EXPLORING EFL TEACHERS' STRATEGIES IN TEACHING VOCABULARY AT SENIOR HIGH SCHOOL LEVEL (CASE STUDY AT SMKN 1 BARRU)

Aulya Farahdiba[1], La Sunra[2], Amirullah[3]

[1,2,3] Universitas Negeri Makassar

E-mail: aulya_farahdiba@gmail.com, la.sunra@unm.ac.id*, amirullah@unm.ac.id.

*Corresponding Author

Abstract

The objectives of the research were to find out (1) the EFL teachers' strategies in teaching English at Senior High School level; (2) the EFL teachers' strategies in teaching vocabulary at Senior High School level; and (3) the EFL teachers' problem in teaching vocabulary at Senior High School level. This research applied qualitative method. The subject of this study was an English teacher who taught at SMKN 1 Barru. The data collected were observation, questionnaire checklist and interview. The result of this study showed that (1) the EFL teacher uses five strategies in teaching English, discussion and demonstration strategies, using electronic media as a learning media, using games(applications), teaching vocabulary strategy; (2) the EFL teacher uses four strategies in teaching vocabulary to students, such as learning new vocabulary strategies independently without the help of teachers and other students, using strategies that involve teachers and other students, using strategies to remember new words or vocabulary, using games (applications); (3) the several problems faced by the teacher in teaching vocabulary, such as lack of motivation, phone dependency and self-confidence.

Keywords: *Teaching Strategies, Vocabulary, Teaching Vocabulary.*

INTRODUCTION

English is a language that is used by many countries around the world, including those that are still developing. English is an important language for many reasons, including its role in international affairs. That is why English has become a connecting language that is commonly used by people from different countries, including Indonesia.

The English language has four skills: speaking, listening, reading, and writing. Each skill has three components: pronunciation, grammar, and vocabulary. Those are the three major components of language. Vocabulary is one of the important aspects of people learning a language. Sadewo (2016) Vocabulary is one element of language that should be learned and taught. When a student master grammar without knowing the meaning of a word, it is futile. Understanding vocabulary is generally considered an important part of the literacy process of a language or the development of one's capacities in a language that's been formerly learned. Anuthama (2010) Vocabulary learning is more than the study of individual words. Students are frequently taught new words as part of various subjects, and many adults see vocabulary acquisition as an interesting and educational activity. If a student has a big enough English vocabulary and their teachers know how to teach vocabulary well, it will naturally help them get better at four English skills.

The student's vocabulary skills can be improved in various ways. It may utilize a method or a strategy. Teaching vocabulary is one way to help students gain the knowledge they need to construct grammatical sentences, but it is also a challenging task for teachers because many factors need to be taken into consideration, and it requires careful handling before

students can understand what the vocabulary itself is. The teacher should be innovative in developing and selecting appropriate techniques, media, and activities for use in the classroom or online.

There are several researchers who have conducted research related to teacher's strategies in teaching vocabulary. Alabsi (2016) conducted a study by the tittle "The Effectiveness of Role Play Strategy in Teaching Vocabulary". The researcher investigated about significant difference in the average mean score on the vocabulary achievement test between learners who are taught by using a role-play strategy and those who are taught without a role-play strategy. The result of this study showed that in EFL classes is worthwhile, and more effective than using the traditional vocabulary teaching.

Arta, K.H. (2018) conducted a study with the title "The Strategies used by English Teachers to Teach Vocabulary". The researcher investigated about what strategies teachers use in teaching vocabulary and the obstacles teachers face in implementing the strategies. The results of the study showed that the English teachers in three schools use their own strategy which is a combination of several strategies proposed by experts such as Word Map Strategy, Scavenger Hunt Strategy and so on.

