

**STUDENTS' PERCEPTION ON TEACHER'S STRATEGIES IN
TEACHING VOCABULARY AT NINTH GRADE PROGRAM
KHUSUS OF MTS N II SURAKARTA IN ACADEMIC YEAR
2022/2023**

THESIS

Submitted as A Partial Requirements

for the Degree of *Sarjana*



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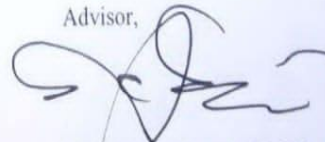
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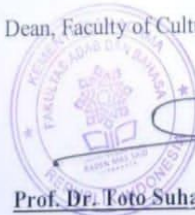
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DEDICATION

This thesis is dedicated to:

1. Allah SWT, the God of the universe
2. My beloved parents (Mr. Yusmin and Mrs. Khusrini) who always be the best motivators of their children. Thank you for your endless prayers and love.
3. My beloved sister (Fadina Rahmadiani)
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5. All of my lecturers in UIN Raden Mas said Surakarta
6. All of my friends, who have become my support system

MOTTO

“For indeed, with hardship (will be) ease.”

(QS. Al-Insyirah: 5)

ولا تايئسوا من روح الله

“...And do not lose hope in the mercy of Allah...”

(Qs. Yusuf : 87)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled, "**Students' Perception on Teacher's Strategies in Teaching Vocabularies at Ninth Grade *Program Khusus* of MTs N II Surakarta 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.

Sukoharjo, May 24th 2023

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

Sukoharjo, May 24th 2023

The Researcher

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TABLE OF CONTENTS

TITLE	i
ADVISOR SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	ix
LIST OF TABLE	xi
LIST OF APPENDICES	xiv
ABSTRACT	xv
CHAPTER I INTRODUCTION	1
A. Background of the study	1
B. Identification of the Problems	7
C. Limitation of the Problems	7
D. Formulation of the Problems	8
E. Objective of the Study	8
F. Benefits of the Study	8
G. Definition of Key Terms	10
CHAPTER II LITERATURE REVIEW	12
A. Theoretical Review.....	12
B. Previous Related Study.....	46

CHAPTER III RESEARCH METHODOLOGY	66
A. Research Design	66
B. Research Setting	67
C. Research Subject and object	68
D. Data and Source of Data	69
E. Research Instrument	70
F. Techniques of Collecting the Data	71
G. Trustworthiness of the Data	79
H. Techniques of Analyzing the Data	80
CHAPTER IV RESEARCH FINDINGS	84
A. Research Findings	84
1. Teacher’s Strategies in Teaching Vocabulary at Ninth Grade <i>Program</i> <i>Khusus</i> of MTs N II Surakarta in Academic Year 2022/2023	86
a. Games	87
b. Memorization	90
c. Role play	92
2. Students’ Perception on Teacher’s Strategies in Teaching Vocabulary at Ninth Grade <i>Program Khusus</i> of MTs N II Surakarta in Academic Year 2022/2023	95
a. Students’ perception on Games	96
b. Students’ perception on Memorization	99
c. Students’ perception on Role play	102
3. Students’ Difficulties in Learning English Vocabulary at Ninth Grade <i>Program Khusus</i> of MTs N II Surakarta in Academic Year 2022/2023	

a. Students' difficulties on Games	105
b. Students' difficulties on Roleplay	107
c. Students' difficulties on Memorization	110
B. Discussion	113
1. Teacher's Strategies in Teaching Vocabulary at Ninth Grade <i>Program Khusus</i> of MTs N II Surakarta in Academic Year 2022/2023	113
2. Students' Perception on Teacher's Strategies in Teaching Vocabulary at Ninth Grade <i>Program Khusus</i> of MTs N II Surakarta in Academic Year 2022/2023	116
3. Students' Difficulties in Learning English Vocabulary at Ninth Grade <i>Program Khusus</i> of MTs N II Surakarta in Academic Year 2022/2023	118
CHAPTER V CONCLUSION AND SUGGESTION.....	120
A. Conclusion	120
B. Suggestion	121
BIBLIOGRAPHY	123
APPENDICES	126

LIST OF TABLE

Table 2.1 The Indicator of Positive Perception and Negative Perception	26
Table 2.2 Previous Study	64
Table 3.1 Research Schedule	68
Table 3.2 Indicator of Close-ended Questionnaire	75
Table 3.4 Components of Data Analysis	83
Table 4.1 Finding of Self-confident in Games Strategy	96
Table 4.2 Finding of Endure Crisis in Games Strategy	97
Table 4.3 Finding of Focus in Games Strategy	97
Table 4.4 Finding of Catch on the Word in Games Strategy	98
Table 4.5 Finding of Self-confident in Memorization Strategy	99
Table 4.6 Finding of Endure Crisis in Memorization Strategy	100
Table 4.7 Finding of Focus in Memorization Strategy	100
Table 4.8 Finding of Catch on the Word in Memorization Strategy	101
Table 4.9 Finding of Self-confident in Roleplay Strategy	102
Table 4.10 Finding of Endure Crisis in Roleplay Strategy	103
Table 4.11 Finding of Focus in Roleplay Strategy	104
Table 4.12 Finding of Catch on the word in Roleplay Strategy	105
Table 4.13 Finding of Meaning the Difficulties on Games Strategy	106
Table 4.14 Finding of Range, connotation and idiomatic in the Difficulties on Games Strategy	107
Table 4.15 Finding of Pronunciation in the Difficulties on Roleplay Strategy..	108
Table 4.16 Finding of Grammar in the Difficulties on Roleplay Strategy	110
Table 4.17 Finding of Length and complexity in the Difficulties on	

Memorization Strategy	111
Table 4.18 Finding of Meaning in the Difficulties on Memorization Strategy..	112
Table 4.19 Finding of Spelling in the Difficulties on Memorization Strategy ..	113

LIST OF APPENDICES

Appendix 1. Students List of IX A.4	127
Appendix 2. Lesson Plan	128
Appendix 3. Field Note of Observation	131
Appendix 4. Question of Teacher's Interview	137
Appendix 5. Teacher's Interview Transcript	139
Appendix 6. Question of Student's Interview	143
Appendix 7. Students' Interview Transcript	144
Appendix 8. Instrument of Questionnaire	150
Appendix 9. Photography	153

ABSTRACT

Aila Nur Hidayah, 2023. *Students' Perception on Teacher Strategies in Teaching Vocabulary at Ninth Grade Program Khusus of MTs N II Surakarta in Academic Year 2022/2023*. Thesis. English Education Department, Cultures and Languages Faculty.

This research is aimed (1) to describe the teacher's strategies in teaching vocabulary at ninth grade Program Khusus of MTs N II Surakarta, (2) to know students' perception on teacher's strategies in teaching vocabulary at ninth grade *Program Khusus* of MTs N II Surakarta, and (3) to find out the students' difficulties in learning English vocabulary at ninth grade *Program Khusus* of MTs N II Surakarta.

The methodology of this research was descriptive qualitative research. The subject of this research were the students at the IX A.4 *Program Khusus* of MTs N II Surakarta which consist of 25 samples, 9 male and 16 female. The data were collected by observation, interview and questionnaire. The researcher used techniques of analyzing the data Miles and Huberman, namely: 1) Data Collection, 2) Data Reduction, 3) Data Display, 4) Drawing Conclusion and Verification. For the trustworthiness of the data, the researcher used Triangulation Technique.

The result of the research are, (1) the teacher used three kinds of strategies in teaching vocabulary at ninth grade *Program Khusus*, there are: Games, Memorization and Role Play. (2) the students' perception on the teacher's strategies in teaching vocabulary are positive perception and the dominant students likes the Roleplay strategy. (3) the students' difficulties in learning English vocabulary at ninth grade *Program Khusus* are; pronunciation, spelling, length and complexity, grammar, meaning, range, connotation and idiomatic.

From the result above, suggested that the teacher should know the students' ability, give attention to student conditions and students' needs, and provide the material well to decide appropriate strategies in teaching vocabulary so the goal of teaching and learning process can be achieved well.

Key words : *Students' Perception, Teacher Strategies, Teaching Vocabulary*

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is a foreign language, and where it is an archipelago of thousands of islands with diverse geographical and social, culture condition, the importance of English is not limited to those who are living in more modern way of life as in the city, where English is used more. Wilkins in Ahmad Anwar (1999) states that language is a system of spoken and written symbols that enable to communicate and interact with each other. English has immersed in almost every part of our lives, English is also needed in the places where English is used less such as villages, country sides, even the remote areas in the land. English is found in the mobile phone they are using, in the computer they are operating, and makes easier to them understanding what they are reading or what the foreign people are speaking about and developing themselves as individuals.

Lumber and peal (as cited in Gibson, 1991 :2) mentioned that having a second language also means having access to another world of people, ideas, ways of thinking and literature. Language was viewed as medium of knowledge for transferring and sharing among people while over the world. Through language, people will be able to argue and express their thoughts and feeling with each other's regards of certain ideas or concepts presented. Thus, the ability to communicate in a second language enables people to interact

with each other and change the way they perceived things and matters happening around them.

Learning English as a foreign language is long and complex work. The learners must totally work hard to acquire it. Aspects of learner characteristic, linguistic, learning process, and the goal will influence the learners when they want to acquire the new language. It is not simple because there are so many variables involved in the process of acquisition (Brown, 2007). As a teacher, they should know their learners, needs, background and experiences, so the goal of learning is possible to achieve.

Alptekin (2002:2) claimed that given the Lingua Franca status of English, it is clear that much of the world needs and uses English for instrumental reasoning such professional contacts, academics studies and commercial pursuits. The English language is an important medium of interaction used among people in various field, such as in carrier, academics, and business through the world. Therefore, the language was declared as the international language for various purposes with connected people whole over the world. Hence, the procedure in English language is important, especially among the second language learner in order to survive in the environment where the language is used.

Nunan (1991:117) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. In learning English, students

utilize different part of English language skill such as listening, speaking, reading and writing for their proficiency and science language competence. The first and foremost thing to do in learning English is to learn vocabulary, because without vocabulary a person will not be able to communicate properly and also will not be able to understand a person's language or readings in books, magazines, etc. According to Mukoroli (2011) vocabulary learning is a very important part that cannot be separated from every language learning process.

Vocabulary is the most essential thing of a language, because without vocabulary, there would be no language. The more people learning vocabulary, the better they can interact. Vocabulary as a fundamental aspect has an important role to play in the acquisition of the language for English foreign learners. Vocabulary mastery is related to student ability to obtain the vocabulary. The purpose of the taught vocabulary is that students are expected to be able to communicate well, understand language well, verbally or in writing.

Vocabulary makes easier for someone to understand and apply a language. Richards and Renandya (200: 255) states that vocabulary is core component of language skills and provides much of the basis for how well students speak, listen, read, and write. This means that learners must master vocabulary to improve their language skill or various skills. Many people think they want to be able to speak fluently immediately but they don't think to learn and reproduce vocabulary, so it will very difficult and not be able to convey ideas, contributions, feelings, or needs to others.

There are some reasons why the students face difficulty in mastering the vocabulary of English language. Therefore, teachers must be able to provide a good stimulus to students so that they respond well too. Teaching is not as easy as imagined because it is more than a method. Every teaching activity requires a strategy to achieve the goal. According to Sadirman (1990) in Suryo subroto (1997:3) the duties and roles of teachers are: mastering and developing of the material, planning and preparing of the teaching material, controlling and evaluating the student's activities. Kimble and Garnezy (1963:133) stated that "Learning is relatively permanent change in behaviour tendency and is the result of reinforced practice". No matter how great the teacher's knowledge of the English language but unable to transfer knowledge, there is no result. The teacher must provide the material well and design strategies that effectively and efficiently to increase student motivation so they become active in class.

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). Learning strategies are very important for many students, because not everyone fits into one particular learning method. According to Brown (2001) There are several strategies of teaching communicative vocabulary, namely providing special time for learning vocabulary, students learning vocabulary in context, increasing the use of monolingual dictionaries, encouraging students to develop strategies to guess the meaning of words, and unplanned word learning can occur. When the learning strategy is right, learning activities will produce effective productivity.

Good teachers can be seen from their awareness, what they have done, and their readiness to share this awareness with their students. Their beliefs or perceptions about teaching can have impact on the learning process. Richard and Lockhart (1996) define teacher beliefs or perceptions as goals and values that have a relationship with the content and teaching process and their understanding of the system in where they work and their role in it. The teacher has to know the students' perception about the teacher's strategy used in teaching. Altman, Valenzi, and Hodgetts (1985: 84) Declared that the way the students perceive on something, whether in a positive way or in a negative way, influences their behavioural responses. If the students perceive the implementation of teacher's strategy positively, their behavioural responses will be positive too, which will then support the course goal achievement. Nonetheless, if the students perceive the implementation of the teacher's strategy negatively, their behaviour responses will also be negative too, which will hinder the course goal achievement. In line with learning English vocabulary, English vocabulary is different from Indonesian viewed from form, including pronunciation and spelling, meaning and the word use. In addition, the way of how pronouncing the word is quite different from writing. Therefore, people especially students who learn English often find difficulties in learning vocabulary.

Perception is the process by which organism interpret and organize sensation to produce a meaningful experience of the past. Teacher has many perceptions of their selves in practicing English language teaching in the classroom. As Robert and Wally (1997) noted that most teachers conduct

social studies lessons in a similar way and that little has changed over decades, that is, they continue to use teacher-centered delivery rather than student-centered inquiry strategies. Some experience teachers believe that teaching English language in the classroom should be teacher-centered because teacher as the expert who has authority to present the material or the information in the classroom. Therefore, other teacher also believe that students-centered is an appropriate method to apply because it can promote students more active and enthusiastic in participating classroom activities when presenting material.

Besides, the students' perception can bring much more benefit for teachers' future improvement, because it can evaluate teacher's teaching in the classroom through analyse students' perception. Students' perception also becomes such a tool to measure the successful teaching and learning process in the classroom. It is proven when students perceived well they also will act well performance to achieve teacher' objective in the classroom. Some extra classes are organized by the school's administration and are classified as legal. Dan (2000) claims that in contrast, teachers can create an artificial demand for extra classes by reducing the duration and learning content of their school classes and by running extra classes in their homes, both of which are considered illegal.

N. Santhi (2011) states that an extra class is a learning program implemented outside the regular school program. This is an additional learning activity that takes place after the regular learning program at school has ended or is usually called an additional afternoon learning program.

Additional learning can be done in school students and tutors come from the subject teachers in the school concerned. The additional afternoon learning program has its own planning schedule. An extra class usually involves parents and school committees in terms of operational financing. The teaching and learning system of extra class depend on usual roles, without following certain benchmarks and curriculum.

Vocabulary extra class is one of *Program Khusus* class program which are additional activities provided to students who have reached the conditions in learning which are intended to broaden their insight or broaden their knowledge in the English vocabulary subject matter. Vocabulary extra class is another great way to focus students' attention on new or unfamiliar words in an effort to help them incorporate new vocabulary into their personal word bank. They provide students with a fun and creative way to integrate required vocabulary skills in individual or in group settings.

In this research for the extra class of vocabulary, the participants consist of the students of *Program Khusus* class. This program has the purpose to strengthen competence in national exam especially in the English subject matter. However, there is also an afternoon extra class applied by the schools for students who are not going to take the national exam (UN), but to follow up on morning material that has not been done or repetition of learning that is not understood by students during morning classes at school. In addition, this additional afternoon learning program may also be implemented by students at the previous grade level and is usually carried out by this extra class when students will be dealt with a semester exam at school. Besides

increasing vocabulary learning activities, this extra vocabulary class also held a student creativity week at the end of the semester, through “Performance Day” activities namely student art performances in English. This performance day activity is intended to improve students’ competence in English and a place to channel students’ talents and interests in the arts.

English has been studied by the Indonesian students from the elementary school to the University including the students of MTs N II Surakarta. The researcher will conduct research at MTs N II Surakarta to know the students’ perception about their teacher’s strategies in teaching vocabulary. MTs N II Surakarta is one of the Islamic schools that have a good reputation and grade A accreditation. MTs N II Surakarta is divided into 2 program classes, there are *Program Reguler* and *Program Khusus*. This school is one of the favorite schools because this school provides *Special Program Khusus* classes with the Full Day School packaging which is rarely found in other schools. *Program Khusus* class students have more learning hours and study time until the afternoon, the school facilitates it with adequate facilities and infrastructure so that student learning activities are more conducive and comfortable. One of the things that distinguishes the *Program Khusus* class and the *Program Reguler* class is that the *Program Khusus* class has to prepare the English vocabulary enrichment program to improve student’s skill in all aspects of English in writing, speaking, reading and listening, which is that program does not exist in the *Program Regular* class teaching. One of the subjects used to teach in the enrichment program of *Program Khusus* class is vocabulary because vocabulary is one way to improve the students’

knowledge. The teacher has to take good handling in order that students can understand vocabulary itself.

The object of the research focuses on the process of teaching vocabulary enrichment for students of 9.A.4 class. In this class has English vocabulary program that held once a week on Wednesday. The teacher provided various strategies to teach vocabulary and in every meeting of English lesson the teacher used the different strategies so the students do not feel bored and easy to understand learning process. Due to the strategies that used by the teacher, the students at the ninth grade students of *Program Khusus* class especially 9.A.4 have good vocabulary mastery and good response in English vocabulary enrichment program. The information above was gathered from pre-research observation on Wednesday, 24th August 2022.

Therefore, this research is conducted to find out the information about teaching strategies in teaching English vocabulary for students of ninth grade *Program Khusus* class and students' perception in the teaching learning strategies used by the teacher. By knowing the strategies, the researcher may achieve the purpose of teaching learning process at the ninth grade *Program Khusus* students of MTs N II Surakarta Academic Year 2022/2023. The researcher is interested to conduct the research about teaching vocabulary entitle: ***“STUDENTS’ PERCEPTION ON TEACHER’S STRATEGIES IN TEACHING VOCABULARY AT NINTH GRADE PROGRAM KHUSUS OF MTS N II SURAKARTA IN ACADEMIC YEAR 2022/2023”***.

B. Identification of the Problem

Based on the background of the study, the researcher found problems that related to the topic as follows:

1. Learning vocabulary for junior high school students is not easy to learn, because they must have a good memorization to memorize a lot of vocabularies.
2. Students can easily get bored, if the condition of teaching English process is monotonous and not creative.
3. The teacher needs to prepare good strategies and a suitable material in order to gain the target of language teaching to students.
4. Learning vocabulary is not easy, especially 2 years after pandemic.

C. Limitation of the Problem

This study is about the students' perception on teacher's strategies in teaching vocabulary at ninth grade. As specified previously, this study conducted in MTs N II Surakarta. There will be some materials that teacher taught in teaching vocabulary extra class for *Program Khusus* class: procedure text, asking and giving information, advertisement, suggestion, expressing admiration. The researcher will find out the students' perception on teacher's strategies in teaching vocabulary and the teacher's strategies in teaching vocabulary. To get the data about the strategies that teacher used in teaching vocabulary extra class *Program Khusus* class the researcher using observation and interview and to get the students' perception about the teacher's strategies in teaching vocabulary using questionnaire. Data analysis

is also carried out on the results in-depth interview with informants. The researcher would like to make limitation in order that research problems are clear, understandable, and specific. The result of students' perception on teacher's strategies in teaching vocabulary not only can be perceived and describe but also can be re-considered and rediscussed for the betterment of English learning process.

