THE STRATEGY OF JUNIOR HIGH SCHOOL TEACHERS TO INCREASE STUDENTS' ENGLISH VOCABULARY
(A Qualitative Research)

A THESIS

Submitted to English Language Teaching of Tarbiah and Teacher Training Faculty of Syekh Nurjati State Institute for Islamic Studies Cirebon in Partial Fullfillment of the Requirements of Islamic Scholar Degree in English Education

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ABSTRACT

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This paper Entitled *The Strategy of Junior High School Teachers' to Increase Students English Vocabulary (Qualitative Research)* was written as a result of learning English vocabulary especially in teacher's Strategy. Students at the Karangsembung Regency especially in Junior high school have the difficulties in Increasing vocabulary. This research to find out the terachers Strategy in improving studens' Engish, especially on vocabulary, in this thesis the writter explained to improving students English vocabulary there are some aspect which have to investigated namely, stuents vocabulary knowledge, the difficulties faced by English teacher, then the effort of the teacher, will discussion in this research.

The researcher analyzed data by using qualitative research. To finds out depth understanding about this research. Techniques of collecting data are documentation observation, interview (as primary data) and study of documents, books, journal, internet sites (as secondary data) . after collecting data, the data will be analyzed by four steps namely, observing, selecting, analyzing, discussing. After the data has been analized, the writter summarised there are three main of the conclution namely students' knowledge, difficulties faced by teachers, and the teachers' effort.

The first result is the difficulties faced by English teacher, in English lesson, the role of the teacher is the main key, therefore teacher should use special method and media that can supported. even thought teacher is the main key, there are also other factors that can be influence on students progress, such as from teacher's personality itself, which related to their ability in handle and manage the classes, from school facilitation and infrastructure which less the attention, and from the problem related to students' charachteristics.

The second result is the teachers' Strategy , this part taking the observation class and interview to get the data. The teachers' effort is good enough, not only doing the effort from teachers profesionalism only but also arranged and selected strategies in teaching and using equipment to easier in learning process. Teachers also conducing teacher working group which supported by school, as one of the effort for students' improvement.

RATIFICATION

This thesis entitled **"The Strategy of Junior High School Teachers to Increase Students' English Vocabulary (Qualitative Research)"** written by Neli Istiqomah, student number 1410130062 has been examined on 30th January 2017. It has been accepted by the board of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I

1.1 Backgound of the Problem

In learning a foreign language, especially English students often faced with many difficulties, even when they in speaking aspect, writing, Listening translate a text etc. Nowadays, English has been teach in elementary degree. But in the fact for many years learning English, but they get nothing. They still difficult in learning English. Of course they cannot comprehend it. In this case who's to blame? And what should teacher do to revise it? Therefore the role of the teacher is needed. And the teacher also has an obligation to bring them better in developing in academic, especially in English. As in constitution number 20, years 2003 state that *Guru wajib memiliki kualifikasi akademik, kopetisi sertifikat pendidik, sehat jasmani dan rohani, serta memiliki kemampuan untuk mewujudkan tujuan pendidikan nasional.* (Teacher should have academic qualification competence, in a good physical and psychological and have an ability to bring the purpose of nation education). If the student want to mastering in English lesson such as in speaking, writing, listening, translate a text etc. The first and the most important component that should be teacher apply is vocabulary. Because vocabulary is the first component that should be learn in English in learning a language, because without having basic vocabulary, we can not use the language well. Without it how can the language arranged.

According to Thornbuny 2007 state that without grammar very little can be conveyed, without vocabulary nothing conveyed. The statement of the expert show that important vocabulary is. There is no conveyed without vocabulary. Unconsciously the importance of vocabulary itself sometime overlooked, in learning a language especially English learning grammar is more emphasize than others, According to Thornbuny (2007 : 13) . State that

if you spent of most your time studying grammar, your English is not improve very much you see most improvement if you learn more words and expressed, you can see very little in grammar but you can see almost anything with words. The quote is increasingly clear that the study or have a lot of vocabulary we can see a big change in language skill as the explanation before the importance of vocabulary itself in learning a foreign language.

But in the fact, many teacher does not many method to develop students' English vocabulary, how can they compehand listening, reading, writting, etc. If they do not concern in basic itself. When they realize that they did not have sufficient vocabulary they are not trying to improve enrich vocabulary. Many factors cause impede of increasing vocabulary, the biggest caused usually comes from their selves. They are lazy to memorize the vocabulary, they find the difficultlties in learning process, for example when they in writing skill, when they want to make a paragraph they find out the difficulties, in write because they did not find the words in their brain . why there is no words ? because they never save it their head, and to save them of course they should be memorize, when they memorizing, a new word it automatically saved.

