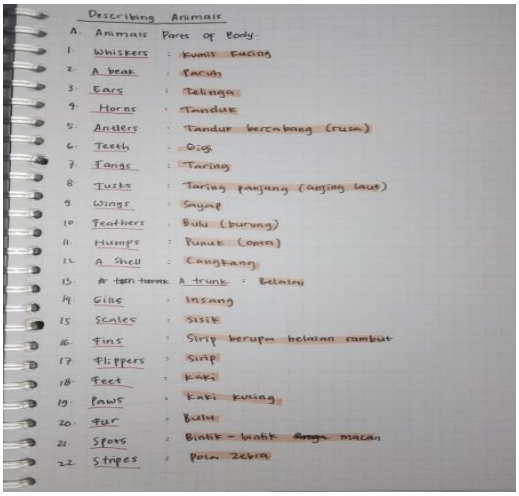


Figure 4.12 Making Vocabulary Notes

Based on the data findings from observation, interview, and documentation data collection, it can be concluded that teacher apply the strategy of making vocabulary notes when teaching vocabulary. The making vocabulary notes strategy helps students take responsibility for their learning process and build their vocabulary skills. Encouraging students to use their vocabulary notes when they read or write sentences can improve their communication skills and solidify their learning of new vocabulary.

2. Factors that Influence Teacher to Apply Vocabulary Teaching Strategies at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023.

a. Teacher Preference

The following are the results of the teacher interview in applying the strategy of games, using pictures, and using videos to seventh grade students in the subchapter of describing animals:

Code : O/12-4-2023/S2/R1/T

T : "*Oke, today we are going to play spin wheel*, apa itu spin wheel?"

S : "Roda berputar"

Code : O/28-3-2023/S5/R1/T

T : "Okay, before I'm starting the meeting today, I would like to remember you about the tasks last week. Ada yang tidak membawa apa yang us Rizka suruh kemarin? *Ayo siapa yang tidak membawa gambar hewan peliharaan yang us suruh kemarin*?"

Code : O/28-3-2023/S6/R1/T

T : "Ok now let's see on the video ya, oke ini ada video tolong diperhatikan baik-baik ya nanti habis ini ada challenge"

Code : I/13-3-2023/R1/T

"Intinya kita siapkan strategi ngajar yang tanpa media, nah itu penting misal kaya yang saya ajarkan kemarin games kelas interview itu sebenernya kan saya agendakan untuk ulangan, tapi karena dari kelas yang lain materinya belum selesai ya jadinya diundur jadi habis lebaran. Akhirnya itu saya baru paginya itu dikelas itu baru mikir, yaudah gamesnya gini aja gitu. *Jadi memang sebagai guru saya harus siapkan strategi atau permainan tanpa alat jadi biar tetep bisa tersampaikan gitu. Intinya ya yang penting ketika strategi tersebut diaplikasikan ya nyaman begitu juga untuk anak-anak"*

Based on the data findings, teacher preferences influence teacher to apply of these strategies of games, using picture, and using videos. So, the reason why teacher choose these strategies is based

on convenience and flexibility. These strategies can be applied with prior preparation or do not need to use preparation, such as in games that are done online.

b. Behavioural Control of Students

The following are the results of interviews on the factors that influence teacher to apply games and video strategies in teaching vocabulary to seventh grade students, in the sub-chapter of describing animals:

Code : O/4-4-2023/S5/T

T : "Oke sekarang silahkan kalian move ke tempat kelompok lain, silahkan kelompok 1 move ke kelompok 2 dan kelompok 2 move ke kelompok 3, kelompok 3 move ke kelompok 1. Oke sudah ya, jadi didepan kalian sudah ada gambar milik kelompok lain, sekarang setiap orang harus memilih *satu gambar* yang kalian sukai, bebas mau ambil yang mana silahkan"

Code : O/28-3-2023/S6/R2/T

T : "Ok now let's see on the video ya, oke ini ada video tolong diperhatikan baik-baik ya nanti habis ini ada challenge"

Code : I/13-3-2023/R2/T

"Tentu mbak, jadi *anak-anak itu sudah saya sampaikan basicnya memang mereka suka main games, bahkan dirumah pun meskipun gamesnya bukan secara fisik tapi intinya mereka itu suka games.* Jadi ya saya sesuaikan dengan mereka, kadang suka ditodong juga misalnya "us hari ini kita ngapain? Games terus" jadi gurunya harus mikir lagi apa ya gitu, jadi kadang ketika saya stuck gitu malah kadang-kadang bisa spontan mikir. *Jadi kadang saya selingi juga dengan video itu mbak".*

Code : I/13-3-2023/R2/T

"apalagi jumlah siswanya kan banyak ya mba ada 31 siswa jadi ya saya milih stratgei yang kiranya bisa apa ya efektif digunakan gitu, bisa merata kesemua siswa. Terus yang paling penting efisiensi waktunya juga sih mba, makanya saya sering gunakan games juga karena itu"

Based on the data findings, the factor that influences teacher to apply strategy games and video is based on the behavioural control of students because of the characteristics of students who are easily bored and lazy, so teacher package learning materials as much as possible in an interesting way. The large number of students in one class of about thirty-one causes teacher to choose strategies that they can master on a large scale effectively and efficiently. By using games and video, teaching or reviewing vocabulary to students becomes more thorough, and teacher can find out the extent of understanding and ability achieved by students. It can be concluded that the teacher applied the game strategy because of the students' behaviour control of students factor.

c. Students Abilities

The following are the results of interviews on the factors that influence teacher to apply the strategy of making tasks and vocabulary notes in teaching vocabulary to seventh grade students in the sub-chapter of describing animals:

Code : O/12-4-2023/S7/R3/T

T : "Penguin nulisnya gimana? Pake e kalau pinguin salah setengah. Ingat bukan puingin tapi penguin Bahasa inggrisnya. Pokoknya kalau ada yang salah hurufnya berarti nilainya setengah ya walaupun jawabannya benar".

Code : I/13-3-2023/R3/T

"Iya contohnya seperti kemarin *waktu membahas latihan soal, tujuannya agar anak tahu cara penulisan yang benar dan pronunciationnya yang benar ya mbak soalnya kadang tuh mereka tahu jawabannya itu tapi dipenulisan kadang*

> *suka salah kaya waktu kemarin ada yang keliru nulis seharusnya penguin tetapi malah ditulis menggunakan pronounce Indonesia jadi pinguin gitu*"

Based on the data findings, the student's ability is the factor that influences the teacher to apply the making tasks and vocabulary notes strategy. So, according to the teacher, in this class, one of the obstacles to learning English, especially in vocabulary, is that some students are still wrong when writing a word in English. For example, when practicing problems, they write a word in English that should be written "penguin." Some of them instead write according to the pronunciation, namely "pinguin".

Using this strategy, students can learn the correct writing and pronunciation from the teacher. Therefore, the teacher makes corrections by giving the correct pronunciation, and students repeat it by writing it in their notebooks according to the spelling taught by the teacher. Enriching students' learning experience by doing practice problems will potentially result in long-term memory because students learn the material by doing it.

B. Discussion

In this chapter, presented the discussion of the finding description. The discussion focused on the finding of the two proposed research questions. The first discussion is about strategies used by the teacher in teaching English vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023.

Meanwhile, the second discussion is about the factors influencing the teacher to apply the strategies in teaching vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023. In this study, the researcher used the theory by Thornbury (2002) about strategies used by the teacher in teaching English vocabulary, and theory by Lawrence (2009) about the factors influencing the teacher to apply the strategies in teaching vocabulary.

1. Strategies used by the teacher in teaching English vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023.

Based on the kinds of strategies proposed by Thornbury (2002) theory in teaching English vocabulary, four strategies were found to be applied by an English teacher at the seventh grade students of SMP Muhammadiyah PK Kottabarat. They are: a) using translation, b) games, c) guessing from context, and d) making tasks. In addition, this research also found several additional strategies that were not included in the kinds of strategies proposed by Thornbury (2002) theory, they are: a) using pictures, b) using videos, and c) making vocabulary notes.

a. Using Translation

Using translation is a common strategy to help students easily understand the meaning of vocabulary. Translation can help learners make connections between their native language and the language they are learning, which can aid in their understanding of

the new vocabulary. Although it is currently considered a less productive strategy, it is still widely used.

This strategy is implemented by the teacher using several methods. The first is that the teacher can use pictures and their translations to teach new vocabulary. For example, in the observation, the teacher can mention the word "oxtail," show a picture of an oxtail and provide a translation of the word in their mother tongue (Indonesian language). Second, the teacher directly changes the meaning of an English word to their mother tongue, for example, "second chance," and then repeats it by translating it into their mother tongue. In addition to directly interpreting, the teacher also adds some brief explanations about the animal body parts that are being taught.

The teacher applied this strategy spontaneously to students. This certainly makes it easier for students to understand the meaning of the words directly. Using translations can be an effective strategy for teaching vocabulary, especially when used in conjunction with other teaching strategies. In addition, students do not need to spend a lot of time looking up the meaning of a word in a dictionary. It is also stated by Thornbury (2002) that the use of translations has the advantage of being a direct path to the actual meaning of the word, assuming that there is a close match between the target word and the

learner, making it easy for students to understand the meaning of the word.

b. Games

According to Thornbury (2002), there are many games that are modified to suit the purpose of teaching vocabulary. The use of games in learning creates an interesting, fun, and non-stressful learning environment that causes students to enjoy the teaching process.

The teacher applied different types of game strategies at each meeting. In the first meeting, the teacher instructed students to name one animal in English and Indonesian. So each student was appointed and took turns saying the name of an animal that was different from one student to another. Students who mention the same animal name will be given a penalty, so as much as possible, when this game is applied, students must concentrate and listen so as not to get punished. The punishment given by the teacher is in accordance with the class agreement; at the meeting that day, the teacher gave punishment to students for singing.

In the second meeting, the teacher used an activity-based game. In its application, the teacher combines several strategies, namely pictures, guessing from context, and making tasks. The first stage of application is when the teacher makes a group consisting of 9–7 students. The group is made in a circle, and in each group there

is one person whose job it is to guess the animal being described using English. The other friend's job is to guess the animal by patting the picture of the animal that they have brought before and put in front of them. For students who successfully guess the clue correctly, then it is the student's turn to give the next animal description clue. This animal-guessing activity is carried out until all students get their turn. In this game, students who guess correctly will get one point, and those who are wrong will get a point deduction. After the game is over, the teacher gives a tax to the students for each person to choose one animal that later must be described in a minimum of ten sentences. The picture chosen should not be from the picture they brought, but from the picture that their friend brought. So that they can describe it, they must conduct an interview with the owner of the animal image.

In the third meeting, the teacher used a type of game that included a quiz. The teacher utilized online media in the form of a spin wheel. The rules in this game begin with each student having to mention one animal name that will be described later. The name of the animal cannot be the same; the animal that has been mentioned will be written on the spin wheel. After collecting, the teacher calls the students one by one to come forward to spin. When the spin wheel has been spun, there will be one animal name that appears. Students who get the name of the animal must describe it in at least

five sentences in English, written in a notebook. After all students get their turn to spin, the next step is that each student must guess as many other friends' animals as possible through interviews with friends who get different animals. This game became very interesting because of its secret nature. After conducting the interview, the next step is to review the correct answers.

The characteristics of students who tend to feel bored easily make teacher used games more often than other strategies. As already explained, the purpose of applying games is none other than to increase students' learning motivation and make the learning environment fun and not boring. It is also stated by Fauziati (2010) in her book, the use of games in learning aims to create a relaxed atmosphere in the process of teaching and learning vocabulary, so that students can maintain their motivation and enthusiasm throughout the learning session.

c. Guessing from Context

Guessing from context strategy is the strategy to find the meaning of new word with the clues used in context. Instead of directing students to open a dictionary to find the meaning of a vocabulary word, teacher more often ask students to guess the meaning of a word because guessing the meaning from context is considered more productive.

The teacher often provokes students to guess the meaning of the word being asked. The teacher gives students the opportunity to guess it first until there are students who answer correctly; if there is no correct answer from the student, the teacher then gives the meaning of the object he asked.

Guessing from context can be an effective way to teach English vocabulary because it requires students to use their reasoning and critical thinking skills. It is important for teacher to encourage students to use different strategies in guessing the meaning of unknown words and phrases so that they can develop their proficiency and confidence in using English. This is supported by Thornbury (2002) statement that this strategy can train critical thinking in students. This strategy also leads students to interact with other vocabulary in the process of guessing context.

d. Making Tasks

According to Thornbury (2002) task-based strategies are a variant of strategies that are considered to have the potential to produce long-term memory because students learn the material by doing. Enriching students' learning experiences by doing tasks will lead students to incorporate the learned vocabulary into a more permanent part of their memory so that they can remember it whenever they need to use the vocabulary.