D. Formulation of the Problems

Based on the background of the study, the researcher formulates some problems as follow:

1. What are the teacher's strategies in teaching vocabulary at ninth grade *Program Khusus* of MTs N II Surakarta in Academic Year 2022/2023?
2. How are the students' perception on teacher's strategies in teaching vocabulary at ninth grade *Program Khusus* of MTs N II Surakarta in Academic Year 2022/2023?
3. What are the students' difficulties in learning English vocabulary at ninth grade *Program Khusus* of MTs N II Surakarta in Academic Year 2022/2023?

E. Objective of the Study

Based on the problem statements above, the objectives of this research are:

1. To describe the teacher's strategies in teaching vocabulary at ninth grade *Program Khusus* of MTs N II Surakarta in Academic Year 2022/2023.

2. To know the students' perception on the teacher's strategies in teaching vocabulary of ninth grade *Program Khusus* at MTs N II Surakarta in academic year 2022/2023.
3. To find out the students' difficulties in learning English vocabulary at ninth grade *Program Khusus* of MTs N II Surakarta in Academic Year 2022/2023.

F. Benefits of the Study

The result of this research is expected to give benefits both theoretically and practically, there are:

1. Theoretically
 - a. The result of the research can be used as references to anyone who wants to conduct research in teacher's strategies in teaching vocabulary.
 - b. The result of this research can be useful to give the description about teacher's strategy in teaching vocabulary to ninth grade of MTs N II Surakarta.
2. Practically
 - a. For the headmaster

The researcher hopes that the result of this research will give contribute. The headmaster more motivates the teacher to develop their ability in teaching learning process.

b. For the teacher

The researcher hopes that the teacher gets a reference and develop a suitable strategy in teaching vocabulary to make the students interested, comfortable and understand easily in learning English Vocabulary.

c. For the students

The results of this study are very useful as new references in learning and improve English vocabulary. Students can know the various strategies used by the teacher and enjoy their study.

d. For the researcher

The researcher will know the process of English vocabulary teaching learning, directly through the observations, and this research study could bring the researcher to be a better understanding of teaching English.

G. Definition of Key Terms

The purpose of definition of key term is to make it clear and avoid misunderstanding on the concept that is used in this study. The researcher would like to present the definition of key term as follows:

1. Vocabulary

Thornbury (2002:13) stated without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary is a list of words as a fundamental beginning for someone's proficiency in languages that have forms or expressions that contain meaning, use of

words, and forms. In addition, vocabulary is knowledge of the meaning of words that come at least in the form of differences to find out the meaning of words when listening, speaking, reading and writing.

2. Teacher's Strategies

Strategy is way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in teaching situation (Greenberg & Davila, 2002:1). Teacher's strategy as a deliberate action of the teacher, intended to result in student learning. The teacher should apply appropriate strategies that can help students to understand and master the vocabulary easily.

3. Teaching

Teaching is a process that can improve the student's seeking level more easily and it might be overcome any situation as an easy way. (Y.K Sing, 2008:32). Teaching is the process of transferring knowledge carried out by the teacher to the students.

4. Perception

Perception is the association, identification, and the explanation of a sensation in order to figure a psychological illustration (Wegner, 2009). Perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. But the process does not just stop, but the stimulus is continued and the next process is the process of perception (Walgito, 2010:99).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Perception

a. The Definition of Perception

Humans are created differently, and each individual has different perceptions. According to Qiong (2017:18), perception is a process experienced to achieve awareness or understanding of sensory information. Furthermore, Walgito (2010:99) stated that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. But the process does not just stop, but the stimulus is continued and the next process is the process of perception. It can be concluded that everyone has a different thought about whatever information they get from their senses.

Perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or not about the method or about something that they learn (Hong, 2003). It means that students have their own opinion toward something that they get from teaching learning process and how they reach it. Students' perceptions are students' point of view toward something that happened in learning process class and produced it

with suggestions or arguments for teacher or classmate to improve their learning process (Shidu, 2003: 15).

According to Elliot (1996) moreover adds that perception is as the ability to recognize familiar persons, objects, or events with the meaning and expectation. These definition deals with the definition proposed by Atkinson (1983) stating that perception is the process by which people organize and interpret the pattern of stimuli in the environment. These definitions indicate that perception is from a cognitive process in our mind of human being. It does not accidentally happen, but it takes long time to perceive certain event and experiences.

From the explanation above can be concluded that students' perception is not only to have an opinion or a belief about something, or think something is true, correct or real but also hope and demand expect a good thing to happen in the future.

b. Factors in Perception

According to Bimo Walgito (2005), in individual perception, organizing and interpreting the stimulus it receives, so that the stimulus has meaning for the individual concerned. In this way it can be argued that the stimulus is one of the factors that play a role in perception. Regarding the factors in perception, it can be stated that there are several factors:

1. The object that is perceived

The object gives rise to a stimulus that hits the sensory organs of the receptor. The stimulus can come from outside the perceiving individual, but it can also come from within the individual who directly hits the receiving nerve which acts as a receptor. However, most of the stimulus came from outside the individual.

2. Sense organs, nerves, and nervous system centers

Sense or receptors are tools for receiving stimuli. Besides that, there must also be sensory nerves as a tool to transmit the stimulus received by the receptors to the center of the nervous system, namely the brain as the center of the vehicle. Motor nerves are needed as a means of responding.

3. Attention

To realize or create a perception requires attention, which is the first step as a preparation in order to create a perception. Attention is the concentration or concentration of all individual activities aimed at something or a group of objects.

From these things it can be argued that in order to create a perception there are several factors, which is a requirement for perception to occur, namely (1) the object or stimulus that is perceived; (2) the sense organs and nerves as well as the nervous system center, which is a physiological requirement; and (3) attention, which is a psychological condition.

c. Perception process

According to Qiong (2017:18) there are three stages of the perception process, as follows:

1) Selection

Selection is the first stage in the process of perception, in this stage the environmental stimulus turns into meaningful experience

2) Organization

The second stage in the process of perception is an organization. After getting information from the outside world, information needs to be arranged in a certain way by finding meaningful patterns. There are two characteristics in this stage:

1. The organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans.
2. The process shows that human perception has stability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

3) Interpretation

The third stage in perception is interpretation, that is referred to the process of attaching meaning to what is chosen by the stimulus. However, each person will give a different interpretation despite getting the same stimulus.

Altman, et al. (1985:86) stated that in perceptual process, it is necessary to select and group the stimuli so that individuals can interpret them meaningfully.

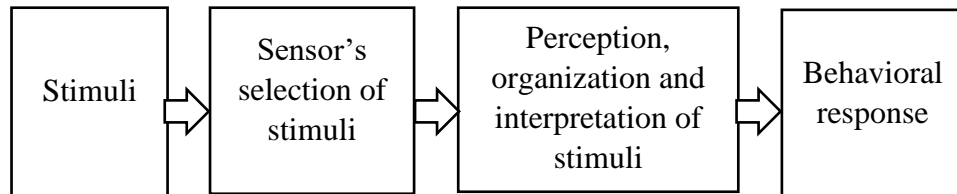


Figure 2.1 The Perceptual Process

(Altman, et al., 1985: 85)

From Figure 2.1, it can be observed that perception may exist with stimuli as a starting point. Stimuli can be defined as forms of physical energy that strike our sensory receptor (Warga, 1983: 207). The physical energy contains light, heat, pressure, and many others. While the organs of our body such as eyes, ears, nose and skin are categorized as the sensory receptors. Sensory receptors function as means to transmit the messages acquired to the brain. The stimuli are selected first in the brain before the messages are being interpreted. The selected stimuli then will be elicited in the form of information. The information which has been organized and interpreted inside the brain then generates the translation of external energy. Afterward, it would be called sensation. Furthermore, after inferring the information, the brain then converts the information into meanings. The outcome of the meaningful translation of the information is entitled perception. It is obvious that sensation is different from perception. Sensation is the translation of external energy while perception is the sensation's meaningful translation itself.

Moreover, perception might come up from several factors. There are four of most vital factors which influence someone's perception on particular things (Altman, et al., 1985: 86). Those factors are selection of stimuli, organization of stimuli, situation and self-concept.

1) Selection of Stimuli

It is not possible for a student to focus on all stimuli. They only focus on a small number. This process called selection. This is the reason why every student perceives something differently. Gibson (1985: 66) argued that "people have a propensity to ignore factors or cues which might make them feel discomfort." That is why people select the different stimuli and perceive something differently.

According to Warga (1983: 208-209), there are six factors affecting the students to select the stimuli, namely size, change, repetition, intensity, movement and set.

a) Size

According to Warga (1983), size is significant. It means that it really affects the selection of stimuli since size truly grabs someone's interest. Surely, an advertisement which is written with big bold letters on the board will grab someone's interest and attention to read more than just small letters.

b) Change

Changes will enable people to avoid boredom and lead into a more comfortable situation. Therefore, change contributes to the way people select the stimuli around.

c) Repetition

To build such a learning habit for the students, a teacher might need to administer strategies during the teaching-learning in the class. The results of every teaching's strategy during learning English will affect to their Vocabulary mastery. This kind of repetition force them the importance of teacher strategies on teaching English vocabulary.

d) Intensity

Warga (1983: 209) acknowledged “up to a point, the louder you shout, the better you will be heard. The intensity of stimulus-your voice-makes it dominant above other stimuli, so that listeners are forced to keep their mind on you”. This statement wishes to utter that the voice people produce when speaking determines whether the listener will pay attention or not. As stated by Warga (1983), the louder voce people generate, the better the listeners take notice on them. Nevertheless, too loud voice will make the listeners ignore since they feel it is annoying. Therefore, “it is expected that people speak not too loud but with tolerable volume, rhythm, articulation and intonation” (Purnomo, et al., 2005:19).

e) Movement

It is more attractive to see moving things rather than unmoving ones. Purnomo, et al. (2005:19) added that unimportant movement will annoy the viewer. It means that people should keep the unimportant movements away to avoid making the viewer annoyed.

f) Set

According to Warga (1983:209), set is defined as an emotional disposition which manipulates perception. Set guides someone to interpret attained into a meaningful message which is based on his/her wish to perceive.

2) Organization of Stimuli

After information has been screened, it must be organized so as to become meaningful. "This is the second factor influencing perception where the brain makes an effort to select certain items of information and then to put them together in a meaningful way" (Altman, et al., 1985: 87). Organization is formulating the complexity of information becomes effortless for someone to interpret.

3) Situation

"The situation which influences someone to perceive can be in the form of someone's familiarity with, expectations about, or

his or her past experience” (Altman, et al., 1985: 89). It can be concluded that situation may be the combination between someone’s experience with his or her expectations. If someone has bad experience, she/he will tend to perceive negatively when acquiring the same stimuli in advance and if someone’s has good experience about something, they will have good expectation to achieve when similar thing happens in the future.

4) Self-Concept

Warga (1985: 90) stated “What is called self-concept is the way we feel about and perceive ourselves.” The self-concept is essential since our psychological image of ourselves determines much of what then we perceive and do. If the student sees himself/herself as a persistent student, she/he will likely to be persistent no matter difficulties in learning await.

d. Types of Perception

In identifying the students’ perception, there were kinds of perception divided into two, there are; positive and negative perceptions. Self-perception has to act by all personal acts, think, and do about themselves, their capabilities and their bodies. It is also prejudiced by the reaction of others to them. This perception, in turn influences the demeanours each individual obtains and choices each

human being makes all the way through life, Catherine., et al., (2009:304).

- 1) Positive perception is a valuable present that prepares the self-confidence and power to catch on the word, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.
- 2) Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.

According to Robbins (2002: 14) that positive perception is an assessment individual to an object or information with a positive view or as expected from the object that is perceived or from existing rules. Meanwhile, negative perceptions are individual perceptions to certain objects or information with negative views, contrary to what is expected from the object that is perceived or from existing rules. The cause of the emergence of a negative perception can be arises because of individual dissatisfaction with the object being source of perception, the existence of individual ignorance and absence individual experience of the object being perceived and vice versa, the cause of the emergence of a person's positive perception because of satisfaction are individuals to objects that are the source of their perceptions, the existence of individual knowledge, and the existence of individual experiences of objects that are perceived.

Rahmat (2005) states that perception is divided into two forms, positive and negative. If the perceived object is in accordance with appreciation and can be accepted rationally and emotionally, then humans will perceive positively or tend to like and respond according to the perceived object. If it is not in accordance with appreciation, the perception is negative or tends to reject and respond in the opposite direction to the object of perception.

According to Walgito (2004) individuals tend to look at things that they think will satisfy their needs, and ignore things that are considered harmful or disturbing. The psychological state becomes very important in the process of interpretation the stimulus, so it is very possible that an individual's perception will be different from other individuals, even though the object or stimulus is the same.

Thomas (2007) adds that interpretation is strongly influenced by the personal characteristics of perceptual actors, including attitudes, motives, needs, interests, past experiences and expectations. The process of perception involves interpretation resulting in the results of perception between one person and another person is different (individualistic).

Table 2.1 Indicator of Positive Perception and Negative Perception

No	Theory	Indicator
1. Students' Perception	Catherine., et al (2009:304). a. Positive Perception	1) Self-Confidence a) Students feel confident while study English b) Students do not hesitate to ask their teacher about the difficult vocabulary
		2) Endure crises a) Students feel comfortable during the English study b) Students are not bored at English study
		3) Focus a) Students become more focused after teacher gives ice breaking b) The students review the vocabulary given by the teacher

		<p>4) Catch on the word</p> <p>a) Students can easily memorize a vocabulary given by the teacher</p>
	b. Negative Perception	<p>1) Disposed to focus on their own desires</p> <p>a) Students do not pay attention in English teaching learning</p> <p>b) Students are easily distract with surrounding circumstances</p>
		<p>2) Trying to acquire and proved their self-worth</p> <p>a) Students do not confident with their abilities</p> <p>b) Students prefer to study alone</p>
	In addition, Robbins (2002:14)	<p>3) Dissatisfaction with the object</p>

	Negative perceptions are individual perceptions to certain objects or information with negative views, contrary to what is expected from the object that is perceived or from existing rules	a) Students are not satisfied with material presents by the teacher
		4) The existence of individual ignorance a) Students lack of motivation in learning English b) Students do not confident while study in peers

Based on the definition described above, the researcher can conclude that positive perception is a positive way of looking at individuals in the stimulus in the environment through processes of cognition and affective processes that are influenced by various things such as prior knowledge, needs, educational moods and other factors so as to give positive meaning towards the object that it perceives. Whereas negative perceptions are ways of looking at or evaluating an individual against an object with considerations that are not in individual accordance, expected or different from what their desired.

e. The Important of Students' Perception

In knowing the perception of students is very important because this means for teachers or lecturers to evaluate after knowing

the results of student perceptions. As stated by Chen (2003), the student's perception is really important for evaluating the teaching effectiveness. After knowing the perception of students, teachers or lecturers can change what is not liked by students and can improve what has been liked by students, whether it is about how to teach or how to deliver material to students. Therefore, student's perception is very important, especially for teachers or lecturers. According to Petegem's study, the student perception is the important account to measure the learning outcomes, Freiberg and Stein stated that the students' perception is the solution of components and indicators in explaining the classroom conditions. Therefore, student's perception is very important not only for estimation but also for teaching development purpose.

2. Vocabulary

a. Definition of Vocabulary

In everyday life, we often say something, express feelings, and want to say whatever you want to say, all of that of course cannot be separated from our need for words commonly called vocabulary. Vocabulary is the center of language teaching, because without vocabulary students will have difficulty understanding others and also difficulty in expressing their ideas. People who rich in vocabulary will make their skills, listening, writing, speaking, and reading much easier (Nation, 1994).

According to Hornby (1979) vocabulary is the total number of words that make up the language. Vocabulary is the body of words known to a person or used in particular book and subject. Vocabulary is a list of words with their meanings, response which accompanies a text book in a foreign language. Ur (2003) stated that vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law which are made up of two or three words but express a single idea. A useful convention is to cover all such by talking about vocabulary items rather than words.

According to Lehr (2004) vocabulary is knowledge of words and words meaning in both oral and print forms which are used in listening, speaking, reading, and writing. It can be said that vocabulary is one element in language. In addition, Hanson and Pandua (2001) state that vocabulary refers to words we use to communicate in oral and printed language. In order to communicate effectively using oral and printed language, learner must be able to use words that we recognize and understand.

Schmitt (2000) emphasizes that vocabulary knowledge is central to communicative competence and mastery of second languages. Vocabulary skills allow the use of language and vice versa. Vocabulary is the main concern of language, teaching vocabulary enables students to correctly understand the meaning of words and can develop them. In addition, teacher teach vocabulary to enable students to communicate.

Teachers must use teaching techniques that can help students learn effectively and give them the opportunity to use the items being learned.

From the definitions above, it can be concluded that vocabulary helps students to use the language including English in the form of oral and written language. Increasing vocabulary can help students to express the ideas they have. Vocabulary can support students to learn the language skill in speaking, reading, writing, and listening. That is the reason why vocabulary is important in learning English.

b. The Types of Vocabulary

According to Brown (2001: 11), there are four types of vocabulary they are:

1) Speaking Vocabulary

A person speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused even if a little and not intentional, can be changed by facial expressions, tone of voice, or hand movements.

2) Listening Vocabulary

Listening vocabulary is all words that can be recognized while listening to all of any talk. this is a vocabulary that can be helped with context or tone of voice.

3) Writing Vocabulary

Writing vocabulary is all words that can be used in writing, writing vocabulary is that which is stimulated by the author himself.

4) Reading Vocabulary

Reading vocabulary is any vocabulary that can be identified through the reading process.

According to Thornburry (2002) there are many ways that will help students to expand their vocabulary, are as follows:

a) Word Classes

According to Thornburry, a word is a microcosm of human consciousness. Words are traditionally allocated to one of the following range of word classes:

1) Noun

Noun is one of the important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. Noun is a word (or a group of words) that is the name of the person, a place, a thing or activity or quality or idea.

2) Verb

Verb may be said to express process which can be classified in one of three broad ways. Firstly, they can denote actions, e.g. walk, draw, watch, work, feel (pulse), sound (horn), in as much as they involve someone doing something and may be identified by questions of the type 'What is X doing / did X do?'. Secondly, they can record events, e.g. occur, collapse, melt, become, see, which involve something happening or a change of state and are

identified by ‘What is happening / happened?’. Lastly, they can refer to state of affairs, state of mind...), e.g. be, seem, like, feel (ill), sound (noisy), which relate to any point in time-past, present or future- and which are identified ‘What is / was / will be the state of the subject?’.

3) Adjective

Thought of in traditional grammar as a ‘describing’ word, the adjective has the role of ascribing an attribute or feature to a noun.

For example: *She drinks her tea black.*

4) Adverb

Traditionally in grammar, adverbs have been seen as performing a so-called modifying role in relation to verbs.

For example: *She sings beautifully/tunelley/clearly.*

5) Preposition

Preposition have the feature of being accompanied, indeed, normally followed, by a completive element in the form of a (single or multiple word) phrase or a clause.

For example: *She went in/outside/past/through the house.*

6) Conjunction

Traditionally, conjunctions have been seen as grammatical connectors and are classified into two subtypes: coordinating and subordinating conjunctions.

For example: *Ruth plays the flute and Jill sings.*

He is either very clever or very lucky.

7) Interjection

Interjections are typically described as those words which are used to express the speaker's exclamation or emotional reaction but which have no further lexical content. They include words like oh, wow, aha, ouhc, alas, hey, together with expletives such as damn, golly, hell, etc. the actual scope of interjections is not, however, well-defined, but in any case they are generally regarded as a minor class.

8) Article

The words the and a/an are classed as the definite and indefinite articles respectively, e.g. the tittle, a video. Articles are used to mark specificity, generalization or universality of reference to the entity denoted by the following noun. For example, the in the sentences. The tittle has been agreed and the strawberries are ripe makes specific reference to a particular noun entity. Normally the entity concerned has been already mentioned or it is assumed that its identity can be determined from the situation.