To achieve the kinds of outcomes describe in the last section, the learner not only need a lot of words, but they have to remember, in fact learning is remembering. (Thornbuny 2007 : 18). Of course the quote strengthen the statement above that if we want to save vocabulary in our head so we should memorize them. And other factors is they do not like English, they though English is the diffictulties one, and it can impact on achievement in learning process, how can they learning English happily if they dislike English. According to Beverely (2004 : 63) state that the best way to build your vocabulary is to read and read and read some more. So reading also able to make improvement on students vocabulary knowledge. Make the time as much as possible to read more, or can read articles, books newspaper, magazine , or other books that you like a lot. It is not important what the text that you read, because every time you read you find out the unfamiliar words,

you sharpen ability ability to learn and remember words and their meaning. If they make a reading as a habit, vocabulary grow with you, higher and richer, continuously stranger with new words . But the problem is how can they interest the reading even in magazine or book story when they did not like English.

From the back ground of the problem above it become the interest of the researcher to make a research. Sometime we can not blame the students of their achievement in language learning, the teacher require to have a lot of methods in the learning process to make students understand the learning process in different ways such as the memorization of vocabulary, the teacher must have unique and fun method that easier for students to memorize vocabulary. But not only teacher should have creativity in teaching and learning, between students and teacher should have continuity, as described above that is the biggest factor comes from individual itself. Student must try throw away they lazy, trying to remember and memorize new vocabulary . this opinion is reinforced by the statement of the expert state that to achieve the kind of outcomes describe in the last section the learners needs not only learns a lot of words but to remember them in fact Learning is remembering .

1.2 The Identification of The Problem

The identification of the problem is needed to give clarification about the problem that investigated. The writer arrange the identification of the problem accordance to the back ground above, there are :

1.2.1   The field of the research

This research entitle "The strategy of Teachers to Increase Students English Vocabulary (Qualitative Research)". The reseach field concern on vocabulary field. The researcher explained the teachers' strategy to increase students' vocabulary .

1.2.2   The kinds of problem

This research emphasize in vocabulary concrentrating in teacher strategy. In this study the researcher find some problem as follow :.

1) Teachers less the attention in media of learning.

2) Teacher does not have many method.

3) There is less of school facilitation.

4) Teacher less the attention in vocabulary aspect.

5) Teacher less ate attention in brain storming.

6) Teacher does not using man sources in learning process.

7) Teacher just teaching from LKS book only.

1.2.3   The Main Problem

The main problem in this research is the teacher less concentrate in vocabulary improvement, actually teachers aware the importance of vocabulary itself, but they never touch it seriously, and they never apply and develop students' English vocabulary in learning process. And most of them they do not have many method to improve students' vocabulary. So, the researcher explained the teachers' Strategy to increase English vocabulary.

1.2.4   The limitation of the Problem

Vocabulary is the basic in learning a language, both in spoken or written. It is needed understanding of vocabulary. In this research the researcher limit the study with the title "The strategy of Teachers to Increase Students English Vocabulary (Qualitative Research)". The researcher limit the problem on vocabulary Development, and limit the problem in looking for the teachers' strategy or method in learning process, and the researcher more emphasize in looking for the teachers' strategy that can improve students' ability of English vocabulary.

1.3 The Questions of The Research

Based of the background from this case and from identification of the problem that mentioned in accordance with the research, the researcher has some questions and the researcher also formulate some question of the research problem as a follow :

1) What are some difficulties faced by teacher in teaching vocabulary ?

2) What are the teachers' strategy to increase students' English vocabulary ?

1.4 The Aims of The Research

According to the problem of the research that investigated, then aim of the research can be illustrated as follows :

1) What are some difficulties faced by Teacher in teaching vocabulary.

2) What are the teachers' strategy to increase students' English vocabulary.

1.5 The Use of The Research

The researcher hopes from the result of this research can give useful for English teachers, and also for school itself.

1.5.1 The Useful for the Teacher

The result of the study help English teacher to improve skill in teaching vocabulary. And this research can give teachers point of view in process teaching and learning such as the teacher more pay the attention both in method or media that used in learning process which easier and interesting in order to reach the certain stage, especially relate to the strategy of enriching students' vocabulary in learning new vocabulary. The teacher is able to select the proper strategy to overcome the problem and the students can understand easily.

1.5.2   The Useful For the School

The school can pay more the attention and improve infrastructure and facilitates, to easier improving students quality. And the the school school can plan the new programs exactly the new English programs a solution of the studetns' problem especially built a vocabulary.

1.6 Theoretical Foundation

1.6.1   The Nature of Vocabulary

According to Richard (2002:255), vocabulary is the core component of language proficiency   and provides much of basic for how well learners speak, listen, read, and write. Jacson and Amvela (2000:11) say that the term of vocabulary, lexis and lexicon are synonimous. In learning a language, vocabulary take a place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skill. It depend on quality and quantity of the vocabulary that they have mastered. The richer vocabulary that can be mastered by the students, they got the better skill that can be reached in using a language. Meanwhile, according to Cameron (2001), vocabulary is not simply about learning words, but it is actually much more than that. It is also about learning chunk and finding words inside them. From the definition above, it can be concluded that vocabulary is the knowledge of words and words meaning. It is about the words of language used to express meaning. Therefore, learning vocabulary is a crusial matter in developing their English.

