



## **The Strategies Used by The English Teachers in Teaching Vocabulary at Darul Huffadh Islamic Boarding School**

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### **Abstract**

*This research was carried out to investigate the strategies used by the English teachers in teaching vocabulary at Darul Huffadh Islamic Boarding School and to figure out the teachers' perception in applying the strategy in teaching vocabulary. This research was conducted using qualitative method to answer the research questions. The instruments of this research are interviews and observational checklist. The subject of this research was teachers who teach in classes 8a, 8b, 8c, and 8d. The result shows that the teachers used different strategies in teaching vocabulary, namely picture, action and movement, contrast, explanation and translation. In addition, based on the teachers' perception, those strategies were relevant to teach vocabulary to the students because the teachers can mix up more than two strategies in one meeting. Therefore, the teachers taught English using various activities and strategies to make students enjoy learning English. This research is expected to provide the teachers and prospective teachers as well as readers about strategies that are suitable to use in teaching vocabulary. The findings of this research provide some options of teaching strategies that can be considered to be used in other educational institutions*

**Keywords:** *English, Vocabulary*

### **1. Introduction**

Learning a new language cannot start unless the previous language's words are known. Because language is a means of communication, the primary goal of language learning is lexical knowledge or knowledge of language vocabulary. As a result, lexical knowledge is critical to communicative competence and second language mastery (Schmitt, 2020). The role of learners in the development of their vocabulary learning is an important issue to investigate in terms of the need for vocabulary learning.

For conveying the intent and the purpose to someone by using good vocabulary selection. This affects the quality of the language they have. The amount of vocabulary a person has will affect language skills (Tyanasari, 2017). Vocabulary makes an important contribution to one's ability to master English. In the field of education, language is one of the important learning topics. The language that is currently still popular, widely studied, as an international language, and included in the education curriculum in Indonesia is English.

Darul Huffadh Islamic Boarding School uses English and Arabic. Every two weeks the language changes. Every two weeks the language changes. English is an international language that must be followed to make it easier to keep up with the development of the world. Darul Huffadh Islamic Boarding School applies English as a communication tool that must be used by students. This is one form of the role of the world of education in producing human resources who are ready to follow the development of

globalization. The students get used to communicating in English. If there are students who violate it will be given punishment for violating the rules. With this method, the students become trained and able to familiarize themselves with communicating in English communicate using English.

After the preliminary observations that was conducted at Darul Huffadh Islamic Boarding School, the researcher found that students in Darul Huffadh Islamic Boarding School have less interest in English learning, especially in vocabulary, even though they use English every day. The researcher also found that the students of Darul Huffadh Islamic Boarding School were not good at pronunciation by asking them to read an example of a text analytical exposition, although the words used in the reading text are still very familiar or words that are often heard. Students at Darul Huffadh Islamic Boarding School had difficulty deciphering, due to their lack of vocabulary, they are unable to interpret one word per word in the analytical exposition text.

These things show in the exchange of information between teachers and students who have not utilized English as a whole during teaching and learning process at school. The lack of habituation in using English makes it difficult for students to understand learning materials both from books they read and when the teacher explains using English (Samsul, 2014).

This research focus on finding the teaching strategies used by the English teachers to teach students vocabulary and figuring the implementation of the teaching strategies used by the English teachers to teach students vocabulary. It is hoped that the results of this research can produce contributions to the English teachers and the researcher.

## **2. Literature Review**

### **2.1. Vocabulary**

Vocabulary is the number of words that a person has. Linguists in defining the meaning of vocabulary must be different, but they know that vocabulary is the main tool that a person has in learning a language. The term vocabulary cannot be separated from the meaning of the word. A word is a unit in a language that has a certain composition and a relatively independent distribution. Words are elements of spoken or written language which are the embodiment of feelings and thoughts that can be used in language (Keraf, 1998).

According to Sarwadi (1992), the term vocabulary contains the following meanings: All words are in a language; The number of words owned by a person or group of people in the same environment; The number of words used in a field of science; All the original words in a language; A list of a number of words and a group of words arranged alphabetically and accompanied by a description of a language. Based on the opinion above vocabulary is all words in a language used by speakers or writers to express an intention in the form of sentences or words.