Teacher provided tasks to enrich students' learning experiences. The tasks given are also different at each meeting. In the first meeting, the teacher gave students the task of bringing printed pictures of their pets. Then, in the third meeting, the teacher asked students to describe the animals they brought in at least 10 sentences. In the fourth meeting, the teacher instructed students to practice questions in their textbooks. In the fifth meeting, the teacher played audio, and students had to answer the questions based on the audio.

This strategy is applied so that students become more understanding and make it easier for them to remember the use of the vocabulary because it has been practiced directly by students. In this case, it is important for teacher to choose tasks that suit the level and needs of their students and provide them with opportunities to practice the words in various contexts and situations. Making tasks can be individual or group, but in this observation, the teacher tends to apply individual tasks.

e. Using Picture

Pictures, as one of the strategies to teach vocabulary, can be used and presented in various ways. As stated by Luruk & Trivict (2021) media as a teaching strategy should be applied to interesting learning by providing learning media that attract vocabulary or visual stimuli that can generate understanding and connect facts and

concepts. Looking at the statement, pictures not only provide students with basic materials but also stimulate their imagination.

Teacher has applied the picture strategy for teaching vocabulary in English. The type of picture chosen is in the form of photo prints brought by students. The application of picture media in teaching vocabulary is that first, the teacher uses this picture for a guess the picture quiz games, and then the teacher gives orders to students to guess the pictures that have been described by the students in turn during the games activity. Second, in the learning process, the teacher describes some of the characteristics of the body parts of animals, with examples of pictures given in the power point so that students will understand it more easily. Students can also distinguish the parts of the animal's body. Third, the teacher gives assignments to students to analyze the picture, such as describing some parts of the animal's body and then asking them to write them down in their notebooks.

The used of the picture strategy in teaching English vocabulary is very effective because it can help students more easily understand and remember the meaning of vocabulary related to the object of the picture. In addition, pictures can also help students associate words with appropriate objects or situations. With interesting pictures, students will also be more motivated to learn and actively participate in class.

f. Using Video

The teacher can show a video of the object to be taught. Select a video segment that contains a series of actions or visual details (Mothe, 2017). The video can be a learning video about the description of an object that is close to their lives. Video is one of the audiovisual media. The use of videos can make it easier for students to learn about something. They will easily remember and understand the vocabulary related to the object described in the video.

This strategy is rarely used by teacher; in six meetings, only the teacher applied it. The reason is that it adjusts to the learning time. The application of the video is that first, the teacher looks for videos related to the material being taught, then asks students to watch the video. In between video playback, the teacher asks about the meaning of some vocabulary, and besides that, the teacher also explains several times the vocabulary that is still unfamiliar. Secondly, after watching the video, the teacher discusses what they saw and heard, helps students identify new words, and reinforces the reuse of vocabulary. Third, before the end of the lesson, the teacher asked the students to give correct information about the content of the video in turn from one student to another; the information given by each student must be different.

Using videos to teach vocabulary can be an engaging and effective way to help students acquire new language skills and understanding. Incorporating interactive activities can increase engagement and maintain students' interest in learning. By using this video strategy, students will more easily understand English vocabulary and improve their learning abilities in a fun way.

g. Making Vocabulary Notes

According to Susilowati (2013) vocabulary notes allow students to creatively and practically use vocabulary in their daily lives or activities. Making vocabulary notes is one type of self-learning related to vocabulary. Encouraging students to use their vocabulary notes when they read or write sentences can improve their communication skills and solidify their learning of new vocabulary.

Teacher applied the making vocabulary notes strategy several times in teaching vocabulary. In its application, the teacher asks students to take notes on vocabulary they don't know. Students can write down new vocabulary they don't know either directly orally or in writing, where the teacher writes some new vocabulary on the board.

Making vocabulary notes involves writing. By writing, students will more easily remember what they write down. When students have good vocabulary notes and come across a difficult

word, they can open them and indirectly relearn it. This strategy helps students take responsibility for their learning process and build their vocabulary.

2. The factors influencing the teacher to apply the strategies in teaching vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023.

a. Teacher Preferences

Teachers tend to adopt teaching strategies that are convenient and expected to provide many experiences for students (Lawrence, 2009). Based on the data from observation and interview findings, teacher implement several strategies, namely using games, using pictures, using videos. Teacher choose these strategies to be implemented in vocabulary teaching based on convenience and flexibility. Teacher assume that, as much as possible, the strategies used can create a sense of comfort for students in learning; besides that, there is also no preparation in advance, and the learning material must be conveyed interestingly to students.

Researcher found that teacher preferences influenced teacher has applied the games, picture, and video strategies in teaching vocabulary. According to the data, the factors that influence teachers to apply the strategy are teacher preferences. Teacher has applied this games, picture, and video strategy to certain things only, such as in the sub chapter of this material describing animals. First,

students will be more active in class because of the many experiences conveyed through the games strategy, because the many types of games used by the teacher make this strategy interesting for students and not boring. Second, students think creatively by using pictures in describing the pictures because they already have an image of the shape of the animal's body parts. Students try to organize their words based on the pictures presented by the teacher. Then students have to describe everything from the body part to the animal's favorite food. Third, the use of this video strategy makes the teaching and learning process more comfortable.

Based on the discussion above, the use of various teaching styles allows students to gain a better and more thorough understanding of the material being studied while also enhancing their learning experience. In this case, the teacher can act as a planner and the learning designer as an implementer, or maybe both. The existence of teacher here is crucial because teacher are required to carry out various tasks that are directed to achieve the expected goals. For example, teacher must have the ability to package teaching material in an interesting way and, as much as possible, provide a sense of comfort to their students. Therefore, the success of a learning process is determined by the quality or ability of the teacher.

b. Behavioural Control of Students

According to Lawrence (2009) the different characteristics of each learner can be a consideration for teachers when choosing the appropriate teaching strategy. The characteristics of learners include mental maturity and intellectual skills, physical condition and psychomotor skills, age, and gender.

Based on the findings of observation and interview data, the researcher found that behavioural control of students influences teacher to apply the strategy of games, videos, and making tasks. According to the data, the factor that influences teacher to apply these strategies is the behavioural control of students. First, teacher apply the games strategy because of the large number of students in one class (there are about 31 students), causing them to choose strategies that they can master on a large scale effectively and efficiently. Second, teacher apply video strategies because students only focus on seeing, listening, and listening to the video. So that class conditions will become more conducive. Third, teacher apply the making tasks strategy because of the characteristics of students who sometimes still like to be busy themselves. With the application of this strategy, it is hoped that students can focus on doing the tasks that have been given by the teacher so that they will also concentrate on increasing vocabulary indirectly.

Based on the discussion above, by using games, videos, and making assignments. The teacher can know the extent of understanding and ability achieved by the students. The teacher chooses a teaching strategy that he can control to supervise his students and, as much as possible, make the teacher and students comfortable in carrying out the teaching and learning process. With the various strategies used, it can add to the students' enjoyable learning experience. So, it can be concluded that teacher apply games strategies, videos, and tasks due to student behavioural control of students factor.

c. Students Abilities

It cannot be denied that each learner has different abilities. High-ability learners are usually characterized by high motivation in learning, attention, and seriousness in following the learning process. Conversely, learners who are classified as having low ability are characterized by a lack of motivation to learn and an absence of seriousness in following lessons, including in completing assignments. According to Lawrence (2009) the level of learner development can have an impact on the ability of learners to learn effectively.

Teacher applied the strategy of making tasks and vocabulary notes, because in this class, one of the obstacles to learning English especially vocabulary is that some students are still wrong when

writing a word in English. In writing English vocabulary, they sometimes write a word based on the teacher's pronunciation.

Based on the discussion above, it can be concluded that teacher need to approach students; this is useful for knowing the difficulties felt by students so that teacher can determine effective teaching strategies to reduce the difficulties faced by students. So that with the used of this strategy, students can know the correct writing and pronunciation of the teacher. Therefore, the teacher makes corrections by giving the correct pronunciation, and students repeat it by writing it in their notebooks according to the spelling taught by the teacher.

Based on the similarities and differences of the research results Zahra Berliana Kandi (2022), it was found that in the previous study, there were several strategies used by two teachers to teach vocabulary, namely determining the definition and giving an explanation of the word, asking students to make vocabulary notes and use a dictionary, and modeling the use of words and repetition exercises. The other strategies, such as using pictures or real objects that represent words, using synonyms of words, making up songs, and using games to review vocabulary, are applied by one of the teachers and on certain materials. The factors influencing the teacher to apply the strategies in teaching vocabulary include teaching duration, teacher preference, behavior control, and students' ability. Meanwhile, in this study the strategies of using translation, games, guessing from context,

making tasks, using pictures, using videos, and making vocabulary notes were applied by one teacher. And there are factors influencing the application of the strategies in teaching vocabulary, including teacher preferences, behavioural control of students, and student abilities.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the data findings gathered by the researcher in SMP Muhammadiyah PK Kottabarat, the findings and discussion were found to answer the two problems in this study, including the following:

1. **Strategies used by the teacher in teaching English vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023.**

   The researcher identified seven teaching strategies used by English teacher in teaching vocabulary to seventh grade students of SMP Muhammadiyah PK Kottabarat in the 2022/2023 academic year in the sub-chapter on describing animals. The strategies range from using translation, games, guessing from context, making tasks, using pictures, using videos, and making vocabulary notes. The strategy that is mostly used in teaching vocabulary is the games, while the strategy that is rarely used is the using videos.

2. **The factors influencing the teacher to apply the strategies in teaching vocabulary at the seventh grade students of SMP Muhammadiyah PK Kottabarat in the academic year 2022/2023.**

   The findings of the factors that influence teacher to apply strategies in teaching vocabulary to seventh grade students of SMP Muhammadiyah PK Kottabarat in the 2022/2023 school year are

teacher preferences, behavioural control of students, and student abilities.

B. Suggestions

1. For English Teacher

The researcher hopes that teacher must apply teaching strategies that are in accordance with the applicable curriculum, syllabus design, and lesson plan that have been made previously. Teacher must understand what students need based on their differences. As well as not distinguishing between one student and another, teacher must be fair to all students. Each student has different abilities, creativity, characteristics, and interests. Due to these differences in characteristics and abilities, teacher must skillfully choose the strategies to be applied so that the learning objectives can be well channeled.

2. For Students

The researcher hope that students can concentrate more on the teaching and learning process in class. A class that is too crowded will make it difficult for other students to understand the material presented by the teacher. The researcher also hopes that students will no longer consider English a difficult and boring subject; besides, they must be more diligent in adding vocabulary independently at home.

3. For Other Researchers

Researchers expect further research that can be used as a reference for the same research. Then, it is hoped that further research can develop other research problems based on the results of this study.