1.6.2 Aspects in Teaching vocabulary .

In teaching vocabulary there are some aspect should be learned, to make the discussion clearer, Harmer's opinion can be added. In his book, Harmer (2001:16) say that there are some aspect that have to be discussed in vocabulary, namely word meaning (synonym, antonym, connotation and denotation), extending the word use such as idioms, word combination and collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

1.6.2.1   Meaning

The meaning can be classified according to the form they attach to. It can be clasify into three forms : lexical meaning, morphological meaning, and syntactic meaning . lexical meaning is the meaning that attaches to words as a words. For example the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function and the meaning that attaches to the word arrangement in a sentence is the syntactic meaning. For example question attaches to the word arrangement in the sentence *is he a students*. A word meaning an also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meaning that occur in the word.

1.6.2.1.1 Synonim

The term of synonym derives from Greek : syn- + nymy. The two parts mean "same and name". Synonymy deals with same meaning more than one

word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is word whose denotation is the same but has different connotation.

1.6.2.1.2   Antonym

Antonym is the opposite of meaning. It derives from Greek, "ant- and- nymy", the two parts mean "opposite" + name " antonym deals with oppositeness of meaning. Antonym are not differentiated for formality or dialect or technicality, antonyms occur within the same style, dialect, or register.

1.6.2.1.3   Denotation

Denotation is conceptual meaning and dictionary meaning says that denotative meaning is also called as a some term such as denoational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning or proportional meaning. This is called of dennotational, referential, conceptual, or ideational because the meaning refers to a certain refent, concept, or idea from reference, denotative meaning is also called cognitive meaning because the meaning concern with consciousness or knowledge.

1.6.2.1.4   Connotation

Connotation is more complicated than denotation, denotation is the meaning of a word which has added the component of meaning related to emotional overtones. Connotation is feeling and emotion that occurs within a word. Thus, it can be said that conotation is denotative meaning which is streched. In others words, connotation is the feeling and emotion associated with a meaning.

1.6.2.2   Kinds of Vocabulary

According to Nation (2001), there are two kinds of vocabulary, there are perceptive and productive vocabulary. Receptive vocabulary refer to the words that native speaker and foreign learners recognize and understand but

hardly ever use, it is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. One listening vocabulary is generally larger than his speaking vocabulary, while his reading vocabulary is relatively larger than his writing vocabulary. Therefore it an be conclude that vocabulary can be presented in fours units. They are reading vocabulary, listening vocabulary, writing vocabulary, and speaking vocabulary. Reading vocabulary consist of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to other or listening to radio and television. Speaking vocabulary includes the words people use in their daily life and conversation. The last writing vocabulary that consist of the words people use in writing essays, reports, letters etc. Based of the function of kinds of vocabulary and classified into eight groups. These are called part of speech Thornbuny (2002 : 3) .

1.6.2.2.1 Nouns

Noun is the one of the most important part of speech. Its arrangement with the verb help from sentence. There are seven types of noun.

1) Proper noun such as : Mr. Andy, jakarta, sunday, etc
2) Concrete noun such as: girl, flower, table money, school, etc.
3) Abstract noun such as : love, beauty Childhood, etc.
4) Countable noun such as : chair, hours, etc.
5) Uncountable noun such as : sugar, milk, rice, etc.
6) Collective nouns such as : audience, commite, family, etc.
7) Compound noun such as : departement store, head office, etc.

1.6.2.2.2   Verbs

Verb is a word used for saying something about some person or thing. According to their classes, there are three main verbs in English as a follow :

1) Transitive verb such as : borrow, write, bring, read, ec.

2) Intransitive verb such as : go, work, sit, come, walk, etc.

3) Auxiliary verb   such as : am, are, was, will, shall, should, can, must, does, did, have/has/had etc.

According to their form verb classified into two types :

1) Regular verbs

Regular verb changed from verb I into verb II and III by adding ed or d.

Eg. Repaire   repaired   repaired

    Use   used   used

2) Irreguler verb

It changed from verb I, II, and III by looking for the dictionary.

eg. Speak   spoke   spoken

    bring   brought   brought

1.6.2.2.3   Pronoun

Pronoun is the word that stand instead of noun. The pronoun have seven parts such as, personal pronoun, introgrative pronoun, relative pronoun, demonstrative pronoun, reflexive pronoun, reciprocal pronoun, and indefinite pronoun.

1.6.2.2.4   Adverb

Adverb is a word that modifies the meaning of a verb, adjective or other adverb there are four main classes of adverb :

1) Adverb of time such as : now, tomorrow, yesterday, tonight, etc

2) Adverb of place such as : here, there in, out, under, etc.

       3) Adverb of number such as : once, twice, always, usually, etc.

       4) Adverb of manner such as : well, slowly, happily, etc.

1.6.2.2.5   Preposition

A preposition is a word which is used with a noun or pronoun to show. Its relation to some others word in the sentence, such as : in, on, by, from, without, under, both etc.

1.6.2.2.6   Conjunction

Conjunction is a word use for joining word or sentence, there are two types, coordinate conjunction and subordinate conjunction.

1.6.2.2.7   Interjection

An interjection used to express some sudden felling but does not enter into the iinstructionn of the sentences such as : oh my god, what!!, good luck, etc .