### **2.2. Definition of Teaching Strategy**

Teaching is a way of preparing students for their learning experience. In other words, teaching is the process teachers undertake to guide, support, and direct students through their learning experiences (Majid, 2008). In addition, Hamalik (2006) in his book teaching strategies or teaching and learning suggests that: the teaching or learning strategy is a comprehensive system consisting of a few components, namely the input component, the

process component, and the product component (output). Each component includes several interrelated variables interacting with each other to achieve predetermined goals. Teaching strategy is the entire procedure taken by teachers and students that allows or provides opportunities for students to carry out learning activities in order to achieve certain goals. What strategies are adopted or chosen and used, essentially depend on the ability of the teacher himself.

Thus, the researchers can conclude that the teaching strategy is a set of teaching and learning activities that are planned to achieve instructional goals because the implementation of teaching in schools is carried out in a semester system and is a plan on ways to utilize potential and adequate targets to improve teaching as a pattern. general actions of teachers and students, in realizing effective and efficient teaching and learning activities.

### **2.3 Strategies in teaching vocabulary**

Many strategies can help students to develop their vocabulary better. Other strategies may be effective and helpful for students and it can be used to help students in vocabulary, as stated by Harmer (1991) that occasions when some form of presentation or explanation is the best way to bring new words into the classroom and can be understood by students more easily include the following:

#### **a. Picture**

Pictures can be used to explain the meaning of vocabulary. The teacher draws or brings a picture on the blackboard. It can explain concepts like above and is easy to use like hats, cars, balls, etc.

#### **b. Action and Movement**

It is often impossible to explain the meaning of words and grammar using pictures. The plot, in particular, is perhaps better explained through pantomime. In this way, concepts such as "walking, smoking" are easily expressed, as are expressions of walking, position and time.

#### **c. Contrast**

In this way, we can present the meaning of "empty" in contrast to "full", "cold" contrasting "hot", "big" contrasting "small". We can present these concepts with pictures or pantomime. Then, by drawing attention to the contrast in the sense we ensure student comprehension.

#### **d. Explanation**

People should remember that everyone is describing a fact or using related words to describe the meaning of the vocabulary. For example, to say that "mate" is the word for "friend" is colloquial, informal English and is not satisfactory unless you point out that it is only used in certain contexts.

#### **e. Translation**

Translation is a quick and easy way to express the meaning of words, but it is not without its problems. First, translating words in the classroom is not always easy. Secondly, translation encourages students to interact with words, which can sometimes be a little too easy for students.

The proper technique is crucial for the teaching and learning process, and it goes beyond just the teacher's skill because in learning vocabulary there are still many students who think that learning vocabulary is a very boring activity. We learn to be more familiar and feel easy to learn, English teachers need to improve their vocabulary teaching to help students remember new words better. If words are presented in an easy-to-remember way from the start, students are more likely to remember them. The researcher chose Harmer's theory as an instrument of this research because the theory is in accordance with the indicators that the researcher examined.

### **3. Method**

This study uses a qualitative research method. Qualitative data is used as empirical evidence in answering the research problem formulation properly, completely, and comprehensively (Sarwono, 2011). According to Bodgdan and Taylor in Ahmadi (2014), qualitative methods are research procedures that produce descriptive data: speech or writing and observable behavior from the people (subjects) themselves.

In determining the sample from this study, the researcher used purposive sampling. The sample was chosen because the English teachers were considered experienced in teaching English. The sample criteria of this research were the teachers who teach English vocabulary. The researcher took four English teachers who teach English in class 8A, 8B, 8C, 8D.

The research takes place in the village of Tuju-tuju Kec. Kajuara Kab. Bone South Sulawesi, about 158,4 km from Makassar. The place of the study was at Darul Huffadh Islamic Boarding School. The research had been done since November 05th, 2022 until the data were fully collected.