9) Pronoun

The pronoun used to be thought of as a class of word which may be substituted in place of a noun.

For example: *That set is mine/yours/his/hers/ours/theirs.*

10) Determiner: a functional element

At this point it should be mentioned that the area of language spanned by these independent headword and determinative forms is a fairly ‘difficult’ area for grammarians, with respect to the terminology used. In essence the situation arises because the words fulfilling a determiner function are nowadays generally not regarded as adjectives any more, even as limiting adjectives.

For example: *The dark/er/est room.*

b) Word Families

Words share the same base or root, but take different endings. A word that results from addition of an affix to a root, and which has a different meaning from the root, is called derivative. For example: *players, replay, playful* are each derivative of *play*. Derivatives and inflexions are both formed by the process of affixation. Affixes consist of suffixes, such as *-full, -er* at the end of word. Prefixes, such as *re- un-, pre-, de-* in the beginning of word.

c) Word formation

Thornbury (2002) says that affixation is one of the ways new words are formed from old. There are several kinds of that, such as: *compounding, blending, conversion, and clipping.*

1) Compound word

Compound word is the combining of two or more independent words. For example:

Noun + verb + -er = *record player, bus driver, hairdryer, typewriter.*

Noun + noun = *classroom, teapot, matchbox.*

2) Blending

Blending is the fusion of two words into one.

For example: *breakfast + lunch = brunch.*

Information + entertainment = infotainment

3) Conversion

Conversion is a word can be co- opted from one part of speech and used as another.

For example: *Let's brunch tomorrow* (noun is converted into verb).

4) Clipping

Clipping is a process in which a word is formed by shortening a lot of one.

For example: *electronic mail = mail; influenza = flu.*

d) Word Meaning

1) Homonyms

Homonym are words that share the same form but have unrelated meanings.

For example: *I like looking the sunset.*

Its look like new

2) Synonyms

Synonym is a word that share a similar meaning.

For example: *ancient = antique*

sadly = unhappily

3) Antonyms

Antonym is a word with opposite meaning.

For example: *old >< new*

accept >< refuse

Heibert and Kamil (2005:3) stated that there are the facts that words come at least two forms: oral and print. Knowledge of words also come in at least two forms: receptive and productive. Based on the statement, it can be concluded that there are four kinds of vocabulary.

1) Oral Vocabulary

Oral vocabulary is the set of words for which we know the meaning when we speak or read orally. The actions are used in speaking, in producing the sound and hearing a sound from the speaker.

2) Print Vocabulary

Print vocabulary consists of those words for which the meaning is known when we write or read silently.

3) Receptive vocabulary

Receptive vocabulary is that set of words for which an individual can assign meaning when listening or reading. These are words that are often less well known to students and less frequent in use. In this type a person receives all the vocabulary without giving any feed back to the author or speaker.

4) Productive vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought from others.

In language application, the receptive vocabulary is considered as the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learners hear or read but they do not use when they speak and write. Richard and Rogers say that the listening vocabulary on the reading vocabulary is larger than speaking vocabulary and similarly to the teaching vocabulary that is relatively larger than writing vocabulary.

c. The Difficulties in Vocabulary

The first steps in successful teaching vocabulary are to identify the difficulties that faced by students. Thornbury (2004: 27) proposes some factors that make some words more difficult as follows:

1) Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn.

2) Spelling

Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

3) Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their "learnability".

4) Grammar

Also problematic is the grammar associated with the word, especially if this differs from that its L1 equivalent. Remembering whether a verb like *enjoy*, *love*, or *hope* is followed by an infinitive (to swim) or an -ing form (swimming) can add to its difficulty.

5) Meaning

When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point: you *make breakfast* and *make an appointment*, but you *do the housework* and *do a questionnaire*.

6) Range, connotation and idiomatic

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range.

Thus, *put* is a very wide-ranging verb, compared to *impose*, *place*, *position*, etc. Likewise, *thin* is a safer bet than *skinny*, *slim*, *slender*. Uncertainty as to the connotations of some words may cause problems too. Thus, *propaganda* has negative connotations in English, but its equivalent may simply mean *publicity*. On the other hand, *eccentric* does not have negative connotations in English, but its nearest equivalent in other languages may be *deviant*. Finally, words or expression that are idiomatic (like *make up your mind*, *keep an eye on...*) will generally be more difficult than words whose meaning is transparent (*decide*, *watch*).

Gower, Philips and Walter (1995: 143) explain what makes a vocabulary item is easy or difficult. How easy or difficult a vocabulary item is can depend on a number of factors:

a. Similarity to L1

The difficulty of a vocabulary item is often depend on how similar the items is in the form and meaning to students' first language. Words which are similar in the first language and English may be misleading rather than helpful.

b. Similarity to English words already known

Once students have some English word that related or similar to another English words they already know, it will easier for students to understand. For example, if students have already met the word “friendly” they should be able to guess the meaning of “unfriendly”.

c. Connotation

Another difficult aspect that learners have to get grips with is the connotation of the word. For example, does the word have positive or negative connotation to a native speaker? Either skinny and slim could be used to describe someone who is thin - but these words are very different in their connotation and by choosing one rather than the other the speaker conveys a particular attitude.

d. Spelling and pronunciation

The spelling of many English words can cause problems for students who speak languages with very regular spelling system. Particular spelling patterns can also cause confusion where the pronunciation is concerned. For example, it is easy to understand why many students confuse the meaning, spelling and pronunciation of these words: through, though, thought, tough, thorough.

e. Multi-word items

A lexical item consists of more than one word, as in a compound noun such as tennis shoes or sports car, or a phrasal verb such as to put someone up. Phrasal verbs are notoriously difficult for learners of English because they are made up of simple words (often prepositions or adverbs).

f. Collocation

How a lexical item collocated (or 'goes with' other items) can also cause difficulty. For example, people are *injured* or *wounded* but

things are *damaged*, and we can say a *strong wind* and *strong coffee* – but it's a *light* wind not a *weak* wind and *weak* coffee not *light* coffee.

g. Appropriate use

When to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular context (for example, we can use *pushing* to mean almost in He is pushing fifty. But *pushing* is only used in this way with older people - we do not say he is pushing there!). Also, it is important that students know whether the word or phrase has a marked style - informal or formal.

f. The Importance of Vocabulary

How well people speak, listen, read, and write depend on the vocabulary they have. Gough (2002) said that vocabulary is very important because without words, people cannot carry the meaning of what they want to say. In the teaching-learning process, teacher should understand what would be taught in the class, because Richard and Renandya (2010) states that without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities them.

The importance of vocabulary is demonstrated daily in and out of campuses. In classroom, the achieving students possess the most sufficient vocabulary. Researchers such as Laufer (2004) have realized

that mastery of vocabulary plays an important role in conveying foreign languages both in writing and orally. To know all skills in language, the first thing to know is vocabulary (eg. listening, speaking, reading, and writing (Nation, 2001). Furthermore, Alqahtani (2015) argues that understanding and knowing a lot of vocabulary will support foreign language skills well because without knowing a lot of vocabulary a person cannot communicate well. Several studies have shown that mastery of a second language is highly dependent on vocabulary knowledge. This lack of knowledge will be the main and biggest obstacle for someone.

To show how important vocabulary, Bromley (2004) states that vocabulary hold some important roles in teaching learning process. They are as follows:

1) Promoting Fluency

Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.

2) Boosting Comprehension

Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, or meaning were found to make up 74% of comprehension.

3) Improving Achievement

A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students will large

vocabulary score higher on achievement test than those with small vocabularies.

4) Enhancing thinking and communication

Words are tools for analysing, inferring, evaluation and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

The conclusion is vocabulary is important in language especially in learning English. The more vocabulary words the learners have, they will be able to be good speaker and listener. Teachers can emphasize the importance of vocabulary early in school and continue to provide students with opportunities to build word skills.

3. Teaching Strategy

a. The Definition of Teaching

The main task of education is to shape humans so that humans can shape themselves as humans. In the philosophical concept, what distinguishes humans from other creatures is the mind or intellect, the intellect will form a knowledge when given a stimulus, so that the teacher plays an important role to make the mind of students. The word teaching is often associated with student teachers and schools, teaching is basically an attempt to create conditions to support the learning process. Teachers are required to be able to play a centered role. Teaching cannot be separated from the word learning, because teaching can come from learning outcomes and the presence of

students. learning is the process of acquiring knowledge, skills and increasing fluency as Brown states that learning is gaining knowledge of a subject, skills through a study and gaining experience or instruction (Brown, 1994).

Teaching is the process of transferring knowledge carried out by the teacher to his students. According to Brown (2007: 7) states teaching is facilitating learning and guiding, which allows students to take lessons. This means that teaching provides assistance and facilities for students to learn well. Teaching is cognitive, as well as behaviour or activities and teacher belief theories about teaching. The teacher must know about teaching activities and student behaviour. It can be concluded that, teaching is making students learn and gain knowledge. Teaching is also an aid to facilitate students in knowing new knowledge.

Teaching vocabulary is an important aspect in language learning, because language is based on mastering vocabulary (Alqahtani: 2015). communication between humans is also based on the mastery of words. Even teachers in teaching if they don't have a lot of vocabulary will not be confident. Teachers must worry that vocabulary teaching is new to students, teachers must distinguish classes that will accept material whether it is children, children, youth, or adults. So, the teacher must be smart in choosing appropriate teaching techniques that will be applied to students. The main purpose

of teaching is indeed, to make the learners know and understand how to do something her/his expected to learn.

b. The Component of Teaching

According to Hamruni (2009) the components of teaching techniques are consisting of:

1) Teacher

Teacher is teaching agent, so that in this matter teacher is the important point. Teacher can manipulate other components of teaching strategy to be variations. The teaching techniques purposes is to make students environment to be expected environment from teaching learning process, that finally make students reach an expectation standard competence. In teaching techniques, the teacher must be based on curriculum which implemented.

2) Student

Student is component that do study program to improve ability to reach study purposes.

3) Purpose

Purpose is base to determine strategy, material, media and teaching evaluation. So that, in teaching strategy, determining purpose is the first thing that must choose by the teacher.

4) Teaching material

Teaching material is media to reach teaching purpose. According to Suharsini (1990) teaching material is core component in teaching process.

5) Method

Method is a generalized set of classroom specification for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviours and secondarily with such features as linguistics and subject matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to variety of audiences in a variety of contexts.

6) Media

Media is the plural form of the term “medium”. Media includes many things around us, like television, computer, picture, radio, and newspaper. In education, there are the certain media used in teaching learning process to convey the knowledge to students. this called by the media education.

7) Evaluation

Evaluation is component to know the result teaching learning process, so that teacher can know the result of expectation. Evaluation can be summative and formative.

8) Situation or Environment

Environment influence teacher in decide teaching strategy.

Situation in this matter means situations and physical condition, such as: climate, school, location, facilitation and others.

c. The Definition of Teaching Strategy

In teaching learning process the teacher need a strategy, because strategy has a very important role in helping students better understand in learning. According to Herrel and Jordan quoted in Thompson (2012) define strategy as an approach that can be used to support student learning. the method that is part of the strategy of course also has an important role in the teaching process. Brown, (2001) shows that strategy is a specific method for achieving certain goals.

Kemp (in Hamruni, 2009) stated that teaching strategy is a teaching activity that must done by the teacher and the student so that the purpose of teaching reached effectively and efficiently. The other definitions stated by Kozma (in Hamruni, 2009), Kozma stated that teaching strategy means every selected activity, that can give a facility or assistance to the student to reach certain teaching purpose.

The teacher must determine the appropriate strategy in teaching that suitable with the materials. The method is a regular method used to carry out the teaching process in order to be achieved as desired. Methods tend to focus mainly on the roles and behaviour of teachers and students. The media includes many things around us, such as

television, radio, magazines, laptops, etc. In education of course there is a media used in the teaching and learning process for the transfer of knowledge to students.

d. Kinds of Vocabulary Teaching Strategy

Mothe (2000) Teachers can use various strategies to present vocabulary in the classroom including:

- a. Showing picture: Charts, pictures and maps can be used to develop students' understanding of a particular concept or word. There are some good picture dictionaries available in the market. Teacher should make use of such dictionaries.
- b. Teaching words in the context: Setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. Maintaining the context and making sure the language surrounding the context is easy to comprehend, the teacher should start eliciting the target vocabulary.
- c. Etymology: The etymology of a word is often found much easier to be comprehended than the bare linguistic symbol and its present semantic meanings. So, whenever we teach an English word that is completely strange, we can ask students to look it up in a dictionary or other reference books, and or surf on the internet to

find its origin. The interesting stories behind a word's birth can be a very good reminder for students to remember the particular word. Thus, learning the etymology of a word will certainly promote students' comprehension of new words.

- d. **Associated Vocabulary:** The teacher can be easy to teach these entire words altogether. For example, it is easier to teach words like orange, banana, grapes, lemon, pineapple, mango, and watermelon together in the context of 'fruits' than to teach anyone of these words in isolation.
- e. **Dictionary:** The teacher should encourage students to search words in dictionary. Dictionary work was laborious but necessary, and that ESL college students need to be taught practical use of the dictionary.
- f. **Synonyms and antonyms:** Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly. These can be effective since they build on words and phrases that students already recognize. Adjectives often have several synonyms, and phrasal verbs will usually have a non-phrasal verb equivalent. The teacher can ask the students to bring five new words then ask the students to spelling, its meaning and the synonyms. For antonyms, the students were asked to make lists of opposite words. Two groups were made; one group gave one word while the other group asked to give an opposite word to it. For example, sharp/blunt, rude/polite, flexible/rigid, generous/mean

etc. One group gave word 'sharp' and the other group gave opposite word for it as 'blunt'.

- g. Games: Games are activity or a great way that can build a vocabulary. It offers an entertaining way of reviewing vocabulary. There are many games that can used by the teachers, such as scrabble, flashcard, word cards, bingo games and others. Through that word games the students could learn vocabulary in more joyful. Ways. It also increased their motivation to learn vocabulary. Students can do the puzzles in class in pairs, as a race with other students, or at home as homework. The teacher can also design a 'Word Puzzle', which is also called a 'Word Cross', asking the students to cooperate in groups to find and circle the words that the puzzle contains. The teacher might also place several versions of the word in the puzzle, with only one of them being the correct spelling. The students must circle only the word with the correct spelling.
- h. Reading words aloud: Reading words aloud is also very beneficial for the students to build up their vocabulary mastery. Sound can be an easy way to illustrate words that describe sounds, such as whistle, scratching, and tinkling. You can make the sounds yourself, or bring in tapes or CDs for students to listen to and write down the words that they hear. The situation can be made easy and interesting, if the teacher of English selects the vocabulary, grades the vocabulary and uses different techniques in the classroom.

- i. Role-play: It is to create the presence of a daily life situation in the classroom. It is important in the classroom communication because it gives students an opportunity to practice communicatively in different social contexts and in different social roles. The teacher can ask the students to speak free or do conversation about daily activity.
- j. Showing Video: Select a video segment that contains a series of actions or visual detail. Provide the learners with a list of target vocabulary words and ask them to construct a paragraph that incorporates as many of the words as possible. This activity is best done after the learners have seen the video. As they learn how to use more vocabulary properly, you will see an improvement in their writing and speaking.
- k. Memorization: the memorization has the purpose to make students gain the vocabulary mastery. The students usually were asked to memorize the vocabulary notes that was gave by the teacher.

Specifically, Fauziati (2014) states that more effective strategies to teach vocabulary are:

- 1) Word clustering. Word clustering is a type of activity in which students can make connection between new and known items. The grouping of word may include clusters of topically related lexical items such as elections which includes political parties, campaign ballot box, taking a polling place, conventions, taking a straw vote, inaugural address, etc.

- 2) Multiple meaning. Awareness activity. It is a type of activity that develops students' awareness of words that may have more than one meaning.
- 3) Vocabulary expansion. It is a certain activity to help students expand the vocabulary use. The teacher can put a useful but unfamiliar word on the wall. He gives definition to the word, then the students scan in the reading passage.
- 4) Word part exercise. It is a particular activity which help the students derive meaning from words analysis. The teacher directs the students to find word on the word wall that have identifiable.
- 5) Game. Game is one of activities which can help to create dynamic motivating classes. The reason is that learning takes place when the students, in relaxed atmosphere, participate in activities that require than to use what they have been drilled on.

She also states about another teacher's strategies in teaching vocabulary such as:

- a. Semantic Networks

A semantic network consists of word which share semantic features or semantic components. A componential analysis can show what relates and differentiates members of particular semantic network.

- b. Memorization

Memorization is also very important in the development of a second language, and it is vocabulary which requires more

generous treatment for memorization compared with other aspects of second language development.

c. Context

Vocabulary can be managed through inferring word meaning from contexts, since guessing word meaning from its context is quite possible.

d. Definition Clause

They are the direct statements of the meaning of a term or vocabulary. There are illustration clause and contrast clause.

e. The word well approach

It utilized a set of six words, filled well panels, each with different background colour corresponding to a different curriculum objective. There can be phonic elements, word form classes, grammatical forms, or spelling patterns.

According to Nation and Mearns (1990) there are three kinds of vocabulary teaching strategy. Those strategies are as follows:

a. Presentation Strategies

In this strategy, the target vocabulary is introduced for the first time.

These will involve either presentation of meaning or the form.

In presenting the meaning the teacher can use:

- 1) Visual strategy like use of picture, body actions, real object or video.

- a) Use of picture means the teachers uses some picture when she or he teaches about English, especially to improve them students' vocabulary.
 - b) Body action means act that used by teacher when they tried to tell about something, such as gesture, mime, and action.
 - c) Real object is teaching the students by using object that near from their life or teacher can bring the object to the class.
- 2) Verbal presentation strategy like definition, translation, and exemplification.
- a) Definition in this context is the teachers always telling the meaning about something to the students' overall.
 - b) Translation strategy is the teachers ask to the students to translate from the mother language to target language. In this situation teachers asked to the students to find the meaning about what they learn. Translation is a quick and easy way to present the meaning of words.
 - c) Exemplification is giving some examples in teaching process. The students learn about something based on the example that gave by the teacher.
- 3) Audio presentation strategy like limitation of sound or having learners listens to a tape recording.

This strategy means the teachers can improve the students' vocabulary by using listening strategy, for example using song, or audio listening.

b. Practice Strategies

This strategy involves classroom review of the previously introduced vocabulary as well as homework. Example classroom test, games, semantic maps, written repetition.

1) Classroom test is testing that given by the teachers at the class when they learn about something. For example: practicing dialogue, examination, and so on.

2) Semantic maps are categorical structuring of information in graphic form. One of the strategies that can be used to teach vocabulary is a semantic mapping. According to Graves in Indriarti (2014), semantic mapping is one of the most powerful approaches to teach vocabulary because it engages students in thinking about word relationships.

3) Written repetition in this context is when the teachers write or say something, the students will write the teachers say or write on board.

c. Strategies for Strategy Training

Strategies for strategy training are teacher's strategy in teaching that teaches students become independent vocabulary learning. The purpose of strategy training is to teach learners strategies for independent vocabulary learning like guessing from context, word building, dictionary use and keeping vocabulary notes.

- 1) Guessing from context is students try to guess what they learn based on the situation.
- 2) Building words is a game that is used to increase the students' vocabulary. This media using cut pieces of letters and images to be used as building properties to the passage of words. Students are required to match the image with the letters cut pieces and arrange them so that it becomes a proper word in the sense of the picture
- 3) Dictionary use is used to discover unfamiliar words and expression. Harmer (2007) states that dictionaries contain 2 wealth of information about words that students can gain from it. Not only mean, but also they can see how to operate the words.
- 4) Keeping vocabulary notes are the students usually were asked to take notes the vocabulary that they never hear or see before. The role of notebooks was very important in teaching vocabulary. A number of very useful information was stored there. It was necessary to keep note book well-organized and also well-designed.