1.6.2.2.8   Adjective

Adjective is a modifier that has the grammatical properly of comparison. Adjective classified into three : proper adj, descriptive adjective, quantitative adj.

According to Nation (2001) mentioned that based on the people capability in implementing the vocabulary it divide two types of vocabulary, namely receptive vocabulary and productive vocabulary.

1) Receptive vocabulary are knowing a word involves being able to recognize it when it is heard (what is the sounds like?) or when it seen (what does it look on of what grammatical pattern the word will occurrence). This include being able to distinguish it form of word with a similar form and being to judge if the word from sound right or look right.

2) Productive vocabulary are knowing a words involves being able to pronounce the word, how to write and how to spell it how to use it in grammatical pattern along with the word too often if it is typically a

how low frequency word and using it in a suitable situation using the word to stand for the word if they any.

Nation (2001 : 27) declared there is both a receptive and productive dimension, so knowing three aspects for each word or phrase actually involves 18 different types of lexical knowledge as summarized when teacher teach vocabulary to build students' knowledge of word and phrases, helping them learn any and all of these different components assist them in enchanging their English vocabulary knowledge and use. Harmer (2002 : 56) mentioned that vocabulary can be divided into two kinds namely passive vocabulary and active vocabulary.

1) Passive vocabulary is acquired from reading and listening activities and often called as a receptive vocabulary such as magazine, news paper, lesson book, radio, etc.
2) Active vocabulary is used in speaking and writing activities, it is often call productive vocabulary, active vocabulary is used in productive skills.

From the meaning above the writer can conclude there are any type of vocabulary that is different, there are respective, passive, active and productive, respective is the same as of passive that person ability to know a word by way of hearing and seeing the word. It the word is learn or seen properly, while productive is the same as of active that the ability of a person knowing of spoken word by the way how the word can be written or spelled. From those types of vocabulary it can be seen that vocabulary does not know only the meaning, vocabulary does not can stand alone.

1.6.3   Definition of Effective Teacher

An effective teacher is school who shares knowledge, use appropriate methodology, demonstrates. Demonstrates and encourage enthusiasm about the subject matter, and show concern for students , (Harmer : 2001) All in such a way as to leave the students with a lasting and clearly conviction of having benefited from the instruction.

In this book also states that effective teacher must process a professional knowledge based and exhibit knowledge of subject matter. Successful teachers have a lot of instructional strategies and techniques and reflect their knowledge of the subject. It also indicates that because learning is a voluntary activity, the teachers' jobs to "sell" ideas to the students is very hard if she can not "sell" those ideas in an interesting way. Therefore, when the teacher shows enthusiasm about her topic, she persuades the students that the topic is important. Base on definition above, an effective teacher displays a wide rage of skill and abilities that lead to creating a learning environment where all students fell comfortable and are sure that they can sucessed both academically and personally, and effective teacher is not characterized merely by the factors of knowledge of teaching skills, but also communication skill and the relationship the teachers has with students. There are some characteristics of effective teacher as a follow :

1) knowledge and command of the target language.
2) Ability to recognize, explain, and clarify, as well as to arouse and sustain interest and motivation among students.
3) Fairness to students by showing neither favoritism nor prejudice and
4) Availability to students.

1.6.4   The Role of the Teacher

In the class room or in the learning of process of course the students need a facilitator to control whole their activities, and here teacher as a facilitator which have some roles inn order to make the class room active, the role of the teacher beside teach the students they also have some role such as controller, organizer, participant, resource, observer. Harmer (2001 : 57).

1.6.4.1   Controller

When the teacher act as a controller they are in change of the class and of the activity. Talking place in a way that is substantially different from situation where the students are working on their own group. Controller take a role, tell the students things, organize drill, read aloud, and in various other way exemplify the qualities of teacher fronted class room.

1.6.4.2   Organizer

One of the most important role of the Teacher that teacher have to   performrm is that of organizing students to do various activity. It is vitally importnat of the teacher to get this role right when it is require.

1.6.4.3   Participant

In learning process beside the teacher as a controller the teacher also work as a participant its mean that the teacher is closer to the students and join to them not as teacher but as a particIpant. When it goes well students enjoy having the teacher with them, and for the teacher participating is often more instantly enjoyable thn acting as a resources.

1.6.4.4   Resources

When the teacher act as a sources they want to be helpful and available.

1.6.4.5   Observer

Even he teacher act as a controller giving feed back or organizing the students we need as the observer at the sometime too. Teacher do not only observe students in order to give feed back. They also watch in order to judge the success of the different material and activities that they take into lesson.

1.6.5   Teaching strategy for students ability vocabulary

In education learning strategies is urgently required by teachers in order to improve the quality of students learning, especially in learning vocabulary teacher need strategy in order to students can easier to memorize and understand in word meaning.   Christina (2010 : 48) mentioned that strategy is a method work out in advance for Achieving some objective. In the process of teaching strategy in vocabulary many has variations teacher structure their lesson are students as students motivation and interest in learning.