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APPENDICES

APPENDIX 1 RESEARCH SUBJECT

1. Code : RDP
   Gender : Female
   Age : More than thirty years old
   Degree : S1
   Class : VII A, VII B, VII C, VII D
   Teaching English : Five years

APPENDIX 2 OBSERVATION RESULT

A. Observation Guidelines

Strategies used by the teacher in teaching English vocabulary based on Thornbury (2002)	Indicator	Meeting I	Meeting II	Meeting III	Meeting IV	Meeting V	Meeting VI
Using translation	In teaching, the teacher gives the translation of a word that the students do not know. This strategy makes it easier for students to understand a word.	✓	✓			✓	
Games	Teacher in the classroom apply various games to make it easier for students to learn vocabulary. This strategy can increase students' learning motivation and make them more active.	✓		✓			✓
Guising from context	The teacher gives students the opportunity to guess the meaning of a word. This strategy trains students to think critically and also leads them to interact with another vocabulary in the process of guessing from context.	✓	✓	✓	✓	✓	
Making tasks	Teacher provide tasks to enrich students' learning experiences. This strategy is used so that students become more understanding and make it easier for them to remember the use of vocabulary.			✓	✓	✓	✓

Strategies used by the teacher in teaching English vocabulary based on Luruk & Trivict (2021)	**Indicator**	**Meeting I**	**Meeting II**	**Meeting III**	**Meeting IV**	**Meeting V**	**Meeting VI**
Using Picture	In teaching, teacher use pictures as a tool that facilitates students' understanding. This strategy makes it easier for students to understand and remember the meaning of words related to the object of the picture.		✓				✓

Strategies used by the teacher in teaching English vocabulary based on Mothe (2017).	**Indicator**	**Meeting I**	**Meeting II**	**Meeting III**	**Meeting IV**	**Meeting V**	**Meeting VI**
Using Video	In teaching, teacher used videos to teach vocabulary can be an interesting and effective way to help students acquire new language skills and understanding.	✓					

Strategies used by the teacher in teaching English vocabulary based on Susilowati (2013)	**Indicator**	**Meeting I**	**Meeting II**	**Meeting III**	**Meeting IV**	**Meeting V**	**Meeting VI**
Making Vocabulary Notes	Teachers apply this strategy in the hope that it can encourage students to use their vocabulary notes when they read or write sentences, improve their communication skills, and solidify the learning of new vocabulary.	✓					✓

Factors influencing the teacher apply the strategies in teaching vocabulary based on Lawrence (2009)	**Indicator**	**Strategy 1**	**Strategy 2**	**Strategy 3**	**Strategy 4**	**Strategy 5**	**Strategy 6**	**Strategy 7**
Teacher preference	Teacher tend to adopt teaching strategies that they have experienced and are comfortable with. It can be from strategies they have experienced or from copying models of teaching strategies that have been used by other teacher.		✓			✓	✓	
Behavioural control of students	Teacher choice of teaching strategies that they can control to supervise their students.		✓		✓		✓	
Students abilities	Teacher can determine effective teaching strategies that suit the characteristics of learners, the aim is to reduce the difficulties faced by learners.				✓			✓

B. Observation Transcript

1. First Observation

Date : Tuesday, 28 March 2023

Time : 10.45-11.45

Place : VII A

Ini merupakan pertemuan pertama dalam mata pelajaran Bahasa inggris kelas VII A yang bertemakan describing animals. Kelas dimulai pada pukul 10.45-11.45, terdapat pengurangan durasi waktu pembelajaran dikarenakan pada minggu ini bertepatan dengan bulan Ramadhan. Dalam kelas tersebut terdiri dari 31 siswa. Guru membuka kelas dengan memberikan salam dan mengecek kehadiran siswa

T : “Ayo yang laki-laki duduknya didepan semua ya. Oke sudah ya, us mulai dulu, Assalamualaikum warahmatullahi wabarokatuh

S : Waalaikumssalam warahmatullahi wabarokatuh

T : Who is absent today? Ada yang tidak masuk hari ini?

S : Tidak ada us

T : Okay, before I’m starting the meeting today, I would like to remember you about the tasks last week. Ada yang tidak membawa apa yang us Rizka suruh kemarin? Ayo siapa yang tidak membawa tugas yang us suruh kemarin?

(Pada pertemuan minggu kemarin, guru memberikan tugas untuk membawa gambar hewan peliharaan, dan bagi yang tidak membawa akan diberikan hukuman sesuai kesepakatan kelas)

S : Saya tidak punya hewan peliharaan us

T : Kan ustadzah kemarin udah bilang, boleh pinjem punya tetangganya atau temennya, yang penting tidak mengambil gambar dari google. Ayo yang tidak membawa gambar, maju kedepan ya

S : (Siswa yang tidak membawa maju kedepan)

T : Oke banyak juga ya, ini enaknya kita kasih hukuman apa ya? Coba yang barisan perempuan menyanyikan lagu burung kakak tua tetapi lirik huruf vocalnya diganti dengan huruf vocal O. Dan barisan laki-laki menyanyikan lagu potong bebek angsa tetapi huruf vocalnya diganti dengan huruf A.

S : Yahh saya malu us

T : Ayo gapapa, bareng-bareng sama temennya, come on let’s start from boy one two three.

S : (Menyanyi)

T : Oke now from girls, come on let’s start in one two three

S : (Menyanyi)

T : Oke thank u guys, silahkan duduk. Okay, before I start the material about describing animals today. I will play the games ya, jadi cara mainnya nanti mulai dari barisan pojok depan untuk mention satu nama hewan dalam English dan Indonesia. Setelah itu nanti berjalan kesamping ya untuk gilirannya, teman yang sampingnya harus mention hewan tetapi harus

berbeda, tidak boleh sama, kalau sama nanti dapet hukuman lagi ya, so you must concentrate, listen carefully to what animal your friend will mention later. Oke, let's play from ammara.

S : (Mulai menyebutkan hewa)

T : Tadi yang sudah menjawab hewan yang sudah disebutkan oleh teman yang lain, silahkan berdiri. Nah hukumannya silahkan kalian yang berdiri ini menuliskan 5 hewan dibuku kalian masing-masing, hewan yang belum disebutkan oleh teman kalian ketika bermain games tadi. Dalam English dan indo ya.

S : (Siswa mulai menulis, dan meminta guru untuk mengecek hasilnya)

Sebelum masuk ke pengajarn materi, guru memutarkan sebuah video. Video tersebut berisi tentang describing animals yaitu cat. Siswa diwajibkan untuk menyimak video tersebut, karena nanti setelah video selesai diputar, guru memberikan challenge lagi kepada siswa, untuk menyatakan satu fakta yang ada dalam video tersebut, tetapi tidak boleh sama dengan siswa lainnya. Nah siapa yang sudah bisa melakukan challenge tersebut maka dibolehkan untuk keluar kelas terlebih dahulu.

Disela-sela pemutaran video setiap ada kata yang jarang diketahui maka guru akan menanyakan kepada siswa, guru memberikan kesempatan kepada siswa untuk menebaknya. Setelah itu guru akan memberi tahu apakah jawaban itu salah atau benar dengan diberikan penjelasannya.

T : Captivity kemarin artinya apa nak?

S : Penangkaran uss

T : Iya betull. Okay, for next meeting don't forget to bring the picture ya yang tadi belum membawa, kalo next meeting ga bawa lagi us Rizka kasih hukuman.

S : Iya us

T : Okay so let's finish the meeting today by saying hamdalah

S : Alhamdulillahirabbilalamin

T : Wassalamualaikum warahmatullahi wabarokatuh

S : Waalaikumssalam warahmatullahi wabarokatuh

2. Second Observation

Date : Wednesday, 29 March 2023

Time : 08.30-09.30

Place : VII A

Ini merupakan pertemuan kedua dalam mata pelajaran Bahasa inggris kelas VII A yang bertemakan describing animals. Kelas dimulai pada pukul 08.30-09.30, terdapat pengurangan durasi waktu pembelajaran dikarenakan pada minggu ini bertepatan dengan bulan Ramadhan. Dalam kelas tersebut terdiri dari 31 siswa. Guru membuka kelas dengan mengingatkan kebiasaan memakai kaos kaki, memberikan salam dan mengecek kehadiran siswa

T : Us mau yang duduk dibelakang move ke depam dulu ya, ayo yang belum pakai kaos kaki dipakai dulu. Oke are u redy student?

S : Ready us

T : Oke us Rizka mulai ya, bismillahirahmanirrahim Assalamualaikum warahmatullahi wabarokatuh.

S : Waalaikumssalam warahmatullahi wabarokatuh

T : Good morning students, Who doesn't come today? All present?

S : Present us

Guru kembali merivew pertemuan minggu lalu, menanyakan kembali nama hewan yang kemarin sudah diajarkan, seperti nama kecoa, belalang, capung dalam Bahasa inggris dan Indonesia. Setelah itu guru kembali mengingatkan pada materi pertemuan sebelumnya yaitu tentang topik describing people. Guru mengaitkan tentang cara mendeskripsikan orang seperti ciri-ciri manusia, organ yang ada pada tubuh manusia seperti mata, hidung, rambut.

T : Masih ingat ga waktu describing people kemarin bagian tubuh manusia itu ada apa saja?

S : Eyes us, hair us, noise us

T : Iya betul ada yang memiliki ciri-ciri big noise ya untuk hidung mancung, oke. Now kita akan belajar cara mendeskripsikan lagi tetapi ini pada animals ya, ya hampir sama seperti waktu describing people. So, do you know what mean Belalai atau hidung panjangnya gajah in English?

S : Trunk us

T : Right, kalau Bahasa inggrisnya buntut?

S : Gatau us

T : Buntut itu oxtail, kaya nama makanan ya itu lo oxtail soup biasanya kalau kalian suka makan sup buntut haha. Terus Dove itu apa nak? seperti nama sabun ya ini

S : Dove merpati bukan us?

T : Iya betul sekali, kalau turkey? Seperti nama suatu negara ya?

S : Kalkun us

T : Iya bisa dimakan juga ya itu, Ini juga ada swallow kaya merk-merk sandal ya swallow angsa. Ini nih yang ada dikartun kartun woodpecker, burung woodpecker yang suka mematuk itu loh (Sambil menunjuk hewan yang ada di slide ppt). Ada yang tau ini? Sea pig?

S : Babi lautt

T : Iya babi laut. Banyak banget jenis hewannya ya, catfish, alligator kemari nada yang menyebutkan juga, mbak dilla kemarin menyebutkan juga. Ini ada chipmunk juga

S : Alvin and the chipmunk us

T : Iya yang di film kartun ya Alvin and the chipmunk. Nah now look at the slide ya ini ada part of body juga, kalau materi sebelumnya kita belajar tentang part of body manusia, sekarang kita akan belajar part of body animals ya. Ayo anak-anak us beri waktu 5 menit untuk mencatat yang tidak kamu ketahui artinya.

S : (Mulai mencatat)

T : Oke sambil us jelaskan ya jadi ada banyak sekali jenis-jenis kaki hewan ada yang kakinya berselaput kaya punya angsa itu ya

S : Us bedanya antlers sama whiskers itu apa?

T : Antlers itu tanduknya panjang dan bercabang, contohnya dihewan rusa, kijang. Kalau whiskers itu kumis itu loh nak, yang ada dikucing, jadi inget-inget aja sama kaya nama makanan kucing whiskas gitu.

S : Kalau tusk us?

T : Ada yang tahu tidak itu apa? Us kasih tau yang kaya di gajah, walrus itu namanya tusks. Kalau horns itu tanduk bercula yang kaya di

kambing, banteng. Nah kalau fins itu sirip, beak itu paruh. Fangs itu apa fangs?

S : Taring

T : Iya taring. Lalu ada shell, shell itu juga masuk nama hewan tetapi ketika kita mendeskripsikan kura-kura itu kan ada cangkangnya jadi pakai shell.

S : Bedanya fins sama flipper apa us?

T : Fins itu sirip kaya helaian rambut, kalau flippers itu sirip tapi ada dagingnya

S : Kalau bedanya feat sama feathers us?

T : Singa itu fur kalau feathers itu untuk jenis bulu unggas. Terus selanjutnya ada spots, itu kaya yang ada di cheetah itu ada bentuk bitnik gitu-gitu ya hewan lainnya ya singa, macan juga bisa. Kalau strips itu kaya garis-garis zebra. Scale itu sisik. Hewan yang punya feathers itu apa aja? Dikasi contoh ya.

S : Kalau mane us?

T : Mane itu kaya apa ya kaya surai gitu, rambut-rambut yang ada disekitar kepala singa yang banyak itu

S : Kalau manusia berarti punya fur?

T : Bukan, kalau manusia adanya hair ya bukan fur ataupun feathers. Jadi sekarang kita mau mendeskripsikan hewan ya, bagaimana caranya?

S : Identification, describing,….

(Guru mulai menjelaskan mengenai cara mendeskripsikan hewan sesuai dengan PPT yang sudah ditampilkan, selain itu juga memberikan contoh cara mendeskripsikannya)

T : Iya bisa dimulai seperti Hi everyone, I have a cat Namanya siapa gitu. Terus bisa dilanjutkan sizenya, ukurannya berapa misal kucingnya besar. Tall, dia punya tall atau enggak? Kalau ikan punya insan atau enggak? Apa tadi insan?

S : Gills

T : Shark makannya apa? Small fish dan lain sebagainya. Terus setelah itu bisa kalian tulis habitnya, misal habit hewan kamu kucing jadi ditulis

berapa lama dia tidur misalnya two hours. Terus kucing Sukanya ditempat yang dingin. Oke ini dicatat dulu ya, I give five minutes.

(Guru mengecek sampai mana catatan siswa tersebut dengan mengelilingi kelas, dan bertanya kepada setiap siswa apakah catatannya sudah selesai)

T : Okay, for next meeting don't forget to bring the picture ya yang tadi belum membawa, kalo next meeting ga bawa lagi us Rizka kasih hukuman lagi.