The researchers chose Harmer's theory in teaching vocabulary as an instrument of this research because the theory is in accordance with the indicators that the researcher examined. Such as: Using picture, Action and movement, Contrast, Explanation, and Translation,

The instruments of this research are interview and observation. First, interview is the method used when the subject of the study or the respondent and the researcher are directly face to face in the process of obtaining information for primary data purposes. The second instrument is observation checklist. In the social sciences, observation is a technique in order to gather information about people, events, and cultures. Much of the research done in anthropological and sociological studies have been characterized by observation, particularly participant observation, and is a characteristic method for these fields of study. ethnographic research methodology. The researchers observed the teachers while the teachers were teaching.

## **4. Results**

### **4.1. Findings**

#### **4.1.1. The Interview Result**

The interview was conducted after the observation. The researchers carried out the interview to answer research question "What are the teaching strategies used by English teachers to teach students vocabulary?". The following is the summary of the transcript from each interviewee.

Using picture in teaching vocabulary

Based on the first question, that the four teachers used the picture strategy in teaching vocabulary. Teacher A and B use pictures by drawing on the blackboard, so when students don't know the vocabulary, then the teacher will explain it through pictures. The teacher draws a picture on the blackboard for the students to guess the vocabulary. On the other hand, teachers C and D use the picture method by bringing pictures they have printed to show to students. When the teacher is explaining about something the students do not know the vocabulary, the teachers will show the picture of the thing to the class.

#### Using Action and Movement in teaching Vocabulary

Based on the results of interviews with English teachers at Darul Huffadh Islamic Boarding School regarding question 2, the 4 teachers, it is found that they use action and movement method in teaching vocabulary. For example, when there is vocabulary that students do not know, the teacher will demonstrate the vocabulary, As done by teacher D, when the teacher ask about the word "monkey" the students need to demoustate by this action and movement method is most often used by the teacher, she said, this method is the fastest caught by student.

#### Using Contrast in teaching Vocabulary

Based on the results of the interview regarding question 3, about the use of the contrast method in teaching vocabulary, it is clear that teacher B has never used this method. Whereas for teacher C she rarely uses it but she has ever used it once. Two teachers still use the contrast method in teaching vocabulary of all the four teachers, three teachers confirmed that they have ever used the method in their class. When there is a vocabulary that students do not know, the teacher will explain it with the opposite word. For example, the teacher says "small", the students will mention the opposite of the word which is "big".

#### Using Explaining in teaching Vocabulary

Based on the results of the interview regarding question 4, all teachers use the explanation method. When there are students who do not understand vocabulary the teacher will explain about the vocabulary using simple language that is easier for students to understand. As done by teacher A, when a student asked about the writing of the word "tree" in the book, which has the letter S at the end of the word while the original word does not use the letter S. Teacher A explained it until the student understood.

#### Using Translating in teaching Vocabulary

For interview results regarding question 5 about the use of translation method. It is confirmed that all teachers use the method. Each teacher has a different way of using this method. Some teachers ask students to look in the dictionary, some teachers first write their vocabulary on the blackboard and instruct students to look up their own meaning, there are also teachers who directly write their vocabulary and meaning on the whiteboard.

### **4.1.2. The Observation Result**

The observation conducted once with each teacher. The researchers carried out the observation to answer the research question "How is the implementation of the teaching strategies used by English teachers to teach students vocabulary?". The following showed the explanation of the observation checklist from each teacher.

The researchers found that the teacher applied three strategies in this class, namely picture, translation, action and movement. Teaching activities were very fun because teacher A occasionally made jokes with his students. They were enthusiastic and also active in asking questions. The problem faced by the teacher was when there were some students who were sleepy, so the teacher often asked questions or interacts with students who looked sleepy.

Observation in teacher B, She used strategies such as drawing (drawing on the whiteboard), translating, vocabulary together, memorizing by asking students to memorize the vocabulary that has been given. And teacher B, when explaining, often suddenly pointed at students to guess the meaning of what she explained. In teacher B's class, students enjoyed and looked enthusiastic in the class. The atmosphere was very lively, especially when the teacher suddenly asked a question, the students spontaneously raised their hands together to answer. The challenge faced by the teacher was that sometimes students quickly forgot the vocabulary that had been given. The teacher asked several times about vocabulary during the learning process to ensure that students had memorized vocabulary well.