Based on theory above, the researcher concluded that there many kinds of strategy that can improve students' vocabulary. They are presentation strategy, practice strategy and strategies for strategy training.

According to Thornbury (2002), there are many kinds of strategies that van be applied in teaching vocabulary. These strategies

are: Using Translation, Making Task, Guessing from Context, and Using Dictionary.

- a. Using translation has been the most widely used means of presenting the meaning of word in monolingual classes.
- b. Games are other activities that support the students' vocabulary. In word games, the teacher taught by presenting pictures such as picture of artist, animal, or things. There are many games that can used by the teachers, such as scrabble, flashcard, word cards, bingo games and others. Through that word games the students could learn vocabulary in more joyful. Ways. It also increased their motivation to learn vocabulary.
- c. Guessing from context is the most frequent way to discover the meaning of new words.
- d. Using dictionary is the manual strategy. Teacher ask to students to find the difficult word in the dictionary.
- e. Making tasks are task that can teachers can set learners in order to help move word into long-term memory.

The more creative teacher will produce better result. In fact, the teacher has to make decision on how manage the class or even to teach the material. There are many methods to teach language, but teaching in front of class depends on teacher themselves or their technique in teaching. According to Lado (1994), there are many kinds of strategies that can be applied in teaching vocabulary. These strategies are:

a. Self-defining context

The context makes the situation clear. Example: I have a ticket to the music concert on Friday night.

b. Definition

Definition in the target language used effectively if they are expressed in the words that are better known by the students.

Example: library, a place where student can borrow and read books.

c. Identifying picture

Many kinds of picture have been successfully used to show the meaning of word and utterances. Example: the pictures of animals, fruits, vegetables, etc.

d. Opposite

When one number of opposites is known, the meaning of the other can be made clear through it. Example: strong and weak, short and tall, etc.

e. Synonym

When the synonyms are better known, the word being thought, it can help a lot. Example: calm, quite.

e) The Component of Teaching Strategy

Based on principles and strategies of teaching by Acero (2007) the components of the teaching strategy are:

a. The teacher

The teacher is an actor in the teaching and learning process, the teacher occupies an important position to provide knowledge to students so that students can achieve the expected competencies, the most important thing in teaching the teacher must apply the agreed curriculum.

b. The learner

The learner also become an important component in the teaching and learning process because students do study programs to enhance the ability to achieve study goals.

c. The classroom

The classroom is used for teaching and learning activities properly, sharing responsibilities and maintaining order, in the classroom also greatly influences the teacher in deciding what strategies to do in teaching.

d. The curriculum

The curriculum is also an important component to achieve teaching goals because it is a plan and learning content that has been selected and arranged and implemented in the classroom.

e. Material and instruction

Materials are the various resources available to teachers in teaching and facilitating learning activities.

f. Administration

In the administration section, the direction of the organization and how human resources are controlled to achieve the desired goals is regulated.

B. Previous Related Studies

Related to the present study, the researcher needs to review previous study and this study. There are several previous studies conducted to observe the students' perception on teaching and learning vocabulary. The researcher can make comparison among the teaching vocabulary used the result of each method for the students in the different schools.

According to first study entitled "*The Analysis of Students' Perception on Teacher's Strategies in Teaching English Vocabulary at SMP Unismuh Makassar*" written by Nur Reski Amalia (2020), student of teacher training and education Muhammadiyah University of Makassar. This research aims to find out the students' responses about the strategies used by the English teacher in teaching vocabulary at V2I grade of SMP Unismuh Makassar. The design of the research is descriptive quantitative research. The writer used questionnaire and document checklist to collect the data. The result of this study 95,2% students' responses were categorized positive and 4,7% were neutral perception. The strategies that the teacher's used (Flash card, Board Race, and Rename) are effective according to the students' to be used in teaching English Vocabulary at SMP Unismuh Makassar.

The second study was performed by Nurjanah Thahir (2018) the students of English Education Department of Teacher Training and Education Faculty at University of Muhammadiyah Makassar, who had research entitled “*Student’s Perception of the Methods Used by the Teacher in Teaching English at SMA Negeri 13 Pangkep*”. This research aimed to find out: (1) the methods used by the teacher in teaching English. (2) the students’ perception of the methods used by the teacher in teaching English. The data were conducted from 30 students of the second grade at SMA Negeri 13 Pangkep from 5 classes. This research used a descriptive qualitative research, the instruments used were observation checklist, questionnaire and interview. The findings of this research showed that the teacher used two methods in teaching English. Those were Presentation Practice Production (PPP) and Cooperative Learning. The students’ perception towards the methods were they are happy and enthusiastic in teaching English, they are easier to understand the materials, can repair their pronunciation and increase their vocabulary through PPP whereas through Cooperative learning they can shares or change the opinions or ideas with friends, got the new knowledge but less to understand the materials. And the end of the students’ perception, it states that the students more liked Presentation Practice Production (PPP) with the used of media because PPP method more helped the students in the process of comprehend the material.

The third thesis by Bagus Tara Yoga Saputra (2021) the students of English Education Department of Teacher Training and Education Faculty at University of Islam Malang with title “*Students’ Perception Toward Integrating Watching Videos and Fun Games for Vocabulary Mastery*”. This research

figure out students' perceptions of new innovation by integrating watching videos and games. This research conducted with 29 participants of class V2I of MTs Al-Muslihuun. This research used scale and open-ended questionnaire to know students' perceptions of watching videos and games implementation in vocabulary teaching and learning then analysed by using descriptive analysis. The result of this study shows that 93% positive responses from the students and that watching video and games have the same beneficial outcomes for students' vocabulary mastery enhancement.

The first journal article from Difa Viola, Elih Sutisna Yanto and Mobit the student of Singaperbangsa University (2020) that entitled "*Students' Perception on Learning Technical Vocabularies Through Vocabulary Self-Collection Strategy*". This study provides two research questions, (1) In what ways Vocabulary Self-Collection Strategy facilitates students in learning technical vocabulary? (2) What are the constraints of the students in the learning of technical vocabulary using Vocabulary Self-Collection Strategy?. This research was using qualitative methodology and virtual classroom action research as a research design due to the pandemic of Covid-19. The participant of the study are 10th grade students of audio-video engineering from one of vocational high school in Karawang, West Java, Indonesia. This research used semi-structures interviews to collect the data. The result of this study showed that the vocabulary self-collection strategy had positive impacts on students' vocabulary size, their ability to comprehend text, and the constraints that the students had during the VSS process.

The second journal article from Ahmad and Suziyanti (2019) that entitled “*Students’ Perception of Teachers’ Strategy in Teaching English*”. The purpose of this study is to know students' perception of teachers' strategy in teaching English of MTs Nurul Huda Parit 5 Sungai Luar. This research design is descriptive quantitative. The reasearcher used questionnaire as the research instruments. The result of this research showed that students’s perception of teachers’ strategy in teaching English as a good perception.

The similarity of those previous study and this study is that all study were conducted to investigate the students’ perception on teacher strategy, while the differences are the object and the focus of the study were different. See the following summary “

Table 2.1
Previous Study

No	Title	The Similarity	The Differences
1.	The Analysis of Students’ Perception on Teacher’s Strategies in Teaching English Vocabulary at SMP Unismuh Makassar	The similarity of this research focus on analysing students’ perception on teacher’s strategies in teaching English vocabulary.	The difference of this research is subject of this previous study is student at second grade in junior high school.
2.	Student’s Perception of the Methods Used by the Teacher in	The similarity of this research is focus on analysing students’	The difference of this study is subject of this previous

	Teaching English at SMA Negeri 13 Pangkep	perception on teacher's strategies in teaching English.	study is student at second grade in senior high school.
3.	Students' Perception Toward Integrating Watching Videos and Fun Games for Vocabulary Mastery	The similarity of this research is the method of collecting data by open-ended questionnaire.	The difference of this research is focus on students' perception trough watching video and fun games for vocabulary mastery.
4.	Students' Perception on Learning Technical Vocabularies Through Vocabulary Self-Collection Strategy	The similarity of this research was used qualitative methodology.	The difference of this research is focus on students' perception trough self-collection strategy.
5.	Students' Perception of Teachers' Strategy in Teaching English	The similarity of this research, one of the research problems is about students' perception on teacher's strategies in teaching English.	The difference of this study is subject of this previous study is student at second grade in junior high school.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to Creswell (2009) research design is plans and the procedures for research to detailed of data collection and analysis. In doing research, the researchers should arrange research design that is important to achieve the aims of the research. Research design is a plan about the way to collect and analyse the data, in order to make the research runs well and achieve the purposes. The researcher used the descriptive qualitative method in this research.

Qualitative research is kind of research that exploring and understanding the meaning individually or in groups related to social or human problems. The process of research involves emerging questions and procedures and the data collection involves in the participants setting. The data analysis built from particular to general themes inductively followed by the researcher's interpretation of data's meaning, so, the final written report can be flexible structure (Creswell, 2014:32).

Sugiyono (2015) states that qualitative research studies the data does not obtained from number or calculation but in the form of speech, behaviour and writing. Moleong (2001:5) defined that qualitative is based on efforts to build object views that is searched accurately, formatted by word, holistic, pictures and complicated. The data analysis built from particular to general themes

inductively followed by the researcher's interpretation of data's meaning, so, the final written report can be flexible structure (Creswell, 2014:32).

From the explanation above, can be concluded that descriptive qualitative research is the research that used to collect information from actual fact of tendency. Moreover, this study will use descriptive qualitative research method that focused in students' perception on teacher strategies in teaching vocabulary. The researcher wants to find out and describe the phenomena through the process of observe details and clearly as reality found in strategies that used by the English teacher in teaching vocabulary and the students' perception about their teacher strategies used in teaching vocabulary at ninth grade students of MTs N II Surakarta.

B. Research Setting

1. Place of Research

The research was carried out at MTs N II Surakarta in the academic year of 2022/2023 which is located at Jl. Transito, Pajang, Kecamatan Laweyan, Kota Surakarta, Jawa Tengah. MTs N II Surakarta is one of junior high school that have good accreditation in Surakarta. MTs N II Surakarta divided into 2 program class, there are *Program Reguler* and *Program Khusus*. This school have Special Program classes with the Full Day School packaging which is rarely found in other schools.

2. Time of Research

Before the study conducted, the researcher has conducted a pre-research on 24th August – 7th September 2022. During the pre-research time, the

researcher observed the situation of the students, the classroom, the school, and the teaching learning activity.

Table 3.1

Research Schedule

Activity	2022			2023			
	Aug	Sep	Oct	Jan	Mar	Apr	May
Pre-observation Research							
Writing Thesis Proposal							
Seminar Proposal							
Revising Proposal							
Collecting Data							
Analyzing Data							
Examination of Thesis							
Revising Thesis							

C. Subject and Object of the Study

1. The subject of the Research

The subjects of this research are the ninth-grade students of MTs N II Surakarta. MTs N II Surakarta have 2 class of *Program Khusus* in the ninth grade, there are 9.A.4 and 9.A.5. The researcher took 9.A.4 as the subject of research with 25 students and Mrs. Savri who teach English in this class.

2. The object of the Research

The object of the research is the students' perception on teacher's strategies in teaching English vocabulary, teaching strategies and students' difficulties in learning English vocabulary at ninth grade students at MTs N II Surakarta in academic year 2022/2023.

D. Data and Source of Data

The data source in qualitative research are observation, interview, individual or legal document, picture, photo, record, and informal conversation (Emzir, 2012:37). It is purposed to gain the information of the participants. The researcher collected the data from the reality or phenomenon of the events that are conducted by the subject of the research in real condition. The main data sources of qualitative research were word, actions, documents and many other (Lofland in Moleong, 2017:157). The data sources of this research as follows :

1. Event

The researcher gains information or something happens based on direct observation in the event or activity (Sutopo, 2002:53). The events related to the all activities in English teaching and learning process at the ninth grade students in MTs N II Surakarta. According to Marshall and Gretchen (1995) through the observations, the researcher learns about behaviour and the meaning attached to those behaviour. The researcher focuses on the teacher's strategies on teaching vocabulary.

2. Informant

The researcher of qualitative research collects the data from the small number of individual by giving general question to the participant for gathering information (Emzir, 2012:6). The informant of this research is called respondents who give information to this research at the ninth grade students of MTs N II Surakarta. It is the English teacher, the students of English class, and any informant who gives information related to this research is focused in teacher's strategies in teaching vocabulary.

3. Document

Document is a someone's notes or works about something has been passed related to group of people, event, or report of social condition (Yusuf, 2014:391). The document as the data source can be in form of syllabus, lesson plan, materials, student's books, or student's score used in classroom during teaching and learning process. Bogdan in Sugiyono (2018:240) stated in most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual which describes his or her own actions, experiences, and beliefs. The document in this research is additional source to support the observation use such as the lesson plan and the materials used by the teacher to teach at the ninth grade students of MTs N II Surakarta.

E. Research Instrument

In the qualitative research design, the main research instrument is researcher herself. Creswell (2009:261) stated the researcher as the key

instrument. The qualitative researcher collects the data through documentation, observation, and interview with the participant. They can use protocol – such as instrument to collect the data – but the researchers themselves are actually the only instrument for gathering information. According to Lincoln and Guba in Sugiyono (2019:223) the instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that the instrument can be constructed that is grounded in the data that the human instrument has product. Based the statement above, the problems of qualitative research have been confirmed before, therefore the problems will be discussed and developed by the researchers as the instrument.

F. Techniques of Collecting the Data

Collection procedures in qualitative research involve three basic types: observation, interview, and documentation (Cresswell, 1994). The data collected in natural setting without any manipulation of the setting. One of the main duties in the study was to collect the data to answer the problems of the study above. The data took from the primer data source. The researcher took the data by using techniques use in the study namely: observation, interview, and questionnaire.

1. Observation

Tarigan (1993) stated that observation is one of the techniques in collecting data of qualitative research. Observation is a technique in

qualitative research used to get information by doing the observation to record and photograph the subject of the study about how the teacher and student used the language how the behaviour of the teaching and learning process in language teaching. Observation is divided into two types based on the researcher's role. Wahyuni (2012) defines two types of observation as direct observation (participant) and indirect observation (non-participant). In this case, the researcher used non-participant observation.

The researcher conducted non-participant observation to build natural classroom activities. During the observation the researcher attempted to record the situation of vocabulary teaching learning process. There were two instruments used by the researcher which were field note and video recording. The purpose of observation is to find what strategies that ninth grade English teacher at MTs N II Surakarta uses in teaching vocabulary, and to find out the students' difficulties in learning English vocabulary.

In this observation, the subject of observation are teacher and student's activities in English Extra class on *Program Khusus* class.

2. Interview

According to Burns (1999) interview and discussion are face to face by personal interaction which is generate data about the research issue and allow specific to be discussed from other people perspectives. In this research the researcher as the interviewer will ask some information to the teacher (Mrs. Savri) about the strategies that English teacher use in teaching

vocabulary and interview some of the students to ask about students' difficulties in learning English vocabulary.

According to Alsawi (2014), there are many different types of interviews that can be considered in social research. These types are structured as follows; structured interview, unstructured interview, semi-structured interview, and focus group interview. The researcher used the type of semi-structured interview. Semi structured interview is, where the questions are pre-planned prior to the interview but the interviewer gives the interviewee the chance to elaborate and explain particular issues through the use of open-ended questions (Blandford, 2013). The data or the information that the researcher need such as the teaching and learning process situation, the teacher's strategies in teaching English vocabulary, the student responses on teacher's strategy, students' difficulties in learning English vocabulary, curriculum, syllabus, lesson plan, etc. In the collecting data of interview, the research preparing some question that want to be asked to the interviewed and make the transcript of the interview's result.

3. Questionnaire

According to Yusuf (2014:49), questionnaire is an investigation carried out by sending a questionnaire to respondents who have been determined and after being filled out the questionnaire is returned to the researcher.

According to Ross (2005) stated that broadly speaking, survey questions can be classified into two structures: open-ended questionnaire, and close-ended questionnaire.

a. Close-ended questionnaire

Close-ended questionnaire asks the respondent to choose, among a possible set of answers, the response that most closely represents his/her viewpoint. The respondent is usually asked to tick or circle the chosen answer. Questions of this kind may offer simple alternatives such as 'Yes' or 'No'.

b. Open-ended questionnaire

Open-ended or free-response questions are not followed by any choices and the respondent must answer by supplying a response, usually by entering a number, a word, and a short text.

The researcher used a close-ended questionnaire to collect the data. The close-ended questionnaire used by the researcher because the researcher wants to get the data about the students' perception on teacher's strategy in teaching vocabulary and according to the indicators from Catherine., et al (2009:304). Close-ended questionnaire ask the respondent to choose, among a possible set of answers. The researcher used 'Agree', 'Neutral' and 'Disagree' questions. The researcher prepares 15 questions for twenty-five students of the ninth grade *Program Khusus*. The researcher used Thornbury (2004: 27) to answer the question of students' difficulties in learning English vocabulary and prepares 10 questions in google form, then give the link to the English teacher. Then the English teacher give it to the students in WhatsApp (WA) class group.

Table 3.2 Indicator of Close-ended Questionnaire

No	Theory	Indicator
1. Students' Perception	Catherine., et al (2009:304). a. Positive Perception	1) Self-Confidence a) Students feel confident while study English b) Students do not hesitate to ask their teacher about the difficult vocabulary
		2) Endure crises a) Students feel comfortable during the English study b) Students are not bored at English study
		3) Focus a) Students become more focused after teacher gives ice breaking b) The students review the vocabulary given by the teacher
		4) Catch on the word

		<ul style="list-style-type: none"> a) Students can easily memorize a vocabulary given by the teacher
	<p>b. Negative Perception</p>	<p>1) Disposed to focus on their own desires</p> <ul style="list-style-type: none"> a) Students do not pay attention in English teaching learning b) Students are easily distract with surrounding circumstances
		<p>2) Trying to acquire and proved their self-worth</p> <ul style="list-style-type: none"> a) Students do not confident with their abilities b) Students prefer to study alone
	<p>In addition, Robbins (2002:14)</p> <p>Negative perceptions are individual perceptions to certain</p>	<p>3) Dissatisfaction with the object</p> <ul style="list-style-type: none"> a) Students are not satisfied with material presents by the teacher

	objects or information with negative views, contrary to what is expected from the object that is perceived or from existing rules	4) The existence of individual ignorance a) Students lack of motivation in learning English b) Students do not confident while study in peers
2. Strategy in Teaching Vocabulary	Mothe (2002) a. Role play	1) Increase students' vocabulary mastery by role play strategy a) Role play help students to increase their vocabulary mastery b) Students can explore themselves c) Students be able to develop new vocabulary
	b. Memorization	2) Increase students' vocabulary mastery through memorization strategy a) Students be able to make sentences or paragraph through memorization

		b) Students easier to increase English vocabulary
	c. Flash card	3) Increase students' vocabulary mastery through flash card strategy. a) Students be able to answer in the flash card b) Flash card facilitates students to increase vocabulary mastery
3. Students' difficulties in learning vocabulary	Thornburry (2004: 27)	Difficult to pronounce the words
	1. Pronunciation	
	2. Spelling	Words that contain silent letters are particularly problematic
	3. Length and Complexity	Words with more than two syllables are difficult to learn
	4. Grammar	Students get difficulties in grammar while learning English
	5. Meaning	When two words overlap in meaning are likely to confuse them
	6. Range, Connotation and idiomatic	Words that can be used in a wide range of contexts will generally be perceived as easier than their

		synonyms with a narrower range.
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G. Trustworthiness of the Data

The validity of the data is known by doing triangulation. Triangulation is qualitative cross-validation. It assesses the sufficiency to the data according to convergence of multiple data source or multiple data collection procedure (William in Sugiyono 2010: 372). Triangulation technique means the researcher used two or more techniques in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings. Further, Denzin (in Potton, 2009) states that there are four techniques in triangulation. Those are source triangulation, investigator triangulation, methodological triangulation, theoretical triangulation.