S : Iya us

T : Okay so let's finish the meeting today by saying hamdalah

S : Alhamdulillahirabbilalamin

T : Wassalamualaikum warahmatullahi wabarokatuh

S : Waalaikumssalam warahmatullahi wabarokatuh

3. Third Observation

Date : Tuesday, 4 April 2023

Time : 10.45-11.45

Place : VII A

Ini merupakan pertemuan ketiga dalam mata pelajaran Bahasa inggris kelas VII A yang bertemakan describing animals. Kelas dimulai pada pukul 10.45-11.45, terdapat pengurangan durasi waktu pembelajaran dikarenakan pada minggu ini bertepatan dengan bulan Ramadhan. Dalam kelas tersebut terdiri dari 31 siswa. Guru membuka kelas dengan memberikan salam, menanyakan kabar, dan mengecek kehadiran siswa

T : Oke us Rizka mulai ya, bismillahirahmanirrahim Assalamualaikum warahmatullahi wabarokatuh.

S : Waalaikumssalam warahmatullahi wabarokatuh

T : Good morning students, How are you today?

S : Morning us, I'm good

T : Who doesn't come today? All present?

S : Present us

T : Oh iya tugas yang us kasih minggu kemarin tentang membawa foto hewan peliharaan, sekarang sudah pada bawa semua belum?

S : (Siswa yang kemarin belum mengumpulkan, mulai untuk mengumpulkan tugasnya)

T : Oke ustadzah akan memanggil ini ya yang kemarin sudah membawa foto hewan peliharaan, silahkan maju gambarnya diambil. Bagi yang hari ini masih belum mengumpulkan gambarnya silahkan ke perpustakaan dan cari buku yang ada teks hewannya, silahkan dirangkum ya nanti kalau sudah selesai dikumpulkan ke us rizka.

(Agenda hari ini adalah games tebak gambar, sebelum gamesnya dimulai guru terlebih dahulu membuat 3 kelompok yang terdiri dari 9-7orang, setelah itu kelas dipindah ke dalam aula sekolahan)

T : Oke the agenda for today is games ya, jadi us akan membuat 3 kelompok terus kita akan bermain games tentang tebak gambar. Nanti setiap kelompok ada satu orang yang bertugas untuk mendeskripsikan suatu hewan jadi teman yang lainnya harus menebak, cara menebaknya dengan menepok gambar hewan yang sudah ditaruh didepan kalian ya jadi harus cepet-cepetan yang nepok, nah siapa yang nepok duluan dan jawabannya benar maka dialah yang selanjutnya bertugas untuk mendeskripsikan hewan yang lainnya ya. Oke now untuk pembagian kelompoknya, pilih sendiri atau dipilihin us Rizka?

S : Dipilihin aja us

T : Oke kalau gitu kita mulai berhitung ya, nanti yang dapat nomor 1 ikut kelompok 1, yang dapat nomor 2 ikut kelonpok 2 dan begitu seterusnya. Yuk dimulai dari kinan

S : One…..two…three….four…..

(Setelah itu siswa dan guru pergi ke aula sekolah yang tepat berada di depan kelas VII A, mereka mulai bergabung dengan kelompoknya masing-masing dengan membawa gambar hewan peliharaan yang sudah dibagikan tadi)

T : Oke sudah paham ya tadi cara mainnya? Yuk dimulai sekarang, silahkan yang mau duluan siapa

S : Ayo hompimpa ajaaa

(Setiap kelompok mulai mempraktikkan tugas yang sudah diberikan guru tersebut, semua anggota harus mendapatkan giliran untuk mendeskripsikan hewan. Dalam games ini bagi siswa yang menebak dengan benar maka akan

diberikan tambahan point, sedangkan yang salah akan mendapat pengurangan point. Setelah semua anggota sudah mendapatkan giliran, maka langkah selanjutnya ialah bertukar tempat kelompok, karena hewan yang dibawa setiap kelompok itu tidak sama, ada yang hewannya sama tetapi ciri fisiknya berbeda. Guru memberikan intruksi baru kepada siswa untuk mengambil gambar hewan yang mereka sukai)

T : Oke sudah dapet giliran semuanya ya?

S : Sudah us

T : Oke sekarang silahkan kalian move ke tempat kelompok lain, silahkan kelompok 1 move ke kelompok 2 dan kelompok 2 move ke kelompok 3, kelompok 3 move ke kelompok 1. Oke sudah ya, jadi didepan kalian sudah ada gambar milik kelompok lain, sekarang setiap orang harus memilih satu gambar yang kalian sukai, bebas mau ambil yang mana silahkan

S : (Mulai mengambil gambar yang mereka sukai)

T : Sudah membawa satu gambar kan semuanya?

S : Sudah us

T : Oke jadi tugas yang selanjutnya adalah silahkan kalian deskrpisikan hewan yang sudah kalian pilih minimal dalam 10 kalimat, ditulis diselembar kertas kalian ya. Silahkan lakukan interview dengan pemilik gambar hewan tersebut, contoh cara mendeskripsikannya ada di textbook pages 127-128 yaa. Nanti kalau sudah selesai silahkan dikumpulkan, oke now back to class students!

S : (Kembali ke kelas)

(Setelah kembali ke kelas, mereka mulai mengerjakan tugas tersebut dengan melakukan interview dengan temannya. Setelah itu, tugas yang sudah selesai dikerjakan lalu dikumpulkan. Dan jam pelajaranpun selesai)

T : Oke buat yang belum selesai bisa dikumpulkan next meeting ya.

S : Iya us

T : Okay so let’s finish the meeting today by saying hamdalah

S : Alhamdulillahirabbilalamin

T : Wassalamualaikum warahmatullahi wabarokatuh

S : Waalaikumssalam warahmatullahi wabarokatuh

4. Fourth Observation

Date : Wednesday, 5 April 2023

Time : 08.30-09.30

Place : VII A

Ini merupakan pertemuan keempat dalam mata pelajaran Bahasa inggris kelas VII A yang bertemakan describing animals. Kelas dimulai pada pukul 08.30-09.30, terdapat pengurangan durasi waktu pembelajaran dikarenakan pada minggu ini bertepatan dengan bulan Ramadhan. Dalam kelas tersebut terdiri dari 30 siswa. Guru membuka kelas dengan memberikan salam dan mengecek kehadiran siswa

T : "Ayo yang duduknya dibelakang pindah ke depan dulu. Oke sudah ya, us mulai dulu, Assalamualaikum warahmatullahi wabarokatuh

S : Waalaikumssalam warahmatullahi wabarokatuh

T : Who doesn't come today?

S : Adrian us

T : Oh iya mas adrian masih sakit flu ya. Oke, so yang kemarin belum membawa gambar, sekarang sudah dibawa belum? Kalau sudah dikumpulkan ya

S : Ini sudah us, ini kucing punya tetangga saya

T : Oke now open your textbook pages 127 ya

S : (Siswa membuka buku halaman 127)

T : Dikerjakan ya itu part B nya aja, buat persiapan ualangan minggu depan

S : Yahh kok ulangan us, ga usah ulangan us. Ini tidak dikumpulakan kan us?

T : Ya buat latihan aja, nanti kita bahas bareng-bareng. Oh iya buat tugas interview teman yang kemarin belum selesai bisa dikumpulkan sekarang ya soalnya belum us nilai juga kemarin. Bentar us ambil dulu ya…..

S : (Siswa mulai mengerjakan soal part B halaman 127. Untuk pertanyaan atau kosa kata yang mereka tidak ketahui dan masih bingung pada saat itu mereka tanyakan)

T : It’s finished student? Oh iya yang belum mengumpulkan tugas deskripsi kemarin yang interview sama temennya itu, dikumpulkan sekarang ya.

S : Finish us, sudah us

T : Oke, kita bahas bersama ya ini. Yuk yang nomer satu silahkan dijawab kenken, maju kedepan ya ken ditulis dipapan tulis

S : (Satu persatu murid yang dipanggil maju kedepan dan menuliskan jawabannya)

T : Oke now is number four, What is colour of the pet?

S : Brown with faint black band around its tall

T : Brown with faint itu apa sih nak? Iya jadi iguana itu warnanya coklat agak hitam pudar gitu ya. Yuk yang belum sesuai jawabannya dicatat dulu ya, dibetulkan.

S : Iya us

T : Minggu depan kita listening yaa

S : Iyaa uss

T : Okay so let’s finish the meeting today by saying hamdalah

S : Alhamdulillahirabbilalamin

T : Wassalamualaikum warahmatullahi wabarokatuh

S : Waalaikumssalam warahmatullahi wabarokatuh

5. Fifth Observation

Date : Tuesday, 11 April 2023

Time : 10.45-11.45

Place : VII A

Ini merupakan pertemuan kelima dalam mata pelajaran Bahasa inggris kelas VII A yang bertemakan describing animals. Kelas dimulai pada pukul 10.45-11.45, terdapat pengurangan durasi waktu pembelajaran dikarenakan pada minggu ini bertepatan dengan bulan Ramadhan. Dalam kelas tersebut terdiri dari 31 siswa. Guru membuka kelas dengan memberikan salam, menanyakan kabar, dan mengecek kehadiran siswa

T : Us Rizka mulai ya. Mas Rchel, Ziyad sudah siap? Oke us mulai ya ayoo itu yang duduknya masih kesamping-kesamping, hadapnya kedepan dulu. Oke us mulai ya, bismillahirahmanirrahim Assalamualaikum warahmatullahi wabarokatuh.

S : Waalaikumssalam warahmatullahi wabarokatuh

T : Good morning students, Who doesn't come today? All present?

S : Present us

T : Oke, ayo kemarin yang tugasnya belum selesai bisa dikumpulkan sekarang ya. I think mas Ardian can't enough to finish task. Kalau ada teman yang tidak berangkat kemarin nanti mendeskripsikan hewannya sendiri ya. Mas Ardian, you must to do describing animals, hari ini terakhir mengumpulkan ya.

S : Iya us

T : Ok so everyone let's open the textbook pages 128. Anyone don't bring the book? Oke semua bawa ya. Jadi us Rizka play the audio kalian harus mengisi titik-titik di teks tersebut sesuai audio yang diputar ya. Listen carefully, us Rizka hanya repeat 2x aja ya. Oke sudah siap? Mau lambat, cepat apa cepat banget?

S : Cepat us

T : (Mulai memutar audio)

S : (Tertawa karena tidak jelas, terlalu cepat)

T : It's so fast? Oke kalau gitu us Rizka lambatkan. Nanti kalau ada satu part yang kamu gatau skip lewati focus ke kalimat berikutnya ya jadi gausah tanya ke temen, kerjakan sendiri. Ini juga buat ngecek telinga kira-kira normal ga, denger ga ya. Oke lanjut yaa

S : Yaaaaaaaaa

T : (Mulai memutar dengan speed yang lebih lambat dari sebelumnya).

S : Kurang satuuuu

T : Ya oke kurang satu, yang sudah terjawab semuanya siapa? Please raise your hand

S : Yang apa us?

T : Yang sudah terjawab semua

S : Belummm us

T : Oke yaudah it's second chance, ini kesempatan kedua dengarkan baik-baik.

S : Sssssssssssssssssttttttttttttttttttttttttt

T : (Mulai memutar audio lagi). Sudah?

S : Sudahh

T : Yang kurang satu, raise your hand. Oke, kurang dua? Yang susah yang mana? Pasti nomer dua.

S : Putar lagi us

T : Oke kesempatan terakhir ya, udah siap?

S : Siappp

T : Oke, number one Aska. From this is Willa dibaca

S : (Mulai membaca teks)

T : It is a kitten, ada a nya ya a kitten. How do you spell kitten Aska?

S : K-I-T-T-E-N

T : Okey, K terus I kemudian double T lalu E heem dan N. Okey number 2 please Amara

S : (Mulai membaca soal dan spelling jawabannya)

T : Yaa it is very energetic ya energetic pake c, apa artinya energetic Amara? Energetic itu gimana?

S : Banyak apa energinya

T : Yaa, energic tau ya, banyak energinya. Okey number 3 Grendy

S : (Mulai membaca soal dan jawabannya, tidak lupa spelling jawabannya)

T : Oke jawabannya nomer tiga plays with s ya. Number 4 Zikru

S : (Mulai membaca soal dan jawabannya, tidak lupa spelling jawabannya)

T : Ya it eats almost everything. And the last Kayla, ngalamun kayanya ini ya Kay

S : (Mulai membaca soal dan jawabannya tidak lupa spelling jawabannya)

T : Yes vegetables with s ya, baru tau ustadzah kalau kucing makannya sayuran. Okay kalau sudah diisi lengkap, mbak Hasna ustazah minta tolong untuk jadi volunteer.