Christina (2010: 15) mentioned that teaching vocabulary is critical for the components of text building words awareness and vocabulary knowledge requires the students to make a personal construction of meaning. The process to teach vocabulary may have variations from one teacher to another but this manual provide a simple structure that can help establishing a framework that addressed students from different level of proficiency. The following strategies will build mnemonics and visual images to define new words.

Strategy 1 (Building sentences)

Teacher list and pronounces 6-8 vocabulary words related to the maor concepts to be learned and that are adequately divined by context in

the text to study. Some of this words can present relation to the text that students already know

1) Students individually, with a partner or in groups use at least 2 of these words to write sentences that they think may be in the text. Teacher has already provide the list of sentences started to help beginner students create their sentences. This is a draft of the sentences that will be edited later.

2) Students read and verify the content vocabulary to verify if the content they predicted was related to the text.

3) Students generate new sentences using the target vocabulary and this time they support their sentences with the text.

Strategy 2 (keyword strategy)

1) Teacher reviews with the students the meaning of new vocabulary words and ask them to create personal, visual images to help them remember the meaning.

2) Students create images that they can remember and discuss them with their classmates and with the teacher.

3) New words with pictures or images are recorded in their vocabulary notebook.

Strategy 3 (Vocabulary self collection)

1) Students will read a common text and will select (highlight or writte in their notebooks) a word they consider important and that should be shared with the class.

2) Students and teacher present the words and their meaning according to the text. These definition can be used for final clarification. During this process students share the reason why they thing selected is important for understanding the text.

3) After all the words has been explored, a final list of words is made of the words that are considered most important for understanding the text. Students record this word in their vocabulary notebook or journal.

4) Follow up with activities to monitor that words have been learned.

Michael graves (2006 : 123) Offer a framework for successful vocabulary programs that supports effective teaching and students development of word knowledge. The foundation of this instructional program include a four part approach to developing vocabularies, there are :

1) Teaching individual words: although many words may be learned incidentally and vocabularies do become stronger when they are supported with a language rich environment, children benefit from systematic and direct instruction of words.

2) Teaching word learning strategies: an important aspect of developing students vocabularies is teaching them tools to unlock the meaning of unknown words.

3) Building word consciousness in readers and writers: an important aspect of a strong vocabulary programs is to engage students in learning new words.

From the point and discussing above we can conclude that there are many techniques and strategy that the teacher do, and many techniques also which can teacher apply base on the theory from the expert as the previous point above, the successful of Learning activities have to cooperated with the deal of the students and school role. Without cooperation both of them the, the improvement do not occurred maximally.

According to Rodger 1995 there some problems in teaching and learning vocabulary, and some problems in learning vocabulary by the students. The case or difficulty of vocabulary items depend on a number of factors, there are :

1) Similarity to L1

The difficulty of vocabulary items often depends on how a similar item is in form and meaning to the students' first language. There are many examples of these: someone described as sensible in English will be understood sensitive by many European and if you say an embarrassed to a Spanish speaker, they may think that you are expecting.

2) Similarity to English words already known

Once the students have some English words that related to an English word that they are already familiar which is easier than one, which is not. For example, if students have already met the word friendly, they should be able to guess the meaning of unfriendly.

3) Connotation

Connotation of the word is another difficult aspect that the learners have to get to grip. For example, either skinny or slim could be used to describe someone who is thin. But these two words have very different in their connotation and by choosing one of them however; the speaker actually conveys a particular attitude. Skinny is negative connotation, while limit positive connotation.

4) Spelling and pronunciation

The spelling of English word can cause problems for students who speak languages with very regular spelling systems. Particular spelling patterns can also cause confusion where the pronunciation concerned. For example: through, though, tough.

5) Multi-word items

A lexical item may consist of more than one word, as in a compound like tennis shoes, or rally caror a phrasal verb such as to put some one up.

6) Collocation

How a lexical item collocates can also cause difficulty. For example we say that people injured or wounded but things are damaged.

1.6.6   Teachers' Strategy in Learning Vocabulary

In teaching English vocabulary the teacher should have an strategy to improve students Vocabulary strategy here means that the way teachers teach vocabulary in learning process. Effort here more concern to the strategy or the methode that teacher used. Harmer Jeremy : 2001 state that A method is a description of the way that information or a behavior is carried forward or consolidated during the instructional process. So the utilization of the method itself needed in teaching vocabulary actually need some special technique, here there are some technique from some expert that can apply in teaching English vocabulary.

1.6.6.1   Word map

Word map is the diagram taht focused in important things. And the word itself goes in the middle books marked, just above we give dictionary definition and just bellow we give specific example in the boxes on the right we can list some synonym or some descriptive word that have clarify the term (Ann Beverely : 2004)

1.6.6.2   Grammar translation method

In this method students need to learn about the grammar roles and vocabulary of the target language. An important goal is students to be able to translate each language into other language (Diane Larsen : 2000).

1.6.6.3   Identifying person

Many kind of picture have been successfully used to show the meaning of word and utterances. Example : picture fruit, animal, name of day, etc (Line Cameron : 2001).