Observation in teacher C, She used strategies such as drawing (bringing printed pictures), action and movement, translating (teachers and students translating new vocabulary together). During the lesson the students enjoyed and looked enthusiastic in the learning process. The atmosphere in the class was very lively when they answered questions from teacher B. The problem faced by the teacher was that there were students who always wanted to appear by answering questions asked by their friends, but teacher B overcame this problem by advising him to give her friends a chance.

Observation in teacher D, She used 3 strategies. The strategy is picture (object), translation by asking students to open a dictionary, memorize vocabulary. Students looked happy, especially when they were playing guessing games with the teacher. The obstacle encountered by the teacher was when while explaining and in the middle of the explanation there were students who fell asleep, the teacher stopped explaining and woke the students and repeated the explanation.

## **4.2. Discussion**

Based on the results of data analysis, the researchers discussed the research questions in this study. To answer the researcher's questions. What are the teaching strategies used by English teachers to teach students' vocabulary?" the researcher conducted interviews with 4 English teachers. In addition to answer the researcher's question "How is the implementation of the teaching strategies used by English teachers to teach students vocabulary?" The researchers made observations in four classes and one teacher for each class. The results of this study indicate that there are five strategies that are suitable and common in teaching vocabulary to students. Namely picture, action and movement, confirmation, translation, and explanation. Researchers make a list of strategies commonly used by teachers. as stated by Harmer (1991) that occasions when some form of presentation or explanation is the best way to bring new words into the classroom and can be understood by students more easily include the following: picture, action and movement, contrast, explanation, and translation.

This result is supported by previous research conducted by Sarianah (2015). The results of the study show that there are 5 vocabulary teaching strategies that English students used by the first and second, namely: pictures (50%), action and movement

(50%), contrast (47%), explanation (37.5%) and translation (57.5%). Based on previous research conducted by Munawwarah (2021). Her study found that teachers used games, pictures, memorization, translation, realia, actions/mimicry/gestures, and songs. Moreover, based on the teacher's perception, these strategies were suitable for teaching vocabulary to young learners as he could combine two or more strategies in one meeting. Therefore, they used different activities and strategies to teach and bring the joy of learning English to young learners. In Syafrizal and Haerudin (2018)'s study found that Vocabulary building techniques used by teachers are translation, memorization, playing and singing songs. Media used by teachers: photos, objects, students' English books. The second is the problems teachers and students face in the teaching and learning process.

This proves that after using teaching strategies the vocabulary applied by the teacher to students shows good results and able to increase students' vocabulary knowledge of English with better.

After conducting research, the researchers found another strategy used by teachers at the Darul Huffadh Islamic boarding school in teaching vocabulary to students by providing new vocabulary after each midday prayer and repeating the vocabulary before going to bed at night. In addition, the researchers also found strategies used by teachers to improve students' language by providing examples of daily conversations in English, for example conversations when wanting to borrow friends' items, queuing in the bathroom, shopping in the canteen, and so on. And after researching it turns out that at the Darul Huffadh Islamic boarding school students are required to use English and Arabic in daily conversations, and if they are found speaking Indonesian, they will be given a penalty. It can be concluded that this strategy is very good, because it will improve students' vocabulary.

## 5. Conclusion

Based on the results of the research and discussion in the previous chapter, the researcher concluded that the general strategies used by English teachers at Islamic Boarding School Darul Huffadh in teaching vocabulary to students were pictures, action and movement, contrast, translation, and explanation. In addition, teachers have almost the same perception in implementing vocabulary teaching strategies. First, the strategy is suitable for students, because based on this strategy, teachers can make the teaching and learning process more fun and varied. The four teachers have selected strategies based on the students and the classroom situation. Finally, the teacher combines strategies to make students enjoy the learning process, students become interested in learning through various activities.

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