S : Ya us, oke guys tulis kata-kata ini dan diberi artinya (Menulis 5 kosa kata yang sudah diberikan oleh guru)

T : Okay sudah dicatat dibuku kalian ya, now see on screen silahkan jawab latihan soal bawahnya itu juga ya dibuku kalian

S : Purposenya itu apa us?

T : Itu silahkan dilihat dicatatan yang sudah kamu tulis waktu pertemuan sebelum-sebelumnya ya

S : Social function itu apa us?

T : Itu kaya purpose ya, bisa dilihat di latihan halaman 127 kemarin ada jawabannya. Kalau behaviour itu apa sih?

S : Kelakuan

T : Ya kelakuan, tingkah laku dan kebiasaan gitu

S : Karakteristik itu apa us?

T : Itu yang bisa kamu lihat gitu, misalkan ciri fisiknya. Kalau suka tidur itu behaviour, suka menggulung benang, suka main air itu behaviour. Oke karena baru kelas ini yang materinya selesai minggu ini, jadi ulangannya kita tunda nanti jadi habis lebaran ya, soalnya kelas lainnya belum pada selesai. Mungkin next meeting kita games aja kali ya

S : Yeeyyyyy

(Setelah selesai menjawab latihan soal yang diberikan guru, siswa tersebut berbaris dan satu persatu maju kedepan untuk mencocokkan dengan gurunya apakah jawabannya sudah benar atau belum)

T : Okay so let’s finish the meeting today by saying hamdalah

S : Alhamdulillahirabbilalamin

T : Wassalamualaikum warahmatullahi wabarokatuh

S : Waalaikumssalam warahmatullahi wabarokatuh

6. Sixth Observation

Date : Wednesday, 12 April 2023

Time : 08.30-09.30

Place : VII A

Ini merupakan pertemuan keenam dalam mata pelajaran Bahasa inggris kelas VII A yang bertemakan describing animals. Kelas dimulai pada pukul 08.30-09.30, terdapat pengurangan durasi waktu pembelajaran dikarenakan pada minggu ini bertepatan dengan bulan Ramadhan. Dalam kelas tersebut terdiri dari 31 siswa. Guru membuka kelas dengan memberikan salam dan mengecek kehadiran siswa.

T : Oke are u redy student?

S : Ready us

T : Oke us Rizka mulai ya, bismillahirahmanirrahim Assalamualaikum warahmatullahi wabarokatuh.

S : Waalaikumssalam warahmatullahi wabarokatuh

T : Good morning students, Who doesn't come today?

S : Azizah us

T : So, azizah absent today? Sakit apa Azizah?

S : Flu us

T : Oke, we are going to spin wheel, apa itu spin wheel?

S : Roda berputar

T : Ya roda berputar, jadi hari ini kita mau main games. Nanti you will mention one animals to be describe. Ustadzah akan meminta kalian untuk mengatakan atau memilih hewan apa yang akan di deskripsikan. Tia, mention your friends satu persatu nanti ditulis hewannya sama ustadzah di spin wheel.

(Jadi guru meminta siswa menyebutkan nama hewan, setiap siswa harus berbeda memilih nama hewannya. Nanti hewan tersebut akan ditulis di spin wheel, guru akan memanggil satu persatu siswa maju kedepan untuk spin, ketika spin wheel sudah diputar dan ada satu nama hewan yang muncul, maka yang mendapatkan hewan tersebut harus mendeskripsikannya minimal 5 kalimat, ditulis dibuku tulis. Permainan ini bersifat rahasia, jadi

setiap siswa diharuskan untuk menebak hewan sebanyak-banyaknya melalui interview dengan teman yang mendapatkan hewan yang berbeda, dimana dalam satu kelas hari ini terdapat 30 siswa yang hadir)

T : For example ya Adrian, us Rizka mendeskripsikan hewan, Adrian you guess apa? Misal I think it is Koala, oke setelah itu list dibuku kalian. Jadi kita akan review the answer, kita akan ungkap jawabannya diakhir, bener ga jawaban kamu, oke ya. Jadi nanti, satu persatu silahkan maju ke tempatnya us Rizka, mau mendeskripsikan apa nanti di spin. Waktunya lima belas menit

S : Hahhh kok 15 menit us

T : Itu deskripsi teman kamu bisa nebak ga, Oh ini hewan apa? cari dan tebak sebanyak-banyaknya. Misalkan Amara nebak hewan punya hasna, nanti hasna mendeskripsikan hewannya terus amara menebaknya, Terus gentian amara yang mendeskripsikan hasna yang menebak gitu ya. Lima belas menit cari sebanyak banyaknya, jadi perolehan setiap anak itu berbeda-beda.

S : Misalkan menebak it is cat? Gitu boleh us?

T : Aaaa tidak boleh langsung nanya itu hewan apa? Tapi yang diperbolehkan bertanya hanya soal karakteristiknya aja. Misalkan Does the animals eat blab la bla? Does its animals swim? Apakah hewan ini bisa berenang? Hanya satu dua kata kalian nanyanya, karena kalian harus sebanyak-banyaknya menebak. Oke ya, this is clear guys? Amara, Hasnah? Jelas? Gimana tadi cara bermainnya?

S : Bertanya ke temennya, terus temennya nanti disuruh mendeskripsikan hewannya, terus nanti ditebak .

T : Iyaa

S : Kalo udah selesai ditebak nanti di list pake nama orangnya?

T : Iya misalkan Hasnah hewannya apa nanti ditulis Rifat: Polar bear. Okey now ustadzah mau absen number one and thirty silahkan suit

S : (Mereka suit dan menang yang absen dari satu ke bawah)

T : Ingat ya untuk jawaban jangan di spill ke temennya, jadi secara secret

(Setelah siswa melakukan interview dengan teman-temannya, dan waktunya sudah berjalan 15 menit maka langkah selanjutnya adalah tahap merivew jawaban yang benar)

T : Farel?

S : Koala, koala

T : Habis Farel? Jinggaa?

S : Chicken

T : Penguin nulisnya gimana? Pake e kalau pinguin salah setengah. Ingat bukan puingin tapi penguin Bahasa inggrisnya. Pokoknya kalau ada yang salah hurufnya berarti nilainya setengah ya walaupun jawabannya benar.

(Siswa mulai untuk mencocokkan jawabannya yang sudah ditebak, sesuai dengan list yang ada di slide PPT)

T : Okey ada yang nebak lebih dari 5? Paling banyak berapa?

S : Aku 8 us

T : Good job, us Rizka mau mengingatkan ya jadi nanti setelah lebaran kita adakan ulangan tentang describing animals, silahkan belajar yang rajin dirumah.

S : Yahhhh, iya us

T : Okay so let’s finish the meeting today by saying hamdalah

S : Alhamdulillahirabbilalamin

T : Wassalamualaikum warahmatullahi wabarokatuh

S : Waalaikumssalam warahmatullahi wabarokatuh

APPENDIX 3 INTERVIEW RESULT

A. Interview Blueprint

Aspect	Questions
Strategies used by the teacher in teaching English vocabulary by (Thornbury, 2002). • Using translation • Games • Guessing from context • Using dictionary • Making tasks	• What strategies do you use in teaching English vocabulary? • Is the teacher use translation in teaching vocabulary? • Is the teacher use games in teaching vocabulary? • Is the teacher use guessing from context in teaching vocabulary? • Is the teacher use dictionary in teaching vocabulary? • Is the teacher making tasks in teaching vocabulary? • Is there a strategy that is most effective for increasing or teaching vocabulary? • How do teacher know that the strategy is being used successfully?
Factors influencing the teacher apply the strategies in teaching vocabulary based on (Lawrence, 2009). • Duration of time • Teacher preference • Behavioural control of students • Safety in learning and teaching activities • Students abilities • Focus of the activity	• What do teacher consider when choosing vocabulary teaching strategies?

B. Interview Transcript

Date : Thursday, 13 April 2023

1. **Apa yang menjadi pertimbangan Us Rizka ketika menggunakan atau memilih metode atau strategi mengajar?**

   = Untuk mengajar sendiri saya sesuaikan misalnya hari ini kita mau menekankan ke vocabnya dulu yaudah saya cari strategi yang beda. Kira-kira vocab biar dikemas menarik untuk anak-anak itu gimana, atau mungkin cuman drilling aja, misalkan "ini artinya apa?" Langsung atau mungkin ada kaya mini gamesnya ngoten. Saya menyesuaikan dengan sub bab gitu, kaya materi kemarin materi tentang describing animals nggih itu saya sesuaikan dulu per meetingnya itu apa yang mau saya sampaikan ya itu saya sesuaikan dulu. Kemudian yang jelas yang kedua berarti biar intinya anak-anak itu tetap engage dengan kelas saya dengan materi saya, karena memang ketika satu strategies ketika digunakan terus menerus itu pasti anak satu pasti akan mudah nebak "ah paling gini lagi" terus akhirnya ketika itu berulang jadinya akan bosen, jadi ni biar mengatasi kebosenan anak dikelas gitu. Kalau misalnya pas pagi mungkin belum begitu, tapi kalau pas puasa kaya gini lumayan bermanfaat karena kalau pagi biasanya ngantuk kan ya, jadi itu biar anak-anak juga ga ngantuk, kalau siang juga kan mudah capek dengan pelajaran yang lain atau apa ya itu biar tetep bisa semangat gitu.

2. **Berarti selain karena karaktersitik siswanya us rizka dalam memilih strategi sebisa mungkin yang dapat memberikan pengalaman bagi siswa ya us?**

   = Tentu mbak, jadi anak-anak itu sudah saya sampaikan basicnya memang mereka suka main games, bahkan dirumah pun meskipun gamesnya bukan secara fisik tapi intinya mereka itu suka games. Jadi ya saya sesuaikan dengan mereka, kadang suka ditodong juga misalnya "us hari ini kita ngapain? Games terus" jadi gurunya harus mikir lagi apa ya gitu, jadi kadang ketika saya stuck gitu malah kadang-kadang bisa spontan mikir mbak, jadi kadang saya selingi juga dengan video mbak. Kemarin misalnya

bener-bener ngajar meskipun hanya sampai jam 12 gitu tapi setelahnya kan ada kegiatan piket atau rapat dan sebagainya itu, bahkan sampai ustadzah belum sempet mikirkan untuk aktivitas pertemuan berikutnya itu paginya harus mikir dulu gitu, misalkan pas anak-anak sholat dhuha saya dampingin git uterus sambil mikir "oh iya ini nanti enaknya ngapain" gitu yang intinya kita siapkan strategi ngajar yang tanpa media, nah itu penting misal kaya yang saya ajarkan kemarin games kelas interview itu sebenernya kan saya agendakan untuk ulangan, tapi karena dari kelas yang lain materinya belum selesai ya jadinya diundur jadi habis lebaran. Akhirnya itu saya baru paginya itu dikelas itu baru mikir, yaudah gamesnya gini aja gitu. Jadi memang sebagai guru saya harus siapkan strategi atau permainan tanpa alat jadi biar tetep bisa tersampaikan gitu. Intinya ya yang penting ketika strategi tersebut diaplikasikan ya nyaman begitu juga untuk anak-anak. Apalagi jumlah siswanya kan banyak ya mba ada 31 siswa jadi ya saya milih stratgei yang kiranya bisa apa ya efektif digunakan gitu, bisa merata kesemua siswa. Terus yang paling penting efisiensi waktunya juga sih mba, makanya saya sering gunakan games juga karena itu.

3. **Kalau kemampuan siswanya itu juga berpengaruh tidak us dalam memilih strategi pengajaran?**

   = Oh iya, memang siswa ini untuk kompetensinya beda-beda ya, basic kemampuannya khusunya penguasaan kosa kata itukan beda-beda. Jadi biasanya saya lihat dari hasil ujian sebelumya misal untuk referensi "oh ini nilainya bagus" biasanya saya akan jadikan kaya team leadernya jadi biar imbang paling ga minimal biar grubnya itu, ada satu orang yang bisa membantu temannya untuk belajar jadi biasanya untuk kesulitannya tadi satu untuk penguasaan kosa katanya kurang, saya bantu dengan yang Namanya group activity itu teman yang lebih paham tentang arti kata itu bisa membantu teman yang kurang kayak gitu.