1.6.6.4   Total physical response

In this techniques the teacher just give the command to the students, while do the action, and students follow the command, as like sit, jump, turn around, touch your nose, point the door. After

the students mastering all of the command, than give the command to their selves and do the action (Larsen Diane : 2000).

1.6.6.5 Opposite

when the number of opposite is known, the meaning of the other can be made clear through it. Example strong and week, short and tall, etc (Ann Beverely : 2004)

1.6.6.6 Flash card

The teacher showing picture with the expression tired, sad, happy, etc. Hold up a picture, point to it and say "tired" she is tired while miming a yawn. And next the teacher hold up the picture and model "sad" and mimic sad, etc. (Harmer Jeremi : 2010).

1.6.6.7 Enchance memory

The second task is teaching comprehension is helping students remember word or more precisely, helping them sore word in memory. Research in memory suggest that word are stored and remember in a network of association (Stevick : 1987).

1.6.6.8 Prefix and suffix

In this section the teacher improve the students vocabulary by explain kinds of suffix and prefix, such as un, dis ,re, etc. And suffix such as full, less, able, etc (Carl Smith : 2002).

1.6.7 Technique in Teaching Vocabulary.

There are many kinds of techniques that can be applied in teaching vocabulary. Allen (1983) mentions some techniques of vocabulary teaching that can be prepared and chosen as follows:

1.6.7.1 Demonstration

The technique, which belongs to demonstration, is gesture and action performing. The teacher can use real objects and command. Teacher may demonstrate the material using of real

objects available in the classroom such as door, windows, clock, desk, etc. when use a command technique, teacher may ask students to do something such as touching the pen, pointing the picture and so on.

1.6.7.2 Visual aids

Visual means something visible. Teacher may use visual aids in the teaching of vocabulary to enable students to observe and identify the objects vividly. Beside that, visualization may interest the students in their learning vocabulary.

1.6.7.3 Verbal Explanation

Verbal explanation can be carried out through definition and translation. Allen (1983) states that teacher can use explanation in the students' own language, definitions in simple English, and using vocabulary that students have already known to show the meaning. For instance, the word 'umbrella' can be introduced by explaining what it looks like and when the people usually use it.

1.6.7.4 Word List

When using word list technique, teacher should pay attention to vocabulary selection. The words taught should relate and appropriate to the students need and relate to their level.

From all the explanations above, it can be concluded that vocabulary is stock of words used by a person or class. It contains list or set of words for a particular language. The vocabulary taught for the students has some characteristics such as: simple, recognizable, interesting and can be found in the nearest environment or classroom for the first level. and should be analysis for the middle and high level. For the more explanation in techniques or teacher strategies explained in the next chapter.

Some of students forget the word usually in the process teaching and learning remembering vocabulary is less. Mostly teacher just give list some of words to memorize without the models and technique that make it interesting to students memorize of the word. So mostly students get difficult in memorize or remember of the word. Thronbuny (2002:7) mentioned that others factor that can make words more difficult are :

1) Pronunciation

Researcher show difficult to pronounce are difficult to learn. Potentially difficult words will typically be those that contain sound that are unfamiliar some groups of learner such as regular lorry for Japanese speakers. Many learners find that work with cluster or constants, such as strength or chips or breakfast and also problematic.

2) Spelling sound spelling mismatches are likely one of the factor students error, either of pronunciation or of spelling and can contribute to a words difficultly. While most English spelling is fairy low abiding, there are some also glaring irregularities. Word that contain silence letters are particularly problematic : foreign, listen, headache, climbing, bored, cupboard, muscle, etc.

3) Length and complexity

Long word seem to be no more difficult to learn that short one, but as a role of them, high frequency word tend to be short in English and therefore the learners is likely to meet them more often, a factor favoring their learn ability, also variable stress in polysyllabic word family like necessary, necessity and necessarily can add their difficult.

4) Grammar

Grammar also problematic is the grammar associated with the word. Especially if this differ from that of L1 equivalent. For example Indonesian speakers are know that adjective is following verb, such as in the indonesia phrase "buku baru" that influents that when the speaker are

translating the English phrase such as re ballon most of them translate become 'balon merah'.

5) Meaning

When two words overlap in a meaning, learners are likely to confuse them, make and do are case in point e.g you make breakfast and make an aappointment, but you do the house work and do a questioner. Word with multiple meaning, such as since and still can also be troublesome for learners.

6) Range Connotation and idioms

Words can be use in a wide range of context will generally be perceived as easier than their synonyms with a narrow range.

1.7   Research Methodology

1.7.1   The objective of the research

The objective of the research is to know teachers' strategy to increase students Englis vocabulary. In this case the researcher has taken the respondents from junior high school in Karangsembung.

1.7.2   The place and time of the research

The researcher take the data from students at junior high school in Karangsembung area. And the researcher take the data from English teachers. The researcher make an observation in the class room to take the data when the students in learning process, the researcher take the data from two situation in which aim to investigated the phenomena occurrence in formal and informal circumstances.