1. Source Triangulation

In source triangulation, the researcher used many sources or participants to get the accuracy of data.

2. Investigator Triangulation

Investigator triangulation means technique that used more than one researcher in collecting and analysing data. From some researcher's view in interpreting information and collecting the data, the validity of can be increased.

3. Methodological Triangulation

Methodological triangulation refers to researcher used more than one method in the research. Cohen (2000) explained that methodological

triangulation is using the same method on different occasions or different methods on the same object of the study. Thus, methodological triangulation is making different method to get validity of data.

4. Theoretical Triangulation

Theoretical triangulation means the researcher compared the data finding with perspective theory that is relevant. Here, the researcher is demanded to have expert judgement to compare the finding of research with the certain theory.

Based on the explanation above, the researcher decided to use methodological triangulation. Methodological triangulation was used to check the data validation from some methods of collecting data; (1) observation, (2) interview, and (3) questionnaire. The researcher used methodological triangulation by using data source. The researcher verified the information from observation, interview, questionnaire and the data the researcher got. The researcher used methodological triangulation that was done by comparing the data were collected during teaching and learning process at the class. The sources of data are the English teacher and the ninth grade students of IX A4 *Program Khusus* class at MTs N II Surakarta.

H. Techniques of Analysing the Data

According to Bogdan in Sugiyono (2007), data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and others materials that you accumulate to increase your own understanding of them and to enable you to present what you have discover to others. In this

research, the researcher used data analysis of Miles and Huberman Model, as stated in Sugiyono (2018:264). The process of analysing the data according to Miles and Huberman as follows:

1. Data Collection

Data collection means collecting the data from observation, interviews and documentations. The researcher did observations to know the situation and condition in the English teaching and learning in the classroom. Then, the researcher got the data by doing observations through *English vocabulary class at ninth grade Program Khusus* students of IX A4 at MTs N II Surakarta. From the data the researcher found the teacher's strategies in teaching English vocabulary and students' difficulties while learning English vocabulary.

2. Data Reduction

Data reduction is done by summarizing the data the researcher got. The researcher was choosing the main issues from the phenomena during the observations regarding to the topic of the research. All the data could be input in the research as the researcher needs. The researcher only used important point to analyse the result based on the requirements of the data analysed. Based on Miles and Huberman theory, the researcher reduced the unnecessary data from the observation findings, interview findings, and document review findings. From the observation findings, the researcher got the much data about the teacher's strategies, student's responses, teacher's material, and classroom atmosphere, while learning English vocabulary in a form of unarranged notes or field notes, then classify the

data about the strategies that teacher used in teaching English vocabulary mastery for students *Program Khusus* class. From the interview, findings the teacher's strategies, the students' difficulties and the problems solving in teaching English vocabulary mastery for students *Program Khusus* class. From the questionnaire, findings the students' perception on their teacher's strategies in teaching English vocabulary and the students' difficulties in learning vocabulary. Then the researcher took the needed data and reduce the rest. From the document review findings, the researcher got the data about the lesson plan, syllabus, and text books.

3. Data Display

Data display is used to display the qualitative data from the data reduction at the previous in order to know the patterns of data. Data display helps to others understand clearly about the main results. The researcher organized the data and determined the teacher's strategies in teaching English vocabulary, the students' difficulties in learning vocabulary, and the students' perception on the teacher's strategies in teaching vocabulary at the ninth grade students of IX A4 *Program Khusus* class.

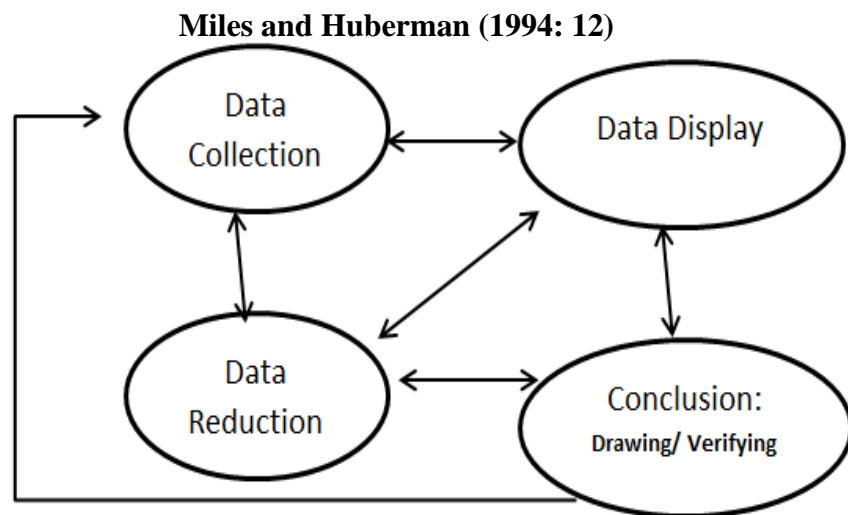
4. Conclusion and Verification

The last step of Miles and Hubberman's data analysis technique is conclusion drawing and verifications. The researcher made an initial conclusion about the teacher's strategies in teaching vocabulary, the students' perception on teacher's strategies in teaching vocabulary and students' difficulties in learning vocabulary of ninth grade *Program khusus* students in IX A4 at MTs N II Surakarta. The initial conclusion was able to

answer the research questions based on the qualitative data which is taken from observations, interview, and questionnaire.

In short, the steps in analyse the data are: (1) the researcher collects the data through observation, interview, and questionnaire. Then the researcher selects, identify, and focused on the data by referring to formulation of the research problem. (2) After selecting the data, the researcher displays those data into good sentences. (3) After displaying data, the conclusions drawn.

Table 3.4 Components of Data Analysis: Interactive Model in



CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The research finding consist of the description of the data are found by analysing the observation, interview and questionnaire based on the collecting of the data. From the interview and observation will describes about the teacher's strategies in teaching vocabulary at the IX A4 grade students in *Program Khusus* class of MTs N II Surakarta. The questionnaire data will describe about the students' perception on teacher's strategies in teaching vocabulary at the IX A4 grade students in *Program Khusus* class of MTs N II Surakarta. Then, the students' difficulties in learning vocabulary will describes from interview and questionnaire. The researcher held the observation on 24th August 2022 until 25th January 2023 at the IX A4 students on vocabulary class of MTs N II Surakarta. The researcher conducted the research by following the teaching and learning on vocabulary *Program Khusus* class. The procedures of teaching and learning activities are divided into three steps, there are opening, main activities, and closing.

The researcher did the interview to the English teacher who used some strategies applied in teaching English vocabulary and interview with some students to know the students' difficulties in learning vocabulary at IX A4 grade *Program Khusus* students of MTs N II Surakarta. The researcher presented the data of the interview results is to strengthen the data results of the observations

was obtained. The interviews are conducted on Wednesday, 25th January 2023 with the English teacher directly at the MTs N II Surakarta. Both of the observation, interview, and questionnaire were taken by the researcher for ensuring the teacher's strategies in vocabulary class on *Program Khusus* class.

The researcher uses coding for the data explanation. The coding in this research are:

T	: English teacher
S1	: First student
S2	: Second student
S3	: Third student
SIS	: Teacher initial
AT	: Student 1 initial
FLS	: Student 2 initial
ZNH	: Student 3 initial
Q-1	: Question 1
01	: Number of transcript page
D1	: Number of data
27.05.2023	: Date

Those are can be put together into sentences. The example of data coding for data analysis and the way to read it, is written below:

T/SIS/Q-1/01/D1/27.05.2023 means that the first data is taken from the English teacher in the question of interview number one and data from the answer of question number one on May 27th 2023. By giving a code to each data, the data become easier to be classified.

Moreover, the researcher also did questionnaire to twenty-five students in the ninth grade *Program Khusus* of MTs N II Surakarta. The researcher presented the data of questionnaire is to strengthen the data about the students' difficulties in learning vocabulary. The questionnaire was conducted on Sunday, April 3th 2023. The questionnaire of students' perception on teacher strategy in teaching vocabulary consist of 15 questions and the questionnaire of students' difficulties in learning vocabulary is consist of 10 questions. The researcher used questionnaire on google form. The link of google form was given to the English teacher and the teacher give the link to the students by WhatsApp (WA).

1. Teacher's Strategies in Teaching Vocabulary at Ninth Grade *Program Khusus* of Mts N II Surakarta in Academic Year 2022/2023

The researcher analysed the data of observation and interview to describe about teacher's strategies on teaching English vocabulary are applied by the teacher. Therefore, the teacher's applied some strategies in teaching English vocabulary at *Program Khusus* class. The strategies were used to help students understand the materials and increase their vocabulary. The research finding presents of description of the data are found by the researcher, as follows:

Based on the interview with the English teacher and also from the observation checklist, the researcher has been found the strategies that used by the teacher in teaching English in the classroom. And there are three strategies that teacher used in teaching English Vocabulary enrichment in *Program Khusus* class namely memorization, flash card, role play.

a. Games

Flashcard is a game used by the teacher as a strategy in teaching English vocabulary. The teacher gave a card to the students one by one contain of words, picture, and the other clue. The picture or words in the flashcard are matched with the English vocabulary materials has been done in the morning class. It can be proved by the observation and interview result below:

1) The Result from the Observation and Interview

The researcher found the games strategies applied by the teacher in teaching vocabulary at *Program Khusus* class on the first observation was did on Wednesday, January 11th 2023.

a) Opening activity

The teacher began the learning class by greeting and check the student attendance list. After checking students' condition attendance, the teacher makes sure that all of the students are ready to follow the teaching and learning by command them to prepare their book. There were narrative text materials should be learned by the students. The class was started at 01.30 o'clock.

b) Main activity

The students started to learn vocabulary in procedure text. For the first step, the teacher asked the students to open the handbook and looking for the example about procedure text. Students were given the time by the teacher to read the example

of procedure text clearly. The second step, after all of the students finished to comprehend the text, both of the teacher and the students were having the discussion to translate it together. Some students found the difficulties to translate and pronounce the vocabularies. Then, the teacher helps the students to pronounce and translate it. Also, asked the students to express the uncommon word and giving the synonym of the word. The synonym of uncommon word were the easier words that students can be understood.

The third step, for ensuring that the students can comprehend the vocabulary well. The teacher to evaluate the students by giving flashcard as a game that consist of English vocabularies about vocabularies that usually used in procedure text. The flashcard used to introduce the new vocabulary. The use of flashcard able to understand the new vocabulary without any kind of translation so the students asked to remember the vocabulary and the translation of the vocabulary. After preparing the flashcard the teacher asked the students to choose the card one by one. The chosen card consisted of English vocabularies that students should read and translate.

c) Closing activity

The class was closed by checking the flashcard evaluation of the student's vocabulary in procedure text. The teacher mentioned English word then the students translate it. The

teacher remembered the students to study at home. The teacher ended the teaching learning process by giving thankfulness and salam.

Besides the observation, the researcher did interview with the teacher who applied flashcard as a game to get the information of the teaching strategy in teaching vocabulary. Based on the interview that was held on Wednesday, 25th November was found that:

“... Dan untuk strategi penggunaan flashcard saya gunakan pada materi procedure text, dalam pengenalan kosa kata baru saya gunakan strategi flashcard ini mbak, karena strategi ini dapat mempermudah siswa dalam mengenal vocab baru. Saya kira strategi ini juga efektif dan menyenangkan untuk siswa. Dalam strategi tersebut saya menyuruh siswa untuk memilih flashcard satu persatu dan memberikan makna terhadap vocabulary yang terdapat pada flashcard yang mereka pilih.”

“... and for the used of flashcard I used it in procedure text, to know new vocabulary I used this strategy because its easier for students understand the new vocabulary. And I think it's more effectives and funny for them. In this strategy I asked the students to choose card one by one and guess the meaning of the word on the card they got”

(T/SIS/Q-6/03/D-6/25.01.2023).

Based on the result of observation and interview above, the teacher's strategy applied on vocabulary learning is flashcard as a game. Game is decided by the teacher in teaching vocabulary mastery on procedure text. The strategy makes easier for the students to learn new vocabulary. Game makes the learning process more effective and fun for the students. They had to guess what is the meaning of the word on their flashcard their got from the teacher.

b. Memorization

1) The Result from the Observation and Interview

The researcher found the memorization strategies applied by the teacher of ninth grade students on the second observation was did on Wednesday, 18th January 2023. The teaching and learning were held on the class.

a) Opening Activity

The class was started at 14.00 o'clock. The teacher began the teaching learning process by salam and leded the students to pray together. Then the teacher checking students' attendance list.

b) Main Activity

The material should be learned was news anchor. In the previous meeting in the morning class, the students were informed by the teacher about the vocabulary material will be learned. It was vocabulary about news anchor. The teacher asked to open their handbook and given the time to students for a while to read the example of news anchor. One of the students asked for permission to the teacher for giving time. She will translate all of the text into first language for helping them easier on comprehending the text. The teacher allowed her and also to others students for doing translation and memorize the vocabulary. During the memorization step the students able to use dictionary in knowing the right pronunciation of vocabulary.

The teacher told the students that they would memorize the words that was write in the previous section. And she gave the time to memorize the words in about 30 minutes and ask students to close their book and took a paper. Then the teacher gave some Indonesian vocabulary and English vocabulary. The Indonesian vocabularies must translate into English, and the English vocabulary had to translate into Indonesian.

c) Closing Activity

In the end of meeting, the students gave the paper to the teacher and the teacher gave correction to the paper and gave it back to the students. The teacher also reminded the students to deposit the vocabulary of the material thirty minutes after the class ended up.

Based on the observation above, the teacher applied memorization strategies on teaching English vocabulary. The memorization strategies are applied by the teacher matched with the material on news anchor. The teacher asked the student to used their dictionary so they know the correct spelling and pronunciation of the vocabularies and controlled by teacher and memorize it. The teacher also asked the students to make vocabulary notes, if the students can say the word correctly then teacher can tick at the word of their vocabulary note book, but if student cannot say it correctly or forget it, then teacher give stripe mark on that word so student can repeat in on next the meeting.

The result of the observation data is also supported by interview with the English teacher who applied memorization as strategy in teaching vocabulary. The interview was held on Wednesday, 25th January 2023 was found that:

“Untuk strategi memorization sendiri siswa menghafalkan kosa kata beserta artinya dalam bahasa Indonesia, lalu saya cek hafalan tersebut satu-satu untuk memastikan siswa sudah menguasai vocabulary baru pada materi yang sudah diajarkan.”

“For memorization strategy, the students memorize the vocabulary and the Indonesian meaning, then I checked their memorization to ensure that they have master the material that has been done before.”

(T/SIS/Q-6/02/D-6/25.01.2023)

Based on the statement above, the strategies applied by the teacher on teaching vocabulary is memorization strategies. The teacher applied memorization strategies by looking up the students memorized on vocabulary and the meaning in Indonesian in the material they have done. This is done regularly in extra classes which aims to ensure that students have mastered the new vocabulary in the material that has been taught.

c. Role Play

1) The Result from Observation and Interview

The researcher found the role play strategies applied by the teacher in vocabulary class at ninth grade students of *Program Khusus* class on the second observation was did on Wednesday, 25th January 2023. The teaching and learning were held on the classroom.

a) Opening Activity

The teacher began the learning activity by salam and checking the attendance list. The teacher makes sure that all of the students are ready to follow the teaching and learning by command them to prepare their book.

b) Main Activity

The teacher gave students example of advertisement text. Then read the example loudly and asked the students to listen and pay attention to the example. The activity aims to make the students understand the right pronunciation of the vocabularies consisted on the text. After read the text, the teacher asked the student to translate the text together. The teacher also mentioned uncommon word and gave the synonym that can be understood by the students easily. The next step, the teacher asked the student to make a group consist of two students. Each group asked to take a role as the speakers based on the advertisement. The aims of the activity were to know the students' pronunciation of the vocabularies. After read the advertisement text, the teacher asked all the students to write down the new vocabulary that they got. The students express the new vocabulary that they got from the text.

c) Closing Activity

The teacher reviewed by checking the students understanding about the vocabulary from the text. The teacher mentioned

English word then the students translate it. Then the teacher ended the teaching and learning process by giving thankfulness for the students' attention during the class.

Besides the observation, the researcher did interview with the teacher to get information related to the Role play strategies applied on vocabulary class. It can be proven from interview below:

“Untuk strategi role play sendiri saya terapkan pada materi Advertisement mbak. Pada materi Advertisement saya memberikan tugas kepada siswa untuk membuat, memperagakan atau mempraktikkan secara langsung sebuah dialog advertisement, dari tugas tersebut saya dapat menilai bagaimana siswa dapat mengucapkan vocabulary yang benar dan pemilihan kata yang dipilih oleh siswa. Saya kira strategi ini sangat efektif karena dengan metode role play siswa menjadi aktif untuk bergerak dan memperagakan langsung mengenai materi tersebut sehingga secara langsung maupun tidak langsung siswa dapat menambah vocabulary tanpa harus diterjemahkan langsung oleh guru.”

“I used roleplay strategy in Advertisement, I asked the students to make, practice some dialogues or sentences in front of the class, from the task I know how the students pronounce the vocabulary and how they choose the correct vocabulary based on context of theme. I think the strategy is very effective because roleplay make the students more actives to move and act about the material so it's can improve students' English vocabulary mastery”

(T/SIS/Q-6/02/D-6/25.01.2023).

Based on the statement above, the strategies used by the teacher in advertisement material on vocabulary class is role play. Role play is applied to create the presence of a real-life situation in the classroom. It is important in the classroom communication because it gives students an opportunity to practice communicatively in different social contexts and in different social roles. Role play applied to know the students' pronunciation, students' vocabulary

mastery and students' understanding of material. The teacher can ask the students to speak free or do conversation about daily activity.

Based on the observations and interviews, the researcher found that the teacher tries not to be monotonous in teaching, so she used various strategies in teaching vocabulary. The use of appropriate strategies can help the students understand the material easily and also make the students more active during the teaching and learning process. The strategies that the teacher used such as implementing the games, memorization, and role play. The activity was done in order to improve the students' confidence, students understanding, students' motivation and also the students' vocabularies.

2. Students' Perception on Teacher's Strategies in Teaching English Vocabulary on Ninth Grade Program Khusus Class at MTs N II Surakarta in Academic Year 2022/2023

From the observation and interview above the researcher found that games, memorization, and role play strategies used by Mrs. Savri as the English teacher. She implemented the strategies in teaching vocabulary. In other hand, students' perception about the teacher's strategy in teaching is very important to know the quality of the teaching learning. The researcher concluded some students' perception on teacher strategies in teaching vocabulary based on questionnaire, the researcher used a closed-ended questionnaire. The questionnaire is taken of 9 A.4 *Program Khusus* Students. The finding of the questionnaires is presented below:

a. Games

Flash card as a game is one of the strategies that teacher used in teaching vocabulary at *Program Khusus* class. Flash card contains of word in different card and given to the students one by one, so they have to answer the meaning of the card. Students' perception on the game strategy are good and help them in learning vocabulary in easily way. Games can improve their self-confident and make them stay focus on what they learn. It can be proven by the questionnaire below:

1) Self-confident

Table 4.1 Finding of Self-confident in games strategy

Question	A	N	DA
Flashcard improved my self-confident in vocabulary mastery	100%	0	0

From the statement above, the researcher found from 25 students there were 100% choose agree. They agree that flashcard games used by the teacher can improve their self-confident in learning English vocabulary. They have confidence to answer the card that the teacher gave to them, whether it is right answer or not they prefer answer the questions confidently by themselves. Based on the result above, can be concluded that the used of game strategy were have positive perception by the students.