4. **Biasanya dalam pemilihan strategi itu didasarkan pada tujuan pembelajarannya ga us?**

= Jelas, dari tujuan pembelajarannya mau ngapain gitu, misalnya saya mau focus ke vocab kita pakainya pathlite itu kan ga sesuai gitu, jadi kita sesuaikan dulu dengan tujuan pembelajaran.Yang kedua pertimbangannya adalah karakternya anak, anak-anak itu sukanya ngapain gitu, itu ada games yang tidak banyak gerak gitu bisa mungkin kita kombinasikan mungkin ada satu masa oh anak-anak bisa gerak, ada yang gamesnya mungkin cuman cukup duduk tapi bisa tetep apa namanya anak-anak nganggepnya "oh itu belajar Bahasa inggris bisa sambil ngegames juga ya"

5. **Apakah guru menggunakan strategi translation dalam pengajaran vocabulary?**

   = Iya mbak, jadi saya gunakan dua Bahasa ya pastinya memang untuk penyampaiannya menggunakan Bahasa inggris agar mereka terbiasa begitu, lalu nanti tetap saya translate ke Indonesia agar lebih mudah tersampaikan juga begitu.

6. **Apakah guru menggunakan strategi games dalam pengajaran vocabulary?**

   = Iya mbak, saya lebih suka untuk kelas pembelajaran Bahasa inggris itu pakainya games. Jadi rata-rata itu saya jaranglah kalau terbilang pegang buku paket, itu lumayan paling satu kali mungkin dalam sepekan ya, jadi jarang sekali pokoknya. Intinya nanti saya tau dulu materinya tentang apa, misalnya kemarin tentang family itu materinya saya focus dalam permainan. Kalau permainan itukan biasanya lebih ke coorperative learning, kemarin saya udah coba pakai fly swater games. Fly swater itu tepokan lalat, jadi itu melatih utuk anak-anak di vocabularynya seperti itu. Terus untuk yang lain itu bingo games, itu beberapa kali bisa. Kemudian ini rata-rata games yang saya gunakan. Terus ada snake and learder, tetapi ini tidak hanya di vocab saja sih, tapi kalau missal ingin di fokuskan ke vocab bisa juga. Misalnya nanti bentuknya gambar, lalu anak-anak role the days, nanti missal mereka berhenti dimana, nanti mereka menyebutkan itu benda apa itu juga bisa. Kalau tekniknya saya lebih ke 'gamesvication'. Itu kalau di model pembelajaran mungkin lebih ke cooperative learning ya mbak.

7. **Apakah guru menggunakan strategi guising from context dalam pengajaran vocabulary?**

   = Heem tentu mbak, saya selalu menerapkan itu malahan disetiap kegiatan mengajar saya. Jadi ya tujuannya agar mereka itu terlatih critical thinking nya begitu, selain itu juga agar mereka lebih aktif sih mbak.

8. **Apakah menggunakan strategi making tasks dalam pengajaran vocabulary?**

   = Jadi, untuk strateginya mungkin nanti bisa setelah permainan itu tetap ada latihan soal masih dibantu oleh guru, atau mungkin bisa diskusi secara berkelompok untuk memantapkan, itu nanti mungkin akan lebih maksimal penyerapannya vocabulary acquisition. Soalnya kadang gini sih mbak, anak-anak itu kalau misalnya, ketemu suatu kata terus muncu disoal itu baru mereka tanya "us ini artinya apa?" itu mereka baru muncul. Kaya waktu latihan soal kemarin kan banyak yang bertanya ya itu, jadi ya bisa meningkatkan ingatan mereka lagi "oh kemarin pengertiannya ini"

9. **Apakah us rizka sebagai role model memberikan contoh pengucapan yang benar dan meminta siswa mengulanginya? Speeling itu juga ya us? Tujuannya agar apa us dilakukan itu?**

   = Iya contohnya seperti kemarin waktu membahas latihan soal, tujuannya agar anak tahu cara penulisan yang benar dan pronunciationnya yang benar ya mbak soalnya kadang tuh mereka tahu jawabannya itu tapi dipenulisan kadang suka salah kaya waktu kemari nada yang keliru nulis seharusnya penguin tetapi malah ditulis menggunakan pronounce Indonesia jadi pinguin gitu.

10. **Apakah guru menganjurkan siswa untuk mencatat dibuku catatan untuk vocabularynya?**

    = Iya, biasanya langsung dikelas kaya gitu ada beberapa kata saya minta langsung catat "ini ada kata-kata sulit" yaudah dicatat artinya apa jadi mereka langsung mencatat. Jadi kata-kata yang sulit itu langsung ada di catatatn mereka.

11. **Kalau dari observasi pertemuan yang kemarin kan ada yang menggunakan gambar ya us? Itu memang ustadzah sering menggunakan gambar sebagai strategi pengajaran vocabulary?**

    = "Oh iya mbak, gambar saya juga pake tapi engga sering sih mbak. Menyesuaikan materi yang mau saya ajarkan aja. Kalo kemarin kan tentang describing animals ya itu, jadi ya saya memanfaatkan gambar ini agar anak-anak mudah kalau mau mendeskripsikan gambarnya begitu. Jadi ini juga membuat ingatan mereka mengenai sesuatu itu lama mbak kalau ada gambarnya"

12. **Kemarin kan ustadzah rizka juga menggunakan video ya us? Tujuannya apa ya us kok pakai video?**

    = "Iya mbak, saya pake video juga ini juga bisa dibilang sering saya gunakan karena lebih nyaman juga lebih neka juga apa ya efisien begitulah kira-kira, untuk setiap materi ya mba. Kadang saya itu juga memberikan tugas video begitu kepada anak-anak, jadi ya menyesuaikan dengan materi yang akan diajarkan juga sih mbak. Tujuannya ya biar lebih menarik dan tidak membosankan begitu."

13. **Kemarin kan saya sudah melakukan observasi ya us, dan memang disetiap pertemuan itu selalu berbeda strategi yang digunakan, nah menurut us Rizka strategi yang paling efektif untuk menambah atau mengajarkan vocabulary itu yang mana ya us?**

    = Kalau yang paling ga ada sih mbak karena saya pake strategi yang berbeda-beda jadi belum begitu melihat apa yang paling efektifnya yang mana, tetapi paling tidak ketika ustadzah bisa pilih dua itu flash card bisa kemudian satunya misalnya itu kaya games yang kompetisi misalnya saya sebutkan kata apa, terus mereka bisa menuslikan dipapan kecil atau apa itu bisa.

14. **Lalu dari us rizka sendiri untuk materi khususunya yang include dengan pengajaran vocabulary kaya describing animals kemarin, itu bisa dikatakan sukses diajarkan biasanya dilihat dari apa ya us? Apakah hanya dari hasil ulangan siswa saja?**

= Oh iya, kalau saya menilai ketercapaiannya misalnya anak-anak satu target ya misalnya describing bisa atau tidak ini kan dari prosesnya saya lihat dulu, ketika kemarin ada pertanyaan gitu apakah anak tersebut bisa menyebutkan kata misalnya “bulu” mereka tau bulu itu yang dimaksud ini si hewan apakah feather apakah fur nah yang mana ketika mereka udah bisa menyebutkan yang ini benar itu salah satu ukuran ketercapaian atau bisa menggunakan vocab yang kita gunakan dikelas itu mereka menyebutkan satu fakta kemudian disebutkan artinya, itu satu. Yang kedua, juga dari latihan soal yang sudah dikerjakan dari anak-anak itu, bisa juga dari ulangan. Jadi intinya bisa maksudnya tadi menyebutkan dengan benar dari kosa-kata yang sudah kita pelajari kemarin tetapi tetap bisa menjadi tolak ukur misalnya dari hasil latihan soal yang sudah dikerjakan pribadi ya bukan secara kelompok.

APPENDIX 4 DOCUMENTATION RESULT

A. Documentation Guideline

Strategies used by the teacher in teaching English vocabulary by Thornbury (2002)	**Indicator**	**Lesson Plan**	**Textbook**
Using translation	In teaching, the teacher gives the translation of a word that the students do not know. This strategy makes it easier for students to understand a word.	-	-
Games	Teacher in the classroom apply various games to make it easier for students to learn vocabulary. This strategy can increase students' learning motivation and make them more active.	**Code : D/S2/T** "Menyampaikan instruksi pengerjaan quiz dan memonitor jalannya quiz"	-
Guising from context	The teacher gives students the opportunity to guess the meaning of a word. This strategy trains students to think critically and also leads them to interact with another vocabulary in the process of guessing from context.	**Code : D/S3/T** "Guru menunjukkan bagian tubuh dan meminta peserta didik menyebutkan Bahasa Inggrisnya"	-
Making tasks	Teachers provide tasks to enrich students' learning experiences. This strategy is used so that students become more understanding and make it easier for them to remember the use of vocabulary.	**Code: D/S4/T** "Meminta peserta didik membuat teks deskriptif singkat mengenai binatang masing-masing"	**Figure 4.5 Figure 4.6**

Strategies used by the teacher in teaching English vocabulary by Luruk & Trivict (2021)	**Indicator**	**Lesson Plan**	**Textbook**
Using Picture	In teaching, teacher use pictures as a tool that facilitates students' understanding. This strategy makes it easier for students to understand and remember the meaning of words related to the object of the picture.	**Code: D/S5/T** "Menunjukkan gambar-gambar binatang dengan bagian tubuhnya dan peserta didik menyebutkan Bahasa Inggrisnya" "Meminta peserta didik untuk mempersiapkan gambar idola/binatang kesukaan untuk materi pertemuan berikutnya" "Peserta didik menganalisis foto idola yang sudah disiapkan"	-

Strategies used by the teacher in teaching English vocabulary by Mothe (2017).	**Indicator**	**Lesson Plan**	**Textbook**
Using Video	In teaching, teacher used videos to teach vocabulary can be an interesting and effective way to help students acquire new language skills and understanding.	-	-

Strategies used by the teacher in teaching English vocabulary by Susilowati (2013)	Indicator	Lesson Plan	Textbook
Making Vocabulary Notes	Teachers apply this strategy in the hope that it can encourage students to use their vocabulary notes when they read or write sentences, improve their communication skills, and solidify the learning of new vocabulary.	-	-

1. Lesson Plan

MODUL AJAR
CHAPTER 5 – They've Got Brown Eyes

Nama	Rizka Dian Permatasari, S.Pd.	**Jenjang/ Kelas**	**SMP/ 7**
Asal Sekolah	SMP Muh PK Kottabarat Surakarta	**Mata Pelajaran**	Bahasa Inggris
Alokasi Waktu	8 JP	**Jumlah Peserta Didik**	31
Profil Pelajar Pancasila	Bernalar Kritis, Kreatif	**Model Pembelajaran**	Luring/PTM
Fase	D	**Elemen**	*(Menyimak – Berbicara)* *(Membaca – Memirsa)* *(Menulis – Mempresentasikan)*
Kompetensi Awal	*People and Place*	**Sarana dan Prasarana**	1. Laptop/Komputer/HP 2. Jaringan Internet 3. Power Point 4. Gambar

Tujuan Pembelajaran	1. Peserta didik mampu mendeskripsikan orang dan binatang 2. Peserta didik mempu menanya dan memberikan informasi terkait penampilan dan karakteristik orang dan binatang
Pemahaman Bermakna	Peserta didik dapat memahami dan menyampaikan informasi tentang deskripsi orang dan binatang
Pertanyaan Pematik	*Do you have siblings? How do they look like?* *Do you have a pet? How does it look like?*

Kegiatan Pembelajaran :

Pertemuan	No.	Kegiatan	Konten Pembelajaran
1	1.	Pembuka	1. Mengucapkan salam dan meminta salah satu peserta didik untuk memimpin berdoa 2. Menyapa dan berinteraksi dengan 2-3 peserta didik 3. Mengecek kehadiran dan mengondisikan kelas 4. Menyampaikan rencana pembelajaran pada hari ini
	2.	Inti	1. Memberikan pertanyaan pemantik dan memintapeserta didik menjawab sesuai pendapat mereka 2. Memberikan pertanyaan tambahan tentang teks deskripsi 3. Meminta peserta didik secara bergantian membacaTeks 5.1 dan mengartikan kata-kata baru 4. Menganalisis struktur teks dengan penggunaan *Has/Have* 5. Meminta peserta didik menanya dan menjawab pertanyaan sesuai dengan deskripsi keluarga masing-masing.
	3.	Penutup	1. Meminta peserta didik menyampaikan apa yang mereka pahami dari kegiatan pembelajaran hari ini *2.* Meminta peserta didik membaca materi tentang *parts of body* 3. Salam Penutup