1.7.3   Method of the Research

The method of this research is qualitative research, especially concern in descriptive qualitative. Dawson (2007 : 15) states that qualitative research explores attitude, behavior, and experience

through such methods as interviews or focus groups. It attempt to get an in depth opinion from participants. There are some characteristic of qualitative research are:

1) The natural setting is direct source of data and the researcher is the key instrument in qualitative research.

2) Qualitative data are collected in the form of words or pictures rather than numbers.

3) Qualitative researcher are concerned with process as well as product

4) Qualitative researcher tend to analyze their data inductively

5) How people make sense out of their lives is a major concern to qualitative researcher.

It means that qualitative research that the human investigation the primary instrument for the gathering and analyzing of data and the meaning is very important to the result of data more than generalization.

This method is appropriate with the research, the researcher use this method for some reason, the first is qualitative method is appropriate to what problem the researcher wants to investigate, that the strategy of the teachers to improve students' vocabulary. The second is the research needs to analyze the data of the research in the form of descriptive explanation.

1.7.4 Source and Type of Data

In this research, the researcher conducted the data from two sources, the first is primary source data, and the second is secondary source data.

1) The primary source data is the source data that the researcher takes data from the field suchs as interviewing with English teachers with the problem that the researcher concern. And

observation process. In made observation in the field, the researcher found the problem directly and it analyzed and discussed. Both in interview or observation it is as the first source data that have been analyzed and discussed.

2) Secondary source is the source data from books, journals, articles, and other sources that given by additional data for supporting the research. Kothary (2004 : 95) point out that the primary data are those which are collected a fresh and for the first time and happened to be original in character. The secondary data on the other hand, are those which already been collected by someone else and which have already been passed through the statistical process.

1.7.5   The technique of Data Collection

In this research, the research using three kinds of instrument to collect data from the respondent namely interview, observation, and study of document From the book " How to design and evaluate Research in Education", instrument is the device which the researcher used to collect the data (Jack R. Frankel, Norman E. Wallen and Helen H. Hyun, 2012 :111). In this research, the researcher use technique of collecting data in this research, the researcher using three kinds of instrument to collect data from the respondent namely interview, study of document and observation.

From the book How to design and evaluate Research in Education, instrument is the device which the researcher used to collect the data (Jack R. Frankel, Norman E. Wallen and Helen H. Hyun, 2012 :111). In this research, the researcher uses technique of collecting data.

1. Interview

Interview is one of technique in collecting data in the research. To get the data the researcher interviewed the students about the case which mentioned before. The researcher use qualitative descriptive design. The researcher collected the data from teacher and students by using individual interview. The researcher decided to choose interview to be the technique of collecting data in conducting the research because according to Frankle and friends, the advantages by using this instrument are that the interviewer can clarify and questions that are obscure and also can ask the respondent to expand on answer that are particularly important or revealing, although it takes too much time (Jack R. Frankel, Norman E. Wallen and Helen H. Hyun, 2012 :120).

There are some instruments that used by the researcher in the process of conducting the research. One of them is by providing some questions which asked for the information to colleceted the data, or in other word the researcher prepared an interview protocol or interview guide which contain some question that used by the researcher in the process of interviewing the informants in order to get the data which help the researcher in conducting the research. Interview protocol involves basically the same kind of instrument as a questionnaire-a set of question to be answered by the subjects of the study (Jack R. Frankel, Norman E. Wallen and Helen H. Hyun, 2012 :120).

2. Study document

Documents are written or printed material that have been produce in some form or another. They may be published or unpublished. In short, documents refer to any kind of information that exists in some type of written or printed form (Jack R. Frankel, Norman E. Wallen and Helen H. Hyun, 2012 : 537). The researcher used this technique because this technique helped the researcher to collect the data which

have relation with this research. Such as find the documents about factor that can be improve students' vocabulary memorizing

3. Observation

Observation method involve the researcher recording what is actually talking place either by hand or using recording or measuring equipment, observational methods are real-time method (Lucianne T.M, Amers Chakrabakti 2009 : 257) In this research has taken observation because the researcher observe process of teaching and learning English in the class room. So the teacher entered to the class room to monitoring how the learning process usually works. The researcher in this research conducting the observation as a complete observer it means that the researcher record observation passively in as uninvolved and detected a manner as possible. The research might observe from the back of a classroom, but researcher are not a member of the group and do not participate in the group activities. The observation might even be recorded correctly from behind a one – way mirror or by using public spaces, Lodico (2010 : 115).

1.7.7 Research Instrument

The instrument of this research is the researcher herself, its mean that the researcher describe the result of the research based on date finding in the field, and interpretation by own words.