2) Endure crises

Table 4.2 Finding of endure crises in games strategy

Question	S	N	TS
Flashcard make the teaching learning process more enjoyable	100%	0	0

From the statement above, the researcher found from 25 students there were 100% choose agree that by used flashcard the teaching learning process feels better. They feel happy and comfy while teaching learning process goes on. This happy feeling will make them easier to understand the material given by the English teacher. Based on the result above, can be concluded that the used of game strategy were have positive perception by the students.

3) Focus

Table 4.3 Finding of focus in games strategy

Question	S	N	TS
Flashcard help me to stay focus when learn English vocabulary in the classroom	100%	0	0

From the table above, the researcher found that from 25 students there were 100% students choose agree that by using flashcard game make them stay focus in teaching learning process. Flashcard make them focus on their own card given by the teacher and try to memorize what meaning of the flashcard than give the answer to the teacher confidently. After answer the question in the

card, they focus on their friends answer and take some notes about the vocabularies they don't understand. That is way for them to stay focus on teaching and learning English vocabulary by using flashcard games. Based on the result above, can be concluded that the used of games strategy were have positive perception by the students.

4) Catch on the word

Table 4.4 Finding of catch on the word in games strategy

Question	S	N	TS
Flashcard membuat saya lebih mudah dalam menghafalkan kosa kata bahasa Inggris	100%	0	0

Furthermore, in that statement above the researcher found from 25 students there were 100% students choose agree about the flashcard games strategy can help the students easier to memorize the English vocabulary. Based on the result above, can be concluded that the used of flashcard strategy were have positive perception by the students.

Based on the questionnaire result above, the researcher found that Games help students in learning English vocabulary. The teacher gave the students card one by one so they can focus on their own card they received and focus to understand the meaning of it words, pictures, or other clues. They don't need to be nervous while receive the card and answer it in a hurry. They taught to be focus and understand the question

by themselves. Then, they answer the questions confidently, no panic, no haste. They feel enjoy and comfort with the teaching learning English vocabulary and make them easily to understand or memorize the vocabulary they learn in the class. From the exposure above, can be concluded that flash card strategy got positive perception from students because it can help them in vocabulary mastery.

b. Memorization

Memorization is one of the strategies that teacher used in teaching vocabulary at *Program Khusus* class. Teacher used this strategy in news anchor, and asked the students to make notes about vocabularies.

1) Self-confident

Table 4.5 Finding of Self-confident in memorization strategy

Question	S	N	TS
Memorization makes me fearless to ask the teacher about the difficult vocabulary	100%	0	0

From the table above, the researcher found from 25 students there was 100% students choose agree that by memorization strategy used by the teacher can increase their vocabulary mastery confidently. All of the students feel confident while learning English in the classroom. Based on the result above, can be concluded that the used of memorization strategy were have positive perception from the students.

2) Endure crises

Table 4.6 Finding of endure crises in memorization strategy

Question	S	N	TS
Memorization makes me comfortable during learning English vocabulary in the class	100%	0	0

From the statement above, the researcher found from 25 students there was 100% choose agree. They agree that learning English vocabulary more comfortable using memorization as the strategy. They feel happy and comfy while teaching learning process goes on. This happy feeling will make them easier to understand the material given by the English teacher. Based on the result above, can be concluded that the used of memorization strategy were have positive perception by the students.

3) Focus

Table 4.7 Finding of focus in memorization strategy

Question	S	N	TS
Memorization makes me easier to memorize the vocabulary from the teacher	88%	0	12%

In other hand, the researcher found that from 25 students or respondents there was 88% students or respondents choose agree and 12% students or respondents choose disagree. The students choose disagree because they more focus on learning by listening the student, not by memorization but it's still good to be used. From

the result of questionnaire there are many students agree that memorization make them focus on their notes and make them easier to remembering the vocabulary. Based on the result above, can be concluded that the used of memorization strategy were have positive perception by the students.

4) Catch on the word

Table 4.8 Finding of focus in memorization strategy

Question	S	N	TS
Memorization help me to memorize vocabulary from the teacher	88%	0	12%

From the statement above, the researcher found that from 25 students there was 88% students choose agree and 12% students choose disagree. From the 12% students who choose disagree, they got some difficulties on memorization and the 88% students feel easily to memorize the vocabularies by memorization strategy used by the teacher. Based on the result above, can be concluded that the used of memorization strategy were have positive perception by the students.

Based on the result of questionnaire above, the researcher found that memorization got positive perception from students, memorization help students have more confident on learning vocabulary and feel comfortable while teaching learning process goes on. They asked to the

teacher about the difficulties loudly and confidently. They keep focus on what they learn and understand in easily. In other hand there was some students got some difficulties in learning English by memorization strategy.

c. Role play

Role play is one of the strategies that teacher used in teaching vocabulary at *Program Khusus* class. The teacher used role play strategy in advertisement. The students have to make some advertisements by themselves and practice it in front of the class.

1) Self-confident

Table 4.9 Finding of self-confident in role play strategy

Question	S	N	TS
Roleplay improve my self-confident to perform in front of the class	100%	0	0

From the statement above, the researcher found that from 25 students there were 100% choose agree, this proved that the students' perception is positive for the role play. There was no one students self-conscious to present their own character in front of the class. While the students present their character in front of the class, the other students who saw it felt enthusiastic and want to play better from other. Role play help students to practice about what they have done in a paper and gave a performance.

2) Endure crises

Table 4.10 Findings of endure crises in role play

Question	S	N	TS
Roleplay makes the teaching learning process not boring	100%	0	0

From the statement above, the researcher found that from 25 students there was 100% choose agree meaning that students gave positive perception. While the students see each other performance, they don't feel bored and give appreciation for each other by clapping their hand. It's funny to see each other performance in front of the class and make the students fearless. The teacher gave them appreciation and give some suggestion, so they can improve their performance.

3) Focus

Table 4.11 Findings of focus in role play

Question	S	N	TS
Roleplay makes me stay focus on my character in the classroom	100%	0	0

In the other hand, findings of focus in role play shows that from 25 students there was 100% choose agree. This means that the students gave a positive perception. Role play teach them to pay more attention in their character, they should understand what they write down, they make some sentences by themselves and practice

it in front of the class. They have to focus to get the good performance and good understanding about the vocabulary.

4) Catch on the word

Table 4.12 Findings of catch on the word in role play

Question	S	N	TS
Roleplay makes me easier to memorize English vocabulary	100%	0	0

From the statement above shows that from 25 students there were 100% students choose agree and proved that role play got positive perception. They agree that role play make them easily to memorize some vocabularies. They search some vocabulary in the dictionary and make some sentences. From the dictionary they will know the meaning of the vocabulary, then they have to memorize it to give a good performance.

Based on the questionnaire above, shown that role play gave the students experience in learning English by their role own character they want. Most of the students had positive perception on role play strategy. They try to be confident and keep the teaching learning funny but still focus on their task. Roleplay make them easier to know new vocabulary and understand the meaning by themselves and did performance in the same time.

3. Students' Difficulties in Learning Vocabulary at Ninth Grade Program Khusus Class of MTs N II Surakarta in Academic Year 2022/2023

Based on the interview and questionnaire that was done by the researcher, there were some difficulties that faced by the students in learning vocabulary at 9 A.4 *Program Khusus* of MTs N II Surakarta. It can be proved by the interview and questionnaire below:

a. Games

The English teacher used flashcard games as strategy in teaching English vocabulary. The students must guess the meaning of the words on the card they got from the teacher. In process of games, the researcher found some difficulties based on interview and questionnaire were held at the Ninth grade Program Khusus of MTs N II Surakarta. It can be proven by the interview and questionnaire result below:

1) The result of interview and questionnaire

The researcher found some difficulties faced by the students in games strategy used by the teacher in the result of interview to the students that was held on Saturday, 27th May 2023 and the result of questionnaire on Friday, 31st March 2023.

a) Meaning

Based on the interviews that the researcher conducted with the students, the students had difficulties in meaning of vocabulary.

“Suka degdegan kak pas giliran nebak arti, kadang salah ngartiin kadang emang ga ngerti artinya apa.”

“Felt nervous when guessing the meaning of the words, sometimes I got mistake to translate and don’t know the meaning.” (S1/AT/Q-7/01/D7/27.05.2023)

The result of interview data is also supported by questionnaire. Based on the questionnaire that was held on 31st March was found that:

Table 4.13 Finding of Meaning the Difficulties on Games

Strategy

Statement	A	N	D
Difficult for me to translate the English vocabulary into Indonesian	80%	12%	8%

Based on the result of the interview above, the difficulties in games strategy are meaning, the students forget about the meaning of English vocabulary. In addition, the result of the students’ questionnaire showed that 80% students of ninth grade *Program Khusus* were difficult to translate English vocabulary into Indonesian. It means, the students’ difficulties in games strategy are finding the meaning of the vocabulary.

b) Range, connotation and idiomatic

Based on the interviews that the researcher conducted with the students, the students had difficulties in meaning of vocabulary.

“Kalo games susah bedain kata kak, kadang salah nebak arti karena tulisannya mirip, sama satu kata punya banyak arti juga kak”

“Have difficulties in differentiate the words, sometimes got mistakes guessing the meaning of the vocabulary

that have similar letter and there are words have many meanings.” (S2/FLS/Q-7/04/D-7/27.05.2023)

“Sebenarnya ngartiinya engga salah kak, tapi kurang tepat aja karna beda context, kan Bahasa inggris artinya ada banyak kak kalo di terjemahin”

“Actully it’s just a misinterpretation the meaning in different context, there are many English vocabulary that have many meaning in Indonesian.” (S3/ZNH/Q-7/06/D-7/27.05.2023)

The result of interview data is also supported by questionnaire. Based on the questionnaire that was held on 31st March was found that:

Table 4.14 Finding of Range, connotation and idiomatic in the Difficulties on Games Strategy

Statement	A	N	D
Difficult for me to understand the words that have many meanings	100%	0	0

The statement shows 100% students agree, It shows students have difficulties in range of vocabularies. Words can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Words or expression that are idiomatic will generally be more difficult than words whose meaning is transparent.

b. Roleplay

Roleplay is one of vocabulary teaching strategy used by the English teacher. Roleplay has been done by students in front of the class by practicing task they have written or practicing their character in the

story. In process of roleplay, the researcher found some difficulties based on interview and questionnaire were held t the Ninth grade Program Khusus of MTs N II Surakarta. It can be proven by the interview and questionnaire result below:

1) The result of interview and questionnaire

The researcher found some students' difficulties in learning vocabulary using roleplay strategy in the result of the interview on Saturday, 27th May.

a) Pronunciation

“Role play sering susah pas ngomongnya si kak. Soal nya tulisan sama ngomong nya beda jauh kadang tuh”

“I got difficulties in pronunciation while using roleplay, because there are some words have writing and pronunciation quite different” (S1/AT/Q-5/01/D5/27.05.2023)

“Masih sering salah ngomong yang bener kak, sama salah nulis kalimatnya.”

“Misppronunciation and misspelled the sentence”. (S3/ZNH/Q-5/05/D5/27.05.2023)

The result of the interview data is also supported by questionnaire to the students at Ninth grade Program Khusus that was held on Friday, 31 March was found that:

Table 4.15 Finding of Pronunciation in the Difficulties on Roleplay Strategy

Statement	A	N	D
English pronunciation is hard for me	96%	0	4%
Difficult for me to discern a vocabulary that had similar pronunciation	96%	4%	0

Difficult for me to discern vocabulary that had almost the same writing and pronunciation.	88%	12%	0
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From the first question on the table above, 96% of students were choose agree and 4% students choose disagree. The second question shows 96% students were choose agree and 4% were choose neutral. The third question shows 88% agree that pronunciation its hard while they learn English vocabulary. Many vocabularies have differences in wording and the way it's pronounce that make the students confused to understand it and there are similar words and pronunciation are very difficult for students.

b) Grammar

“Grammar nya aku masih sering salah kak, biasanya bu guru nyuruh kita bikin text dulu sebelum di tampilin di kelas gitu, tapi biasanya dibantuin bu guru juga biar ga salah-salah bikin kata-kata nya”.

“I got mistake in grammatical, because in roleplay the teacher asked the students to make some sentence or story before we perform it in front of the class. Usually, the teacher corrected the students' task before perform” (S2/FLS/Q-5/03/D5/27.05.2023)

The result of the interview data is also supported by questionnaire to the students at Ninth grade Program Khusus that was held on Friday, 31 March was found that:

Table 4.16 Finding of Grammar in the Difficulties on Roleplay Strategy

Statement	A	N	D
Grammar is difficult to understand for me	100%	0	0

From the table above, the researcher found that from 25 students there were 100% students choose agree. Grammar is too difficult for students to understand because it's not their first language. The students have to understand the grammar of English to know what people say or write or to understand their English material and to do the task correctly.

c. Memorization

Memorization strategy used by the teacher to improve students' mastery in learning vocabulary, the students have to memorize and recite their vocabulary in front of the class and checked by the teacher. The researcher found some difficulties were held at the Ninth grade Program Khusus of MTs N II Surakarta. It can be proven by the interview and questionnaire result below:

1) The Result of the Interview and Questionnaire

The researcher found some difficulties in memorization in the result of interview with the students that was held on Saturday, 27 May 2023.

a) Length and Complexity

“Susah ngafalin kosa kata panjang kak, soalnya ngomongnya juga susah jadi makin susah dihafalin”

“Difficult to memorize long words, because the pronunciation is hard and make me more difficult to memorize it” (S1/AT/Q-6/01/D6/27.05.2023)

The result of the interview data is also supported by questionnaire to the students at Ninth grade Program Khusus that was held on Friday, 31 March was found that:

Table 4.17 Finding of Length and complexity in the Difficulties on Memorization Strategy

Statement	A	N	D
Difficult for me to learn English vocabulary that had long word than short ones.	92%	8%	0

The finding shows that from 25 students there were 92% students choose agree and only 8% choose neutral. Long words seem to be no more difficult to learn than short ones. Students have difficulties on memorize some vocabularies with long words, easier to them understand and memorize vocabulary with few words. Furthermore, the students learning English as foreign learners and get the English subject only in the school.

b) Meaning

“Arti juga sih kak, gara-gara I kosa kata punya banyak arti kadang ketuker artinya.”

“Meaning because one vocabulary had many meanings and sometime I get confused with the meaning” (S2/FLS/Q-6/03/D6/27.05.2023)

The result of the interview data is also supported by questionnaire to the students at Ninth grade *Program Khusus* that was held on Friday, 31 March was found that:

Table 4.18 Finding of Meaning in the Difficulties on Memorization Strategy

Statement	A	N	D
Difficult for me to translate the English vocabulary into Indonesian	80%	12%	8%

Furthermore, the difficulty of a vocabulary item is often depend on how similar the items is in the form and meaning to students' first language. Words which are similar in the first language and English may be misleading rather than helpful. The table shows that from 25 there were 80% choose agree, 12% students choose neutral and 8% of the students choose disagree. There are some students felt that meaning of English vocabularies are not difficult.

c) Spelling

“Pengejaannya kak yang susah”

“*The spelling is difficult*” (S3/ZNH/Q-6/05/D6/27.05.2023)

The result of the interview data is also supported by questionnaire to the students at Ninth grade *Program Khusus* that was held on Friday, 31 March was found that:

Table 4.19 Finding of Spelling in the Difficulties on Memorization Strategy

Statement	A	N	D
Spelling of English vocabulary is difficult for me	72%	28%	0

From the statement above, 72% students were choose agree and 28% of students were choose neutral. Most of the students have difficulties in spelling the letter by letter of vocabulary. Especially length vocabulary that have many letters. Some of the students do not has difficulties in spelling English vocabulary. The spelling of many English words can cause problems for students who speak languages with very regular spelling system. Particular spelling patterns can also cause confusion where the pronunciation is concerned.

B. Discussion

This part aims to discuss the research finding explained above. It deals with three research problems; what are the teacher's strategies in teaching vocabulary, how are the students' perception on teachers' strategies in teaching vocabulary, and what are the students' difficulties in learning vocabulary. The detailed discussion about those issues is stated below.

1. Strategies Used by Teacher in Teaching English Vocabulary on Ninth Grade Program Khusus Class at MTs N II Surakarta in Academic Year 2022/2023

Based on the result of the data analyst, the researcher discussed the research question in this study. The result of this study showed there are three suitable and common strategies in teaching vocabulary on IX A.4 Program Khusus class at MTs N II Surakarta. They are role play, memorization, games strategy.

According to Mothe (2000) there are many strategies that can use by the English teachers in teaching vocabulary, such as games. In using games, the teacher will give the games to the students and then the students will try to learn about the vocabulary based on the games. The teacher use flashcard as games. According to Thornburry (2012), games are other activities that support the students' vocabulary. In word games, the teacher taught by presenting pictures such as picture of artist, animal, or things. There are many games that can used by the teachers, such as scrabble, flashcard, word cards, bingo games and others. Through that word games the students could learn vocabulary in more joyful ways. It also increased their motivation to learn vocabulary.

Second strategy is memorization strategy. Memorization is also very important in the development of a second language, and it is vocabulary which requires more generous treatment for memorization compared with other aspects of second language development. Memorization is not just about memorizing the materials given to the learners. It is of great importance that the learners need to fully understand the content first and the output the sentences learned in the content of naturally affect memorization them.

Third is role play strategy. In this strategy the teachers give testing to the students at the class when they learned about something. The teacher gave role play as the classroom test also role play as a game. Role Play strategy is a way to master learning material through developing students' imagination and appreciation. This game is generally carried out by more than one person depending on what is played, where students play certain characters in a story or other complex social situations. Role play encourages students to practice their speaking skill. Role Play helps to bring the language to life and to give the learners some experience of its use as a means of communication. Therefore, the main purpose of role play is to develop communication situation. The realistic communication situation gives the students new experience in using the language they have learned, and the experience is good for remembering what they have learned.

Based on the finding above, those strategies are related to Mothe (2000) that teachers can use various strategies to present vocabulary in the classroom including flashcard as a game, role playing, and memorization. According to Mothe (2000) games are activity or a great way that can build a vocabulary. It offers an entertaining way of reviewing vocabulary. There are many games that can used by the teachers, such as scrabble, flashcard, word cards, bingo games and others. is to create the presence of a real life situation in the classroom. The using of Role Play strategy is important in the classroom communication because it gives students an opportunity to practice communicatively in different social contexts and in different

social roles. The teacher can ask the students to speak free or do conversation about daily activity. And the memorization strategy has the purpose to make students gain the vocabulary mastery. The students usually were asked to memorize the vocabulary notes that was gave by the teacher. It is also supported by some studies that mentioned on the previous study used in this thesis which showed that in teaching vocabulary that English teacher used games, memorization, and role play strategy.

2. Students' Perception on Teachers' Strategies in Teaching Vocabulary at Ninth Grade *Program Khusus* Class of Mts N II Surakarta in Academic Year 2022/2023

The students' perception towards the three strategies are different. It causes the applying of the three methods are appropriate with the material and supported by the perceive by the students. Based on that, the students give their own perception. The students' perception about teacher's strategies used in teaching vocabulary as they are happy in English learning, easier to understand, can increase their vocabulary, and repair their pronunciation.

The using of strategies in learning vocabulary help the students accepting material. Then, the students like the using strategies in teaching and learning process in the classroom because can get the new situation than just a book. The students more like the situation that make them happy in teaching and learning process. In roleplay strategies also make them happy in teaching and learning English, but friend in their members group

make them annoyed because sometimes just play, talk random and don't care about the task.