Pertemuan	No.	Kegiatan	Konten Pembelajaran
2	1.	Pembuka	1. Mengucapkan salam dan meminta salah satu peserta didik untuk memimpin berdoa 2. Menyapa dan berinteraksi dengan 2-3 peserta didik 3. Mengecek kehadiran dan mengondisikan kelas 4. Menyampaikan rencana pembelajaran pada hari ini
	2.	Inti	1. Memberikan beberapa pertanyaan untuk me-view materi sebelumnya dan pertanyaan pemantik untuk materi hari ini 2. Guru menunjukkan bagian tubuh dan meminta peserta didik menyebutkan Bahasa Inggrisnya *3.* Menjelaskan cara menyebut karakteristik fisik menggunakan susunan *Adjective + Noun* 4. Meminta peserta didik untuk menyebutkan ciri fisik dan karakter dirinya masing-masing 5. Menunjukkan gambar-gambar binatang dengan bagian tubuhnya dan peserta didik menyebutkan Bahasa Inggrisnya
	3.	Penutup	1. Meminta peserta didik menyampaikan apa yang mereka pahami dari kegiatan pembelajaran hari ini 2. Meminta peserta didik untuk mempersiapkan gambar idola/binatang kesukaan untuk materi pertemuan berikutnya 3. Salam Penutup

Pertemuan	No.	Kegiatan	Konten Pembelajaran
3	1.	Pembuka	1. Mengucapkan salam dan meminta salah satu peserta didik untuk memimpin berdoa 2. Menyapa dan berinteraksi dengan 2-3 peserta didik 3. Mengecek kehadiran dan mengondisikan kelas 4. Menyampaikan rencana pembelajaran pada hari ini 5. Meminta peserta didik mereview pembelajarn sebelumnya dan mengklarifikasinya
	2.	Inti	1. Peserta didik menganalisis foto idola yang sudah disiapkan. 2. Meminta peserta didik membuat teks deskriptif singkat mengenai tokoh idola masing-masing 3. Menunjuk beberapa peserta didik untuk mempresentasikan hasil tulisannya. 4. Bagi peserta didik yang belum berkesempatan tampil, maka diminta membuat video singkat untuk mendeskripsikan idola 6. Video dikumpulkan melalui Google Drive
	3.	Penutup	1. Meminta peserta didik menyampaikan apa yang merekapahami dari kegiatan pembelajaran hari ini 2. Salam Penutup

Pertemuan	No.	Kegiatan	Konten Pembelajaran
4	1.	Pembuka	1. Mengucapkan salam dan menginformasikan tentang kuis yang akan dilaksanakan hari ini 2. Mengecek kehadiran dan mengondisikan kelas
	2.	Inti	1. Menyampaikan instruksi pengerjaan quiz dan memonitor jalannya quiz. 2. Mengecek hasil quiz dan memberi penilaian
	3.	Penutup	1. Salam Penutup

Asesmen :

- Asesmen Individu
- Asesmen Kelompok
- Asesmen Formatif
- Asesmen Sumatif

a. Penilaian Sikap

No	Nama	Pertemuan dan Nilai				Jumlah	Rata-rata
		Bernalar Kritis dan Kreatif					
		1	2	3	4		

Pendoman Penskoran : 4 = Sangat Baik 3 = Baik 2 = Cukup 1 = Kurang

*Peserta didik dinyatakan Tuntas apabila memiliki sikap minimal B (Baik)

b. Penilaian Keterampilan

No	Nama	Kriteria Penilaian				Jumlah	Rata-Rata
		G	V	C	P		

*Peserta Didik dinyatakan Tuntas apabila rata-rata nilainya minimal 78

c. Penilaian Pengetahuan

Guru memberi skor pada setiap tugas dan keaktifan peserta didik dalam menjawab dan berpartisipasi dalam kegiatan pembelajaran. Penilaian dilakukan secara kuantitatif dengan rentang 0 – 100

Pengayaan :

a. Peserta didik membantu peserta didik lain yang belum tuntas dengan pembelajaran tutor sebaya.
b. Guru memberikan tugas untuk mempelajari lebih lanjut tentang materi pokok dari berbagai sumber dan mencatat hal-hal penting.

Remidial :

a. Mengulang materi pokok di luar jam tatap muka bagi peserta didik yang belum tuntas.
b. Memberikan penugasan kepada peserta didik yang belum tuntas.
c. Memberikan kesempatan untuk tes perbaikan.

Refleksi :

Guru bertanya kepada peserta didik :

a. Apa yang kalian suka dari pembelajaran ini?
b. Kesulitan apa yang kalian hadapi dalam pembelajaran ini?
c. Apakah pembelajaran ini dapat membantu kalian memahami topik yang sedang dipelajari?

Surakarta, 5 Januari 2023

Mengetahui, Kepala SMP Muhammadiyah PK Kottabarat Surakarta	Guru Mata Pelajaran
Muhdiyatmoko, M.Pd. NIPM. 512 099 130	**Rizka Dian Permatasari, S.Pd.** NIPM. ---

LAMPIRAN :

A. Assesmen Diagnostik

1. Apakah kalian sudah siap belajar?
2. Apa yang kalian pelajari di bab sebelumnya?
3. Apakah kalian punya saudara? Berapa banyak?
4. Apa kalian memiliki persamaan atau perdedaan? Sebutkan!
5. Apa yang kalian sukai atau kurang sukai dari saudaramu?

B. Assesmen Formatif Terlampir

C. Asesmen Sumatif

1. INSTRUMEN PENILAIAN PENGETAHUAN

a) Bentuk Tes : Tertulis
Butir Soal : Pilihan ganda (20), Benar Salah (10) dan Menjodohkan (10)
Kisi-kisi :

No.	Tujuan Pembelajaran	Materi	Indikator Soal
	1. Peserta didik mampu mendeskripsikan orang dan binatang. 2. Peserta didik mempu menanya dan memberikan informasi terkait penampilan dan karakteristik orangdan binatang	Teks Deskripsi	1. Disajikan pertanyaan tentang ***fungsi sosial teks interaksi transaksional lisan*** yang melibatkan tindakan memberi dan meminta informasi terkait dengan deskripsi orang dan binatang

b) Rubrik penilaian pengetahuan tertulis

Rubrik penilaian pengetahuan tulis		
No	**Deskripsi**	**Skor**
1.	Jawaban benar: Pilihan ganda Benar Salah Menjodohkan	 3 2 2
2.	Jawaban salah/tidak menjawab	0

2. INSTRUMEN PENILAIAN KETRAMPILAN

a) Bentuk Tes : Tertulis, Lisan
Butir Soal 1
Kisi-kisi 1

No.	Tujuan Pembelajaran	Materi	Indikator Soal
	1. Peserta didik mampu mendeskripsikan orang 2. Peserta didik mempu menanya dan memberikan informasi terkait penampilan dan karakteristik orang	Teks Deskripsi	1. Disajikan pertanyaan meminta deskripsi orang atau binatangdi sekitarnya

b) Rubik penilaian Tertulis

Nilai	Uraian
93	Jika kosa kata dan grammar benar dan isi tidak biasa.
86-92	Jika kosa kata dan grammar benar dan isi biasa.
79-85	Jika kosa kata benar dan grammar kurang benar dan isi biasa.
78	Jika kosa kata dan grammar kurang benar dan isi biasa.

D. Bahan Bacaan Guru :

a. Buku Siswa Kelas VII Bahasa Inggris, *Bright: An English Course for SMP/MTs Grade VII.* Penerbit Erlangga. Jakarta: 2016.
b. Buku Siswa Kelas VII Bahasa Inggris, *Bright: An English Course for SMP/MTs Grade VII Phase D.* Penerbit Erlangga. Jakarta: 2022.
c. Modul Bahasa Inggris Kelas 7

E. Bahan Bacaan Peserta Didik

a. Buku Siswa Kelas VII Bahasa Inggris, *Bright: An English Course for SMP/MTs Grade VII Phase D.* Penerbit Erlangga. Jakarta: 2022.
b. Modul Bahasa Inggris Kelas 7

F. Glosarium :

Description : explanation about something
Characteristic : the quality that someone/something has Physical appearance: how someone or something looks

G. Daftar Pustaka

Buku Siswa Kelas VII Bahasa Inggris, *Bright: An English Course for SMP/MTs Grade VII.* Penerbit Erlangga. Jakarta: 2016.
Buku Siswa Kelas VII Bahasa Inggris, *Bright: An English Course for SMP/MTs Grade VII Phase D.* Penerbit Erlangga. Jakarta: 2022.

LAMPIRAN MATERI

A. PEOPLE

1. Asking and Giving Information about People

Asking for Information	Responses
• How does she/he look like? • What is she/he like?	• She has a long curly hair and bright skin • He's got blue eyes and a pointed nose • They are clever and kind.

2. Parts of Body

head	mouth	stomach	knee
hair	tooth/teeth	elbow	heel
face	cheek	arm	foot/leg
forehead	jaw	hand	toe
eye	neck	finger	toe nail
eye brow	shoulder	nail	
nose	chest	waist	

3. Adjectives

HAIR : long, short, straight, wavy, curly, bald, black, blond, red, grey, thick, thin
FACE : round, oval, small, big, beautiful, pretty, cute, ugly, handsome
EYE : small, big, slanted, black, blue, brown, green
NOSE : small, big, pointed, flat
HEIGHT: tall, short, average
WEIGHT: fat, slim, big, bulky, thin
CHARACTERISTICS: kind, nice, clever, smart, helpful, arrogant, fierce, lazy,diligent, honest, easy-going, loyal, etc.

4. Noun Phrase

In order to describe someone or something, we usually use noun phrase where we combine adjectives and noun to describe them. Look at the formula below:

Formula: ADJECTIVE + NOUN

5. Has/Have Got

She's got long dark hair and brown eyes.
She hasn't got a big family.
They've got different family.

Positive	Negative	Question	Short Answer
I/You/We/They've (have) got … .	I/You/We/They haven't (have not) got … .	Have I/You/We/They got …?	Yes, I/You/We/They have. No, I/You/We/They haven't (have not)
He/She/It's got … .	He/She/It hasn't (has not) got … .	Has He/She/It got …?	Yes, He/She/It has. No, He/She/It hasn't (has not).

B. ANIMALS

1. Asking and Giving Information about Animals around Us

Asking for Information	Responses
• How many legs does an octopus have?	• It has 8 legs.
• What is the color of zebra?	• The colors are black and white.
• Where does a whale live?	• It lives in the sea.
• How does a rabbit move?	• It jumps.

2. Animals around Us

a) on the land

ant	tiger	cow	tortoise
bear	hippopotam	goat	rat
elephant	us	roaster/hen	hedgehog
kangaroo	panda	duck	snake
giraffe	cat	rabbit	iguana
horse	dog	worm	spider
zebra	rhinoceros	orangutan	frog
lion	camels	fox	

b) on the water

fish	raven	bee
whale	butterfly	bug
shark	fly	
crab		
lobster		
shrimp		
squid		
octopus		

c) on the air

bird
eagle
owl

3. How animals move

walk	fly	run
crawl	jump/hop	swim
creep	roll	swing

4. Parts of animal's body

head	tongue	hoof	wing
eyes	tooth/teeth	fin	horns
nose	fang	tail	antlers
trunk	hand	hair	whiskers
ear	leg	fur	tusks/ivory
mouth	foot/feet	feather	scale
beak	claw	mane	shell

EXERCISE (FORMATIVE ASSESSMENT)

(Menyimak – Berbicara)

A. Listen and repeat!

1. Look at the picture! Do you know who is he?
2. What is his profession?
3. Where did you see/find him the first time?
4. How does he look like?
5. What do you think about him?

Rich Brian

Brian Immanuel Soewarno is an Indonesia rapper, singer, song writer and record producer. He was born in Jakarta, September 3rd, 1999. He just turned 22 years old this year. He used to use Rich Chigga as his stage name, but then he changed it into Rich Brian.

Rich Brian comes from Chinese-Indonesia family and is the youngest of three siblings. He has dark short hair with undercut style and black eyes. He's got a small nose and a captivating smile. Before starting his career as a rapper, Brian used to help his family running their family's café. He's got another hobby than music which is playing rubric.

Rich Brian started his debut with single "Dat $tick" which became viral in March 2016. The music video has been viewed over 180 million times. Since his first appearance, Rich Brian has been getting more popularity and his songs have been widely listened by many people around the world. He becomes one of Indonesian musicians who shows real existence in international music industry.