1.7.8 The technique of data Analysis
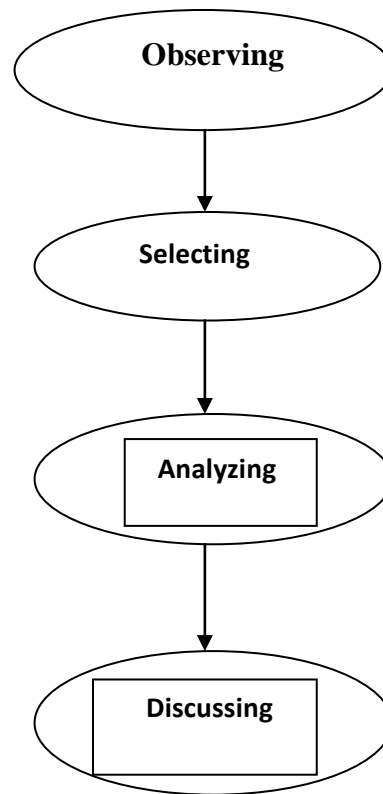
After the process of data collection was done, the researcher continue to analyzing the data, there are some techniques that the researcher used in analysis the data, the data analyze was conducted through the following procedures , namely observing, seleecting, analyzing, and discussing. After the data complete, the firts step in analyzing teh data is observing, here the nore explanatio abaut techinique of data analisys:

1) Observing

In the observe process, the researcher observe the classroom activity and monitoring to get the information which necessary.

2) Selecting

In this point of selecting, its mean that the teacher get the data by taking an interview with the teacher, after getting the data which recorded the next step is selecting, so the researcher selected the proper answer related with the research to transcribing proces.

3) Analyzing

The data was selecting and calculated is analyze in order to get the answer to the research questions. It also supported by description to help the understanding of the analysis

4) Discussing

This is the final step in analyzed the data in this research. In this section the writer would have clear description about the result, the writer also elaborates the result based on theory that supported with books, and some references.

In the explanation above we have known that technique of collecting data distinguish into three kinds namely interview, observation and study document. Analyzing the data in qualitative study essentially involves analyzing, synthesizing, and reducing the information the researcher obtains from various source (e.g interview, documents, observation) into a coherent description what he / she has observer or otherwise discovered (Jack R. Frankel, Norman E. Wallen and Helen H. Hyun, 2012 : 431). After collecting data by interview, and knowing the result of the data, the writer try to give interpretation from the result of interview, and then the researcher tried to describe, the teachers' strategy to improve students' vocabulary. Because the researcher take interviews were tape recorder, preparation involves transferring the information from the recorder interviews into a written from Lodico (2010 : 181). In transcribing process from the data from interview, the researcher select the data the researcher only select the data with proper with the question of the interview. So unimportant it not transcribing. This type of transcription involves data

analysis as well as preparation, and it is not suitable for complex research question or for beginning qualitative research, by analyzing the data at the same time that one is preparing and organizing it. The researcher is not only collecting the data by using interview but also by using the documents. Its mean that after the researcher finds the documents which have relation with research, it supported the data which have been collected by the researcher. With the direct observation in the class room know the students in learning process, and to know the encourage factor and students effort in learning a language.

1.8 Literature review

In this research, the research find out other research which have same field of the research, to differences the research before with his research, this previous study even have same field of research but it different with this research. The previous studies were conducted by the researcher there were Masnunah with her research Teachers effort to solve students' difficulties in studying simple past tense. Siti rodiah investigated the efforts on the students on vocabulary mastery and its correlation with their abilities in writing sentence effectively. Jahiroh investigated the influence of the application of flash card on the students vocabulary competence.

Masnunah (2003) studied "the teachers effort to solve the students' difficulties in studying simple past tense" the researcher explain about the teachers' effort to help the students in learning simple past tense the researcher aware that grammar is one o important component in English lesson, and here the teacher should be take a place in the success of students in learning English. And this research the researcher explain to make the students understand in grammar especially in simple past, it does not separated with teacher effort, and the researcher explain the effort of

the teacher in solving the students difficulties such as, she explain simple past tense formula by making columns written on the board to clarify the form of use simple past tense, he always ask the students to learn the regular and irregular verbs relating to the form and use of simple past tense.

Siti Rodiah (2003) investigated "The efforts on the students on vocabulary mastery and its correlation with their abilities in writing sentence effectively. This research talking about the students effort on vocabulary mastery and correlation with their abilities in writing sentence, actually this research investigated that if the students mastery vocabulary it have impact on their abilities in writing sentence, but here the word of "effort" it does not appear, there is no explanation what are the effort or what are the students' do to mastery vocabulary. It is become the weakness of this research because just explain component of the writing itself, without explain what the students' effort to mastery vocabulary.

Jahiroh (2012) studied The Influence of the application of Flash card on the Students ' vocabulary competence". In her research talking about the improve of English vocabulary using flash card, the field of this research is vocabulary building, the researcher limited the problem in this research is on the influence of the application of flash card on students' vocabulary competency, the aim of this research is to find out the data about students response of the application of the flash card the students' English vocabulary competence and the influence of the application of flash card on the students English vocabulary competence.

From the research above the researcher find the differences with the current research ,Masnunahs' research explain the role of the teacher in help the students on grammar especially in simple past. But in my research described the teachers' strategy in increase students' English vocabulary actually the weakness in Masnunah research she did not aware that students in the difficulties in grammar lesson it caused the students does

not have enough vocabulary. So the current research guide the students to improve their vocabulary first, of course with deal of the teacher.

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