The using of memorization makes students give more attention on take some notes about theirs don't understand and translate it by the teacher or by dictionary. It is easier for students' open their dictionary to know the translate and check the correct pronunciation then practice it. The next strategy is flash card, by the flashcard students more interested to study in the classroom and try to translate the word of the flash card they received from the teacher.

Based on some perception above, it indicated that the students are easier to understand the material trough the role play, memorization, and games strategies in the classroom. It because the strategy can make the students are more focus in the materials, pay attention to the materials, happy and then they are like learn English by using the strategies. Even though sometimes the using of strategies makes some students just focus on the play than the material but also many students that give their focusing on the materials in the classroom.

From the findings and discussion above, the researcher concluded that most of students at IX A.4 Program Khusus of MTs N II Surakarta had positive category perception on teacher strategies (Games, Memorization, and Role Play), in teaching English vocabulary. Students better understand the vocabulary, students can easily recognize words they often hear and see, students enjoy learning vocabulary with the strategies used by the teacher. The more students understand a lot of vocabulary the better they

are speaking, writing, and listening. From the data contained in the table according to the perception given by students, it can be seen of three strategies (Games, Roleplay and Memorization), dominant students like the Roleplay strategy.

3. Students' Difficulties in Learning English Vocabulary at Ninth Grade *Program Khusus* of Mts N II Surakarta in Academic Year 2022/2023

Based on the interview and questionnaire was done by the researcher, there were some difficulties that faced by the students in learning vocabulary on 9 A.4 *Program Khusus* at MTs N II Surakarta. According to Thornbury (2004: 27) proposes some factors that make some words more difficult as follows: pronunciation, spelling, length and complexity, grammar, meaning, range, connotation and idiomatic. First difficulties that researcher found is pronunciation and spelling, the spelling of many English words can cause problems for students who speak languages with very regular spelling system. Particular spelling patterns can also cause confusion where the pronunciation is concerned. For example, it is easy to understand why many students confuse the meaning, spelling and pronunciation.

The next difficulties are length and complexity, words with many letters and complex make students difficult how to pronounce and spell it. Then they hard to memorize the length vocabulary and confused about it. Next, difficulties are grammar, it is difficult for students who learn English only at the school to know the correct grammar of the English. There are

many tenses on the grammar that the students have to know and it takes time to understand it.

When two words overlap in meaning, learning are likely to confuse the students. There are many vocabularies that have more than one meaning and the used of meaning is based on the context. The students who got English in the school got the meaning when they learn it with the teacher in the classroom. most of them just know one meaning of each vocabulary. Then, when they got some different text and in different context they got confuse how to worming up words.

Connotation of word is another difficult aspect that students have to get grips with. Sometimes different connotation by the speaker conveys a particular attitude. Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range and words or expression that are idiomatic will generally be more difficult that words whose meaning is transparent.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After describing and analysing the data, the researcher was able to draw some conclusions based on the result of the observation, interview of teacher's strategies, the result of interview and questionnaire of students' perception on teacher strategies in teaching vocabulary and student's difficulties on learning vocabulary. In teaching English vocabulary on IX A.4 *Program Khusus* at MTs N II Surakarta the teacher applied some strategies; they are role play, memorization, and games.

Vocabulary learning is a very important part that cannot be separated from every language learning process and the biggest success factors and the good teaching vocabulary process is the strategy. The mean of the students' perception on the teacher' strategies at MTs N II Surakarta in academic year 2022/2023 is Positive, it can be concluded that teacher's strategies (Games, Memorization and Role Play) are effective according to the students to be used in teaching English Vocabulary at IX A.4 *Program Khusus* of MTs N II Surakarta.

In learning vocabularies with various strategies, the students faced some difficulties during teaching and learning process. There are many difficulties faced by the students, there are as follows: pronunciation, spelling, length and complexity, grammar, meaning, range, connotation and idiomatic.

B. Suggestion

Based on the conclusion and implication above, it can be suggested as follows:

1. For the teacher

The teacher have to give more attention of the students' needs and difficulties during vocabulary teaching learning to arrange the appropriate media and material are delivered to the students. The teacher should be designed the material in various strategies to get students' interest for conducting learning process.

2. For the students

- a. The ninth grade *Program Khusus* students of MTs N II Surakarta should be more interest in learning vocabulary if they want to master it.
- b. The students should pay attention and more active while the teaching and learning process, so they can understand the material given by the teacher easily.
- c. The students should read more so that their vocabularies could enhance more. The students should realize that learning was not only happened in class, but they can do it everywhere.
- d. The students have to more practice English exercise.

3. For the researcher

The researcher realized that this research is not perfect. There were still many weaknesses dealing with the theory or method because of the limited skill of the researcher. The researcher also understood that this

research paper only gave little contribution for teaching and learning vocabulary. The other researcher perhaps could develop this research with their own material and other methods which were suitable for students in order to give new dimension in world of education. However, the researcher was sure that it would be useful and this research can be used as starting to investigate

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APPENDICES

Appendix 1

Students List of IX A.4

No	Name	Gender
1	Abdillah Taqwa	Laki-laki
2	Abidin Mu'alimin	Laki-laki
3	Aisha Dafa Rahmadani	Perempuan
4	Arfa Rizky Maulana	Laki-laki
5	Arshavin Maulana Ibrahim	Laki-laki
6	Atha Khansa Azizah	Perempuan
7	Aura Lathifa Awia	Perempuan
8	Az Zahra Alif Rahma	Perempuan
9	Azalea Raia Ramadhanti	Perempuan
10	Azzam Hisam Noor Rizky	Laki-laki
11	Bagas Ihsan Ramadhan	Laki-laki
12	Berlliana Shaumi Atharizky	Perempuan
13	Dainty Fiorenza Latifah	Perempuan
14	Fatimah Latifa Salma	Perempuan
15	Jihan Afiana Novitasari	Perempuan
16	Kirani Ratna Galuh	Perempuan
17	Lunaya Syakira Hafsha	Perempuan
18	Lutfu Naysila Azahrani	Perempuan
19	Mahfuzh Rizq Aziz	Laki-laki
20	Nesha Widi Aurelia	Perempuan
21	Quaneisha Rhea Tsabita	Perempuan
22	Ramadhan Dwi Prasetyo	Laki-laki
23	Yukino Kharisma Putra	Laki-laki
24	Zulayka Ayu Mashito	Perempuan
25	Zulfa Nur Hidayah	Perempuan

Appendix 2

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Madrasah : MTs N II Surakarta
 Kelas/ Semester : Kelas IX/ Ganjil
 Mata Pelajaran : Bahasa Inggris
 Tahun Pelajaran : 2022/ 2023
 Waktu : Pertemuan

<p>A. TUJUAN PEMBELAJARAN</p> <ol style="list-style-type: none"> 1. Siswa dapat membandingkan fungsi sosial, struktur teks dan unsur kebahasaan pada text iklan. 2. Siswa dapat memberi dan meminta informasi terkait iklan penawaran barang, jasa, layanan umum dan lowongan pekerjaan. <p>B. KOMPETENSI DASAR</p> <p>3.4 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan dengan memberi dan meminta informasi terkait produk dan jasa, sesuai dengan konteks penggunaannya</p> <p>C. MATERI ESESI</p> <p>Advertisement</p> <p>D. METODE</p> <p>Ceramah, Diskusi, dan Tanya Jawab</p> <p>E. MEDIA/ SUMBER BELAJAR</p> <p>Buku English Bright kls 9, Modul, PPT</p>	<p>F. KEGIATAN PEMBELAJARAN</p> <ol style="list-style-type: none"> 1. Guru membuka kelas dan melaksanakan absen kehadiran siswa. 2. Guru memberi contoh iklan yang terdapat dalam buku pelajaran 3. Guru mengajak siswa untuk mengamati gambar kemudian mengadakan tanya jawab. 4. Guru mengajak siswa untuk berdiskusi tentang isi iklan. 5. Guru mengajak siswa untuk menyimpulkan fungsi sosial, struktur teks dan unsur kebahasaan pada text iklan. 6. Guru memberi penugasan untuk pertemuan selanjutnya dan kemudian menutup pembelajaran <p>G. PENILAIAN</p> <p>Observasi keaktifan siswa lewat forum diskusi. Dan penugasan membuat video project</p>
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Mengetahui

MTs N II Surakarta, 07 Juli 2022

Kepala Madrasah

Guru Mata Pelajaran

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Madrasah : MTs N II Surakarta
 Kelas/ Semester : Kelas IX/ Ganjil
 Mata Pelajaran : Bahasa Inggris
 Tahun Pelajaran : 2022/ 2023
 Waktu : Pertemuan

<p>A. TUJUAN PEMBELAJARAN</p> <ol style="list-style-type: none"> 1. Siswa dapat membandingkan fungsi sosial, struktur teks dan unsur kebahasaan pada procedure text terkait cara/ langkah-langkah membuat suatu produk atau melaksanakan langkah-langkah suatu prosedur. 2. Siswa dapat memberi dan meminta informasi terkait pada procedure text. <p>B. KOMPETENSI DASAR</p> <p>3.6 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk procedure text dengan memberi dan meminta informasi cara/ langkah-langkah membuat suatu produk atau melaksanakan langkah-langkah suatu prosedur., sesuai dengan konteks penggunaannya</p> <p>C. MATERI ESESI</p> <p>Procedure text</p> <p>D. METODE</p> <p>Ceramah, Diskusi, dan Tanya Jawab</p> <p>E. MEDIA/ SUMBER BELAJAR</p> <p>Buku English Bright kls 9, Modul, PPT</p>	<p>F. KEGIATAN PEMBELAJARAN</p> <ol style="list-style-type: none"> 1. Guru membuka kelas dan melaksanakan absen kehadiran siswa. 2. Guru memberi contoh procedure text yang terdapat dalam buku pelajaran dan video project siswa sebelumnya. 3. Guru mengajak siswa untuk mengamati video project kemudian mengadakan tanya jawab. 4. Guru mengajak siswa untuk berdiskusi tentang isi procedure text. 5. Guru mengajak siswa untuk menyimpulkan fungsi sosial, struktur teks dan unsur kebahasaan pada procedure text. 6. Guru memberi penugasan untuk pertemuan selanjutnya dan kemudian menutup pembelajaran <p>G. PENILAIAN</p> <p>Observasi keaktifan siswa lewat forum diskusi. Dan penugasan membuat video project</p>
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Mengetahui

MTs N II Surakarta, 07 Juli 2022

Kepala Madrasah

Guru Mata Pelajaran

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Madrasah : MTs N II Surakarta
 Kelas/ Semester : Kelas IX/ Ganjil
 Mata Pelajaran : Bahasa Inggris
 Tahun Pelajaran : 2022/ 2023
 Waktu :.....Pertemuan

<p>A. TUJUAN PEMBELAJARAN</p> <ol style="list-style-type: none"> 1. Siswa dapat membandingkan fungsi sosial, struktur teks dan unsur kebahasaan pada text iklan. 2. Siswa dapat memberi dan meminta informasi terkait iklan penawaran barang, jasa, layanan umum dan lowongan pekerjaan. <p>B. KOMPETENSI DASAR</p> <p>3.8 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan dengan memberi dan meminta informasi terkait produk dan jasa, sesuai dengan konteks penggunaannya</p> <p>C. MATERI ESESI Berita</p> <p>D. METODE Ceramah, Diskusi, dan Tanya Jawab</p> <p>E. MEDIA/ SUMBER BELAJAR Buku English Bright kls 9, Modul, PPT</p>	<p>F. KEGIATAN PEMBELAJARAN</p> <ol style="list-style-type: none"> 1. Guru membuka kelas dan melaksanakan absen kehadiran siswa. 2. Guru memberi contoh berita yang terdapat dalam buku pelajaran. 3. Guru mengajak siswa untuk mengamati contoh berita kemudian mengadakan tanya jawab. 4. Guru mengajak siswa untuk berdiskusi tentang isi dari contoh berita tersebut. 5. Guru mengajak siswa untuk menyimpulkan fungsi sosial, struktur teks dan unsur kebahasaan pada contoh berita tersebut. 6. Guru memberi penugasan untuk pertemuan selanjutnya dan kemudian menutup pembelajaran <p>G. PENILAIAN Observasi keaktifan siswa lewat forum diskusi. Dan penugasan membuat video project</p>
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Mengetahui

MTs N II Surakarta, 07 Juli 2022

Kepala Madrasah

Guru Mata Pelajaran

Appendix 3

FIELD NOTES

Number : 1
Title : First Observation
Time : Wednesday, 11th January 2023.

The first observation was held on 11th January 2023. The researcher did observation in the ninth grade students of *Program Khusus* class at MTs N II Surakarta. The researcher joined the class with the English teacher. After started the class the teacher allowed the researcher to participate the class to observe the pedosit process. In the beginning of meeting, the teacher said, “*Assalamu’alaikum, Good Morning Students*”. Then the students answered, “*Wa’alaikumsalam, Good Morning Mrs*”. the teacher also leaded the students to pray together, the teacher asked the students’ condition and checking their attendance one by one. After checking students’ condition attendance, the teacher makes sure that all of the students are ready to follow the teaching and learning by command them to prepare their book. The teacher also gave the motivation to the students in order they wanted to do English Vocabulary extra class and always learn about English because English was an international language. If they want to study abroad they had to master English well. The students seemed motivated and happy. After the students were ready to accept the material for the lesson today the teacher moved to the main activity. The teacher explained that the material will be taught was text procedure.

In the main activity, the teacher asked the students to open the handbook. The teacher asked the students about the procedure text that had been studied in the morning, then gave them some examples about procedure text and asked the students to pay attention when the teacher was reading. After read the example of text procedure the teacher asked the students to translate it together. This activity aims to increase students’ vocabularies including the meaning of those vocabularies. The teacher asked the students to express the uncommon word and

giving the synonym of that word. The synonym of uncommon word were the easier words that students can be understood.

The students asked to mastery the given vocabularies while the teacher preparing the flashcard. The flashcard was word flashcard that consist of English vocabularies about vocabularies that usually used in greeting card. The flashcard used to introduce the new vocabulary. The use of flashcard able to understand the new vocabulary without any kind of translation so the students asked to remember the vocabulary and the translation of the vocabulary. After preparing the flashcard the teacher asked the students to choose the card one by one. The chosen card consisted of English vocabularies that students should read and translate.

Before ended the class, the teacher reviewed by checking the students understanding about the vocabulary from the flashcard. The teacher mentioned English word then the students translate it. The teacher remembered the students to study at home. The teacher ended the teaching and learning process by giving thankfulness for the students' attention during the class then saying *hamdallah* and *Wassalamu'alaikum wr. Wb.*

FIELD NOTES

Number : 2
Title : Second Observation
Time : Wednesday, 18th January 2023.

The second observation was held on 18th January 2023. The researcher did observation in the ninth grade students of *Program Khusus* class at MTs N II Surakarta. The researcher joined to the class with the English teacher. At the beginning of the teaching and learning process, the teacher opened the class by saying “*Assalamu’alaikum, Good Morning Students*”. Then the students answered, “*Wa’alaikumsalam, Good Morning Mrs*”. The teacher also leaded the students to pray together, the teacher asked the students’ condition and checking their attendance one by one. After checking students’ condition attendance, the teacher makes sure that all of the students are ready to follow the teaching and learning by command them to prepare their book. Before the main activity, the teacher told the students the material that will be taught in previous English teaching learning, the material was Advertisement.

The teacher explained that advertisement can increase the students’ vocabulary and improving their speaking skill so the teacher’s goals in teaching vocabulary on extra class can be achieved. The teacher gave students few examples text of advertisement from their handbook. The teacher read the example dialogue loudly and asked the students to listen and pay attention to the example. The activity aims to make the students understand the right pronunciation of the vocabularies consisted on the text. After read the text, the teacher asked the student to translate the text together. The teacher also mentioned uncommon word and gave the synonym that can be understood by the students easily.

The next activity was the teacher asked the student to make a group consist of two students. Each group asked to take a role as the speakers based on the advertisement. The aims of the activity were to know the students’ pronunciation of the vocabularies. After read the advertisement text, the teacher asked all the

students to write down the new vocabulary that they got. The students express the new vocabulary that they got from the text.

Before ended the class, the teacher reviewed by checking the students understanding about the vocabulary from the text.. The teacher mentioned English word then the students translate it. The teacher remembered the students to study at home. The teacher ended the teaching and learning process by giving thankfulness for the students' attention during the class then saying *hamdalah* and *Wassalamu'alaikum Wr.Wb.*

FIELD NOTES

Number : 3
Title : Third Observation
Time : Wednesday, 25th January 2023.

The third observation was held on 25th January 2023. The researcher did observation in the ninth grade students of *Program Khusus* class at MTs N II Surakarta. The researcher joined the class with the English teacher. In the beginning of meeting, the teacher said, “*Assalamu’alaikum, Good Morning Students*”. Then the students answered, “*Wa’alaikumsalam, Good Morning Mrs*”. the teacher also leaded the students to pray together, the teacher asked the students’ condition and checking their attendance one by one. After checking students’ condition attendance, the teacher makes sure that all of the students are ready to follow the teaching and learning by command them to prepare their book. Before the main activity, the teacher told to the students the material that will be taught in English teaching learning today, the material was news anchor.

The main activity was the teacher asked the students to open their handbook. The teacher gave the example of news anchor including the meaning of the meaning of the words. The teacher asked the students to read and memorize the mentioned vocabulary on their handbook. During the memorization step the students able to use dictionary in knowing the right pronunciation of vocabulary. This activity aims to increase students’ vocabularies.

The teacher told the students that they would memorize the words that was write in the previous section. And she gave the time to memorize the words in about 30 minutes and ask students to close their book and took a paper. Then the teacher gave some Indonesian vocabulary and English vocabulary. The Indonesian vocabularies must translate into English, and the English vocabulary had to translate into Indonesian. After that the students gave their paper to the teacher and the teacher corrected their answer and gave the paper back to the students.

The last activity was closing. The teacher made conclusion about the material of that day and the teacher informed the material of next meeting. The teacher also

reminded the students to deposit the vocabulary of the material thirty minutes after the class ended up. After that the teacher asked the students to pray then she said thank you to the students and closed the class by saying *hamdalah* and *Wassalamu'alaikum wr.wb.*

Appendix 4

QUESTION OF TEACHER'S INTERVIEW

Daftar Pertanyaan Interview
<ol style="list-style-type: none"> 1. Bagaimana cara siswa masuk ke kelas program khusus? 2. Mengapa sekolah memilih kelas tambahan vocabulary untuk kelas program khusus? 3. Apa tujuan sekolah dalam memilih program kelas tambahan 'vocabulary' untuk kelas program khusus? 4. Bagaimana proses atau mekanisme program kelas tambahan dijalankan dalam sekolah ini? 5. Materi apa saja yang diajarkan dalam program kelas tambahan vocabulary di kelas program khusus? 6. Strategi apa saja yang ibu terapkan ketika mengajar vocabulary dalam program kelas tambahan vocabulary untuk kelas program khusus? 7. Bagaimana pengimplementasian strategi-strategi tersebut? 8. Media apa saja yang ibu gunakan ketika mengajar vocabulary dalam program kelas tambahan vocabulary untuk kelas program khusus? 9. Apakah ada evaluasi setiap selesai materi pembelajaran? 10. Kendala apa saja yang di temui pada saat proses pembelajaran vocabulary dalam program kelas tambahan vocabulary pada kelas program khusus? 11. Bagaimana cara mengatasi kendala di temui pada saat proses pembelajaran vocabulary dalam program kelas tambahan vocabulary pada kelas program khusus? 12. Bagaimana hasil penerapan program kelas tambahan vocabulary pada program kelas khusus ini?
Interview Question Items
<ol style="list-style-type: none"> 1. How are the students get into Program Khusus Class? 2. Why the school choose vocabulary class for the Program Khusus Class? 3. What is the objective of vocabulary class for Program Khusus Class? 4. How do the mechanism of vocabulary class work? 5. What kinds of material teach in vocabulary class on Program Khusus Class?