B. List of parts of body – Repeat after me!

head	cheek	finger
hair	jaw	nail
face	neck	waist
forehead	shoulder	knee
eye	chest	heel
eye brow	stomach	foot/leg
nose	elbow	toe
mouth	arm	toe nail
tooth/teeth	hand	

(Membaca – Memirsa)

A. Reading – Study the Text 5.1 page 38

Vocabulary – Find the meaning of these words!

a. dark
b. long
c. blond
d. intelligent
e. identical
f. twins
g. adopted
h. different
i. country
j. travel

Questions – Answer the questions based on the text!

6. Who is Anais and Ana?
7. How do Anais and Ana look like?
8. How are their characteristics?
9. Why Anais and Ana live in different countries?
10. Where does their biological mother live?

Grammar – Complete the sentence with the correct from of have (not) got!

1. My aunt_____a house in the country. I often go and see her at the weekend.
2. Let's watch a DVD. I_____lots of them.
3. _____your brother_____a bike?
4. They_____a new drummer in their band. She's great.
5. This computer is too expensive for me. I_____enough money to buy it.
6. _____they_____a cat?
7. I_____your phone number. Can you tell me what it is?

B. Reading – Study the Text 5.8 page 42

Vocabulary – Find the meaning of these words!

a. culture
b. cricket
c. noisy
d. fox
e. grow up
f. unusual
g. hissing
h. pocket
i. tree
j. quite

Questions – Answer the questions based on the text!

1. What type of bird does the text mention?
2. What are the three most popular pets in the world?
3. Where have people got crickets as pets?
4. Where have people got baby seals as pet?
5. Do hissing cockroaches bite?
6. What have kangaroos and sugar gliders both got?

(Menulis – Mempresentasikan)

Writing – Write a short description about your idol/family/friend/pet. Make the textby yourself and use the texts on your book to help you!

ENGLISH EXERCISE (Book page 128)

A. Write the meaning of these words in Bahasa.

1. beloved :
2. necklace :
3. female :
4. picky :
5. almost :

B. Read the sentence and then Circle T (True) or F (False).

1. Willa is my pet cat. **(T/F)**
2. Willa is 3 years old. **(T/F)**
3. Willa wears a necklace on its neck. **(T/F)**
4. The writer gives Willa milk once a day. **(T/F)**
5. Willa eats three times a day. **(T/F)**

C. Answer the questions with complete sentences

1. What is the text about?
2. What is the social function of the text?
3. Who is Willa?
4. Write 2 sentences that describe the pet's behaviors!
5. Write 3 sentences that describe the pet's characteristics!

APPENDIX 5 PHOTOGRAPH

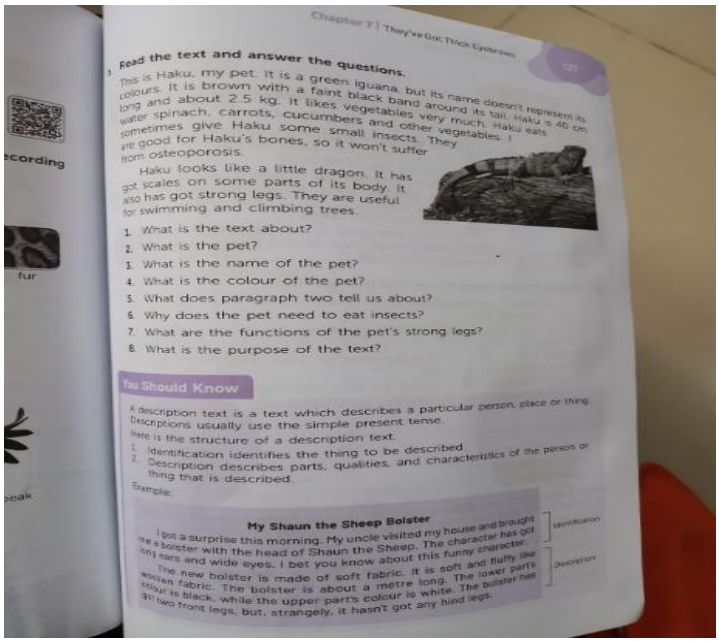
A. Observation

Figure 4.1 Games to Mention the Name of Animals

Figure 4.2 Using Picture to Group Games

Figure 4.3 Picture to Guessing Games Activity

Figure 4.4 Interviewing Activity to Guess other Students Animal



Chapter 7 | They've Got Thick Eyebrows

Read the text and answer the questions.

This is Haku, my pet. It is a green iguana, but its name doesn't represent its colours. It is brown with a faint black band around its tail. Haku is 40 cm long and about 2.5 kg. It likes vegetables very much. Haku eats water spinach, carrots, cucumbers and other vegetables. I sometimes give Haku some small insects. They are good for Haku's bones, so it won't suffer from osteoporosis.

Haku looks like a little dragon. It has got scales on some parts of its body. It also has got strong legs. They are useful for swimming and climbing trees.

1. What is the text about?
2. What is the pet?
3. What is the name of the pet?
4. What is the colour of the pet?
5. What does paragraph two tell us about?
6. Why does the pet need to eat insects?
7. What are the functions of the pet's strong legs?
8. What is the purpose of the text?

You Should Know

A description text is a text which describes a particular person, place or thing. Descriptions usually use the simple present tense.

Here is the structure of a description text.

1. Identification identifies the thing to be described.
2. Description describes parts, qualities, and characteristics of the person or thing that is described.

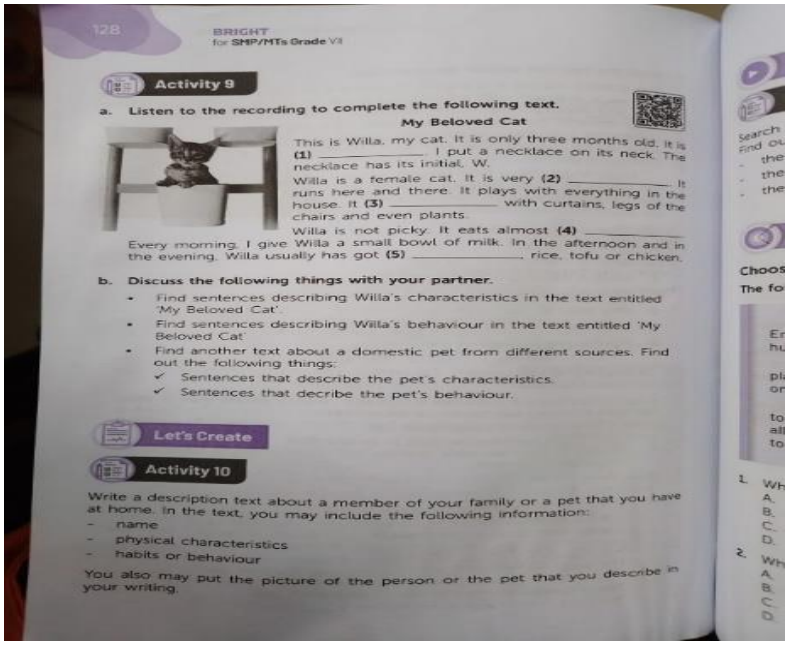
Example:

My Shaun the Sheep Bolster

I got a surprise this morning. My uncle visited my house and brought me a bolster with the head of Shaun the Sheep. The character has got long ears and wide eyes. I bet you know about this funny character. (Identification)

The new bolster is made of soft fabric. It is soft and fluffy like woollen fabric. The bolster is about a metre long. The lower part's colour is black, while the upper part's colour is white. The bolster has got two front legs, but, strangely, it hasn't got any hind legs. (Description)

Figure 4.5 Exercise



128 BRIGHT for SMP/MTs Grade VII

Activity 9

a. **Listen to the recording to complete the following text.**

My Beloved Cat

This is Willa, my cat. It is only three months old. It is **(1)** _____. I put a necklace on its neck. The necklace has its initial, W.

Willa is a female cat. It is very **(2)** _____. It runs here and there. It plays with everything in the house. It **(3)** _____ with curtains, legs of the chairs and even plants.

Willa is not picky. It eats almost **(4)** _____. Every morning, I give Willa a small bowl of milk. In the afternoon and in the evening, Willa usually has got **(5)** _____ rice, tofu or chicken.

b. **Discuss the following things with your partner.**

- Find sentences describing Willa's characteristics in the text entitled 'My Beloved Cat'.
- Find sentences describing Willa's behaviour in the text entitled 'My Beloved Cat'.
- Find another text about a domestic pet from different sources. Find out the following things:
  - ✓ Sentences that describe the pet's characteristics.
  - ✓ Sentences that decribe the pet's behaviour.

Let's Create

Activity 10

Write a description text about a member of your family or a pet that you have at home. In the text, you may include the following information:

- name
- physical characteristics
- habits or behaviour

You also may put the picture of the person or the pet that you describe in your writing.

Figure 4.6 Listening Test

Figure 4.7 Animals Part of Body Picture

Figure 4.8 Using Picture to Group Games

Figure 4.9 Using Video to Teaching Describing Animals Material

Figure 4.10 Activity to Review the Content of The Animals Material

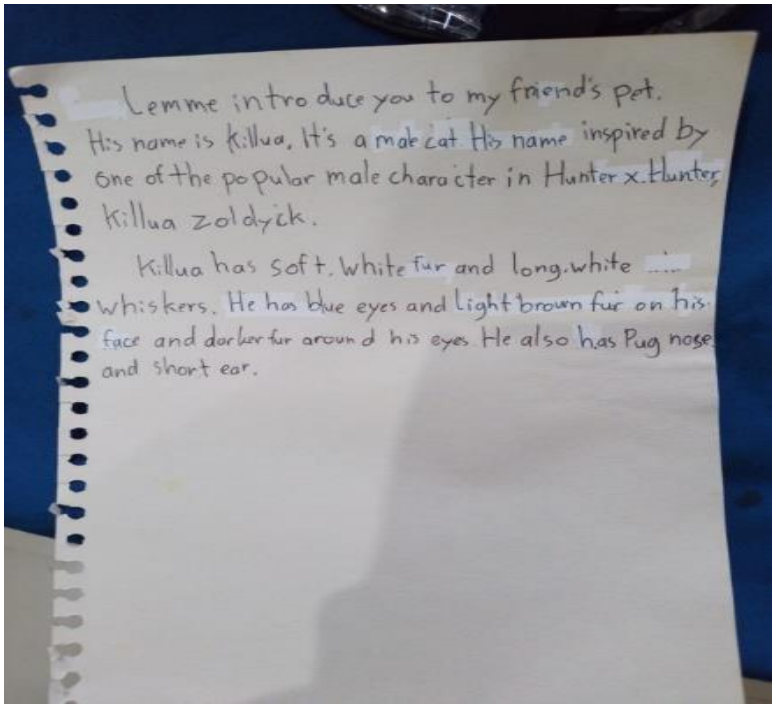


Figure 4.11 Student notebook

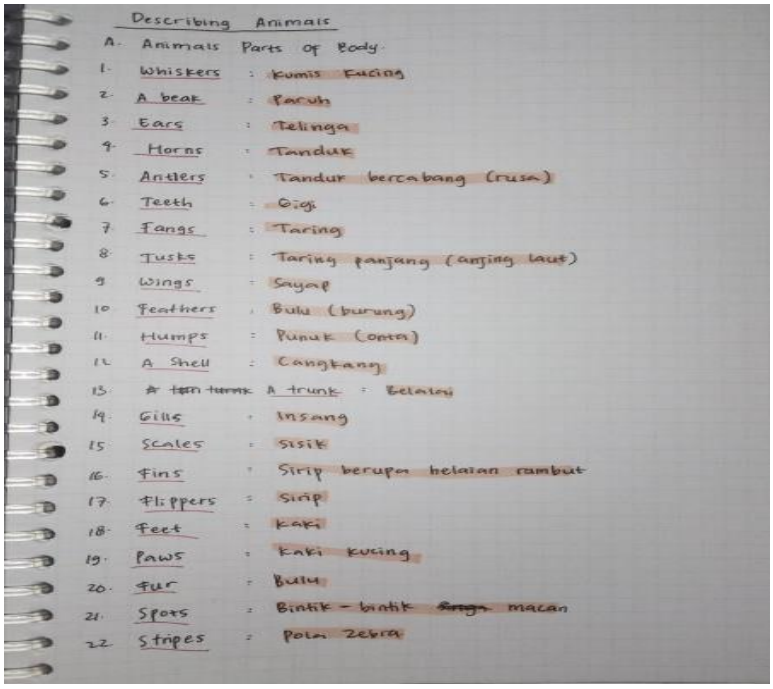


Figure 4.12 Making Vocabulary Notes

B. Interview