6. What are the strategies used by the teacher in teaching vocabulary in vocabulary class on Program Khusus class?
7. How does the implementation of the strategies?
8. What kinds of media used by the teacher in teaching vocabulary in vocabulary class on Program Khusus class?
9. Is there any evaluation in every material that have been done?
10. What are the difficulties in vocabulary teaching learning process in vocabulary class on Program Khusus class?
11. How to conquer the difficulties in vocabulary teaching learning process in vocabulary class on Program Khusus class?
12. How the result of the implementation of vocabulary class on the Program Khusus class?

Appendix 5

TRANSKRIP WAWANCARA GURU

Nama Narasumber : Savri Indiani Soeharno, M.Pd.

Cara Pelaksanaan : Tatap Muka

Waktu Pelaksanaan : Rabu, 25 Januari 2023

Peneliti	:	Untuk kelas tambahan tersebut bagaimana cara siswa dapat mengikutinya? Apakah ditentukan melalui nilai raport atau siswa sendiri yang memilih kelas tersebut?
Narasumber	:	Untuk bisa masuk kelas tambahan, calon siswa berhak mendaftar di awal kelas VII, lalu pihak sekolah akan menyeleksi berdasarkan nilai raport dan kemampuan siswa mbak. Jadi tidak diterima begitu saja, tetap aja tahap seleksi terlebih dahulu. Untuk siswa yang tidak lolos tahap seleksi mereka akan dimasukkan di kelas regular.
Peneliti	:	Mengapa sekolah memilih program kelas tambahan vocabulary enrichment untuk kelas program khusus?
Narasumber	:	Karena sebagai salah satu strategi dalam pencapaian tujuan Pendidikan secara umum dan tujuan Pendidikan Madrasah secara khusus, sesuai dengan visi dan misi sekolah ini mbak. Disisi lain, kelas program khusus diharapkan memiliki output yang lebih dibandingkan kelas regular, dikarenakan untuk masuk program khusus pun ada seleksinya mbak. Jadi dengan adanya program kelas tambahan vocabulary ini siswa Program Khusus akan memiliki kelebihan dibandingkan dengan kelas regular,
Peneliti	:	Apa tujuan sekolah dalam memilih program kelas tambahan 'vocabulary' untuk kelas program khusus?
Narasumber	:	Program ini dilakukan sebagai salah satu penguatan kompetensi pada mata pelajaran Ujian Naional termasuk mata pelajaran Bahasa Inggris, jadi program ini diharapkan dapat

		membuat siswa khususnya siswa program khusus menguasai materi dengan baik. Program ini menekankan pada pembelajaran vocabulary yang mana akan menguasai mata pelajaran Bahasa Inggris sehingga dapat menjawab soal-soal pada ujian akhir dengan mudah.
Peneliti	:	Bagaimana proses atau mekanisme program kelas tambahan dijalankan dalam sekolah ini?
Narasumber	:	Pembelajaran dilakukan secara tatap muka sama seperti kelas lainnya. Hanya saja proses pembelajaran dikelas tambahan ini difokuskan untuk menghafal kosa kata mbak, karena materi umum sudah disampaikan pada kelas pagi.
Peneliti	:	Materi apa saja yang diajarkan dalam program kelas tambahan vocabulary di kelas program khusus?
Narasumber	:	Untuk materi pada kelas tambahan dikelas program khusus ini sama dengan materi yang diajarkan dikelas pagi, hanya saja dalam kelas tambahan ini lebih menekankan pada penguasaan vocabulary saja mbak.
Peneliti	:	Strategi apa saja yang ibu terapkan ketika mengajar vocabulary dalam program kelas tambahan vocabulary untuk kelas program khusus?
Narasumber	:	Sebenarnya strategi itu ada banyak ya mbak, tapi yang sering saya gunakan itu memorization, role play, dan flashcard mbak.
Peneliti	:	Bagaimana pengimplementasian strategi-strategi tersebut?
Narasumber	:	Untuk strategi memorization sendiri siswa menghafalkan kosa kata beserta artinya dalam bahasa Indonesia, lalu saya cek hafalan tersebut satu-satu untuk memastikan siswa sudah menguasai vocabulary baru pada materi yang sudah diajarkan. Untuk strategi role play sendiri saya terapkan pada materi conversation mbak. Pada materi conversation saya memberikan tugas kepada siswa untuk membuat, memperagakan atau mempraktikkan secara langsung sebuah

		<p>dialog, dari tugas tersebut saya dapat menilai bagaimana siswa dapat mengucapkan vocabulary yang benar dan pemilihan kata yang dipilih oleh siswa. Saya kira strategi ini sangat efektif karena dengan metode role play siswa menjadi aktif untuk bergerak dan memperagakan langsung mengenai coversation sehingga secara langsung maupun tidak langsung siswa dapat menambah vocabulary tanpa harus diterjemahkan langsung oleh guru.</p> <p>Dan untuk strategi penggunaan flashcard saya gunakan pada materi irregular verbs, dalam pengenalan kosa kata baru saya gunakan strategi flashcard ini mbak, karena strategi ini dapat mempermudah siswa dalam mengenal vocab baru. Saya kira strategi ini juga efektif dan menyenangkan untuk siswa. Dalam strategi tersebut saya menyuruh siswa untuk memilih flashcard satu persatu dan memberikan makna terhadap vocabulary yang terdapat pada flashcard yang mereka pilih.</p>
Peneliti	:	Media apa saja yang ibu gunakan ketika mengajar vocabulary dalam program kelas tambahan vocabulary untuk kelas program khusus?
Narasumber	:	Media yang saya gunakan yaitu buku paket, video, gambar, dan ppt, mbak.
Peneliti	:	Apakah ibu mengadakan evaluasi setiap selesai materi pembelajaran?
Narasumber	:	Iya, sudah pasti karena dengan adanya evaluasi saya dapat mengetahui sejauh mana siswa tersebut dapat menguasai vocabulary yang saya berikan.
Peneliti	:	Kendala atau problem apa saja yang ibu temui pada saat proses pembelajaran vocabulary dalam program kelas tambahan vocabulary pada kelas program khusus?
Narasumber	:	Untuk kendala pertama terkait motivasi belajar siswa mbak. Saya selalu mencoba untuk memberikan motivasi kepada siswa pada awal pembelajaran maupun akhir pembelajaran.

		<p>Tetapi memberi motivasi anak untuk belajar itu sangat susah sekali mbak, faktor lingkungan pun juga mempengaruhi, anak asyik bermain lupa belajar apalagi masa- masa mereka adalah masa-masanya bermain, jadi guru harus memberi banyak motivasi lagi.</p> <p>Dari sisi siswa juga karena ini kosakata baru dan tidak semua kosa kata mudah pengucapannya, banyak kosa kata yang mirip beda satu atau dua huruf sudah beda jauh pelafalan dan artinya mbak. Dari situ untuk menghafalnya jadi agak susah. Apalagi bahasa Inggris kan banyak sekali kosa kata yang mirip-mirip ya mbak.</p>
Peneliti	:	<p>Bagaimana cara mengatasi kendala atau problem yang ibu temui pada saat proses pembelajaran vocabulary dalam program kelas tambahan vocabulary pada kelas program khusus?</p>
Narasumber	:	<p>Jika ada siswa yang pasif biasanya akan saya tunjuk agar dia termotivasi untuk aktif dan juga memancing siswa lain agar ikut aktif juga serta memberikan reward untuk siswa yang aktif berupa nilai plus. Untuk classroom management biasanya saya akan menegur siswa yang tidak memperhatikan ketika saya sedang melakukan presentasi serta membuat grup diskusi agar siswa aktif dalam bertukar pikiran.</p> <p>Untuk siswa yang kesulitan menghafal dan mengucapkan kosakata baru tadi biasanya saya kasih pengertian lebih mbak, juga penerapan strategi pembelajaran yang di perbaiki lagi supaya siswa lebih mudah dalam belajar.</p>
Peneliti	:	<p>Bagaimana hasil penerapan program kelas tambahan vocabulary pada program kelas khusus ini?</p>
Narasumber	:	<p>Sejauh ini siswa dengan program kelas tambahan memiliki pemahaman tentang kosa kata lebih banyak jika dibandingkan dengan kelas regular. Dan juga cukup membantu siswa dalam menjawab soal-soal Bahasa Inggris.</p>

Appendix 6

QUESTION OF STUDENTS' INTERVIEW

Daftar Pertanyaan Interview
<ol style="list-style-type: none"> 1. Bagaimana pembelajaran bahasa Inggris selama kelas tambahan vocabulary? 2. Apakah mudah bagi siswa mempelajari vocabulary selama kelas berlangsung? 3. Apakah guru menggunakan berbagai macam strategi dalam mengajar vocabulary? 4. Apakah strategi guru sesuai dengan materi yang diajarkan? 5. Ketika strategi role play digunakan, kesulitan apa saja yang siswa alami? 6. Ketika strategi memorization digunakan, kesulitan apa saja yang siswa alami? 7. Adakah kesulitan yang ditemui ketika guru mengajar dengan strategi Games? 8. Apa yang guru lakukan untuk mengatasi siswa yang kesulitan selama kelas vocabulary berlangsung?
Interview Question Items
<ol style="list-style-type: none"> 1. How is the teaching learning process in vocabulary class? 2. Is it easy for students to learn vocabulary in vocabulary class? 3. Did the teacher use any kinds of strategy while teaching vocabulary? 4. Are the teacher's strategies appropriate with the material? 5. Are there any difficulties while learning vocabulary using role play strategy? 6. Are there any difficulties while learning vocabulary using memorization strategy? 7. Are there any difficulties while learning vocabulary using games strategy? 8. What did teacher's do to help students' difficulties in learning vocabulary?

Appendix 7

STUDENTS' INTERVIEW TRANSCRIPT

Interview Transcript 1

Nama Siswa : Abdillah Taqwa (AT)

Sekolah : MTs N II Surakarta

Pertanyaan :

- 1. Bagaimana pembelajaran bahasa Inggris selama kelas tambahan vocabulary?**
 - Seru kak, bu Savri kalo ngajar jelas gabikin bosan.
- 2. Apakah mudah bagi siswa mempelajari vocabulary selama kelas tambahan vocabulary berlangsung?**
 - Tidak terlalu susah sih kak kalo buat saya
- 3. Apakah guru menggunakan berbagai macam strategi dalam mengajar vocabulary?**
 - Iya kak, bu savri pernah pakai beberapa, pokoknya tiap materi tuh beda-beda cara ngajar nya. Kemaren ada menghafal, dikasih liat video, gambar-gambar, bermain peran, kadang juga main game.
- 4. Apakah strategi guru sesuai dengan materi yang diajarkan?**
 - Menurut aku udah kak
- 5. Ketika strategi role play digunakan, kesulitan apa saja yang siswa alami?**
 - Role play sering susah pas ngomongnya si kak. Soalnya tulisan sama ngomongnya beda jauh kadang tuh.
- 6. Adakah kesulitan yang ditemui ketika guru mengajar dengan strategi memorization?**
 - Susah ngafalin kosa kata panjang kak, soalnya ngomongnya juga susah jadi makin susah dihafalin
- 7. Adakah kesulitan yang ditemui ketika guru mengajar dengan strategi Games?**

- Suka degdegan kak pas giliran nebak arti, kadang salah ngartiin kadang emang ga ngerti artinya apa.

8. Apa yang guru lakukan untuk mengatasi siswa yang kesulitan selama kelaas vocabulary berlangsung?

- Kalo kita kesulitan sama artinya biasanya bu savri bantuin ngartiin, ngasih tau cara ngomong nya yang bener gimana gitu sih kak

STUDENTS' INTERVIEW TRANSCRIPT

Interview Transcript 2

Nama Siswa : Fatimah Latifa Salma (FLS)

Sekolah : MTs N II Surakarta

Pertanyaan :

- 1. Bagaimana pembelajaran bahasa Inggris selama kelas tambahan vocabulary?**
 - Sangat menyenangkan kak, aku jadi banyak mendapat kosa kata baru, apalagi bu Savri kalau mengajar gampang dimengerti.
- 2. Apakah mudah bagi siswa mempelajari vocabulary selama kelas tambahan vocabulary berlangsung?**
 - Iya kak, soalnya pas kelas tambahan memang ditekankan pembelajaran vocab.
- 3. Apakah guru menggunakan berbagai macam strategi dalam mengajar vocabulary?**
 - Ya kak, bu savri banyak menggunakan cara-cara mengajar yang beda-beda kak setiap materi yang dipelajari pas kelas tambahan. Kaya setoran hafalan, tebak-tebakan kata, kadang juga ditampilin video terus kita disuruh mengartikan kata dari vocabulary yang ditampilkkan dalam video tersebut.
- 4. Apakah strategi guru sesuai dengan materi yang diajarkan?**
 - Sesuai kak, dulu pernah materi narrative text dikasi liat video dulu sebelum disuruh praktek ceritanya.
- 5. Ketika strategi role play digunakan, kesulitan apa saja yang siswa alami?**
 - Grammar nya aku masih sering salah kak, biasanya bu guru nyuruh kita bikin teks dulu sebelum di tampilin di kelas gitu, tapi biasanya dibantuin bu guru juga biar ga salah-salah bikin kata-kata nya.
- 6. Adakah kesulitan yang ditemui ketika guru mengajar dengan strategi memorization?**

- Arti juga sih kak, gara-gara 1 kosa kata punya banyak arti kadang ketuker artinya.

7. Adakah kesulitan yang ditemui ketika guru mengajar dengan strategi Games?

- Kalo games susah bedain kata kak, kadang salah nebak arti karena tulisannya mirip, sama satu kata punya banyak arti juga kak.

8. Apa yang guru lakukan untuk mengatasi siswa yang kesulitan selama kelaas vocabulary berlangsung?

- Ngasi tau perbedaan penggunaan kata nya sih kak, soalnya kan banyak kosa kata yang artinya banyak banget

STUDENTS' INTERVIEW TRANSCRIPT

Interview Transcript 3

Nama Siswa : Zulfa Nur Hidayah (ZNH)

Sekolah : MTs N II Surakarta

Pertanyaan :

- 1. Bagaimana pembelajaran bahasa Inggris selama kelas tambahan vocabulary?**
 - Asik kak, kalau pas kelas tambahan vocab proses pembelajarannya sangat menyenangkan, bu Savri ngga monoton dalam mengajar.
- 2. Apakah mudah bagi siswa mempelajari vocabulary selama kelas tambahan vocabulary berlangsung?**
 - Mudah kok kak, soalnya kan pas kelas tambahan kita ngafalin tentang vocab kak.
- 3. Apakah guru menggunakan berbagai macam strategi dalam mengajar vocabulary?**
 - Iya kak, bu Savri banyak menggunakan strategi saat mengajar bahasa inggris khususnya pas kelas tambahan vocabulary. Yang paling sering kita diminta setoran hafalan kak, tapi pernah juga games kak, vocab nya ditulis di kertas terus pas kita dapet kertas itu, kita diminta mengartikan kak, kita juga pernah diputar video terus kita diminta untuk memerankan peran sesuai dengan contoh yang diputar dalam video itu kak
- 4. Apakah strategi guru sesuai dengan materi yang diajarkan?**
 - Udah pas kak, soalnya bu savri sering pake-pake cara ngajar yang beda-beda tiap ada kelas
- 5. Ketika strategi role play digunakan, kesulitan apa saja yang siswa alami?**
 - Masih sering salah ngomong yang bener kak, sama salah nulis kalimatnya.
- 6. Adakah kesulitan yang ditemui ketika guru mengajar dengan strategi memorization?**

- Pengejaannya kak yang susah

7. Adakah kesulitan yang ditemui ketika guru mengajar dengan strategi Games?

- Sebenarnya ngartiinya engga salah kak, tapi kurang tepat aja karna beda context, kan Bahasa inggris artinya ada banyak kak kalo di terjemahin

8. Apa yang guru lakukan untuk mengatasi siswa yang kesulitan selama kelaas vocabulary berlangsung?

- Diajarin nulis Bahasa inggris yang bener, dibenerin pas salah pengucapannya, di bantuin ngartiin kalo kita ga nemu artinya di kamus

Appendix 8**INSTRUMENT OF QUESTIONNAIRE**

Name :

Class :

Std. Number :

Instruction to fill the Questionnaire

1. Write down the name, class and student number in the column that have been provided
2. Answer the questionnaire by choosing one of the three alternative answer that have been provided by giving sign (√)

Which:

A: Agree

N: Neutral

DS: Disagree

No.	Items	A	N	DS
1	Saya merasa senang ketika belajar kosakata bahasa Inggris dengan strategi yang digunakan guru			
2	Flashcard menambah kepercayaan diri saya dalam meningkatkan kosa kata			
3	Flashcard membuat pembelajaran menjadi lebih menyenangkan			
4	Flashcard membantu saya tetap fokus Ketika elajar kosa kata bahasa Inggris dikelas			
5.	Flashcard membuat saya lebih mudah dalam menghafalkan kosa kata bahasa Inggris			
6	Memorization membuat saya berani menanyakan kosa kata yang sulit kepada guru			
7	Memorization membuat saya nyaman ketika belajar di kelas			

8	Memorization memudahkan saya dalam mengingat kosa kata yang diberikan guru			
9	Memorization memudahkan saya dalam menghafalkan kosa kata yang diberikan guru			
10	Roleplay membuat saya lebih percaya diri untuk tampil di depan kelas			
11	Roleplay membuat pembelajaran bahasa Inggris tidak membosankan			
12	Roleplay membuat saya fokus dengan peran yang saya terima selama pembelajaran bahasa Inggris berlangsung			
13	Roleplay memudahkan saya dalam menghafalkan kosa kata			
14	Saya yakin strategi yang digunakan guru (flashcard, memorization, dan roleplay) membantu saya dalam menangani kesulitan dalam bahasa Inggris			
15	Saya yakin strategi yang digunakan guru (flashcard, memorization, dan roleplay) dapat meningkatkan prestasi saya di kelas			

INSTRUMENT OF QUESTIONNAIRE

Name :

Class :

Reg. Number :

Instruction for Filling of Questionnaire

1. Write down the name, class and reg. number in the column that have been provided
2. Answer the questionnaire by choosing one of the three alternative answers that have been provided by giving sign (√)

Which:

A : Agree

N : Neutral

DS : Disagree

No	Items	A	N	DS
1	Pengucapan kosa kata bahasa Inggris sulit bagi saya			
2	Saya kesulitan membedakan kosa kata yang memiliki pengucapan mirip			
3	Pengejaan kosa kata bahasa Inggris sulit bagi saya			
4	Saya kesulitan mempelajari kosa kata bahasa Inggris yang memiliki kata Panjang dari pada kosa kata pendek			
5	Tata bahasa dalam bahasa Inggris sangat sulit bagi saya			
6	Sulit bagi saya untuk menerjemahkan kosa kata bahasa Inggris ke dalam bahasa Indonesia			
7	Sulit bagi saya memahami kosa kata yang berhubungan dengan ungkapan			
8	Sulit bagi saya memahami kosa kata yang memiliki arti luas			
9	Sulit bagi saya membedakan kosa kata bahasa Inggris yang memiliki tulisan dan pengucapan yang hampir sama			
10	Belajar bahasa Inggris sangat sulit bagi saya			

Appendix 9

Photography

(Observation on Wednesday, 11th January 2023)



(Observation on Wednesday, 25th January 2023)



(Interview with Mrs. Savri as the English Teacher)