Munawwarah (2021) conducted a study with the title "Teachers' Strategies in Teaching English Vocabulary to Young Learners". The purposes of the research are to find out the teachers' strategies in teaching English vocabulary to young learners and to figure out the teachers' perception in applying the strategy in teaching vocabulary. The writer used qualitative method to answer the research questions. The results of the study showed that the teachers applied game, picture, memorization, translation, realia, action/ mime/ gesture, and song. In addition, based on the teachers' perception, those strategies were relevant to teach vocabulary to young learners because they can be mixed up more than two strategies in one meeting.

Based on the description above, the researcher was encouraged to conduct research titled "Exploring EFL Teachers' Strategies in Teaching Vocabulary at Senior High School Level". Expectedly, this study can provide more ideas of how far teachers' teaching strategies can accommodate students' learning strategies through understanding the problems and providing possible solutions.

LITERATURE REVIEW
Definition of Vocabulary

Vocabulary is an essential part of language when we learn English. Vocabulary is essential for learners because it is the key to learning English. There are some definitions of vocabulary according some expert. Linse (2005: 121) state that vocabulary is the collection of words that an individual knows.

According to Hiebert and Kamil (2009), vocabulary, as the knowledge of the meaning of words, is a component of a particular language that stores all the meaningful information used by people to express, think and learn new ideas. Other expert, Hatch and Brown (1995:1) define that vocabulary as a list of words for a particular language or a list or set of word that individual speakers of language might use. While Hornby (2000) defined vocabulary as all the words that a person knows or uses when they are talking in a particular language.

From some definitions about vocabulary above, it can be said that vocabulary is the basic element of language which someone needs in learning a language especially to communicate or all words of language used by the person to give information to other people. The writer can conclude that vocabulary is the quantity of words in a language that students must know in order to develop all their English skills; without vocabulary, students can't master English as a foreign language.

Types of Vocabulary

Researchers commonly refer to four types of vocabulary: listening, speaking, reading and writing. According to Pikulski and Templeton (2006), vocabulary is divided into four types that are interconnected in daily life. It clearly shows that there are four types of vocabulary: oral vocabulary, expressive vocabulary, written vocabulary, and receptive vocabulary. First, oral or meaning vocabulary refers to the vocabulary used in speaking and includes both listening and speaking vocabulary. Second, expressive vocabulary is vocabulary that is used to convey or express a thing. Third, literate or written vocabulary is vocabulary that is used when writing something. Last, receptive vocabulary refers to listening and reading vocabulary. There are some types of vocabulary as stated by Nation (1990), Aeborsold and Field (1997). There are two types of vocabulary: active or productive vocabulary and passive or receptive vocabulary.

Based on expert explanations, the researcher concludes that vocabulary is classified into two types: receptive vocabulary and productive vocabulary. Receptive vocabulary refers to words that students recognize and understand when they see them in context but cannot produce. This is the type of vocabulary that students recognize when reading a text or listening to a recording but don't use in speaking or writing. Productive vocabulary, on the other hand, is made up of words that students understand, can say correctly, and can use in speaking and writing in a useful way.

Classification of Vocabulary

Classification is the systematic arrangement of categories into groups based on established criteria. The words are divided into eight categories. Noun (reference to an object. For example: bits, pieces, record, player), pronoun (personal, possessive, reflexive, reciprocal, demonstrative, relative, interrogative, indefinite. For example: I, them), verb (predication of an action. For example: like, looking, doing, to look), adjective (modification by a property. For example: old, second, new), adverb (a word which modifies the meaning of a verb, an adjective or another verb. For example: up, cheerfully), preposition (a word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else. For example: for, like), conjunction (a word which merely joins together sentences, and sometimes words. For example: and, or), and determiner (a word that comes before a noun and points it out without describing it the way that an adjective does. For example: in the phrase my boyfriend, that strange woman. The word my and that is determiner).

Strategies in Teaching Vocabulary

The term "strategy" in this context refers to a process or sequence by which stages or activities in the designed teaching and learning process are planned or executed. Strategy is defined as teachers' efforts in the learning process to achieve the goals of learning. In language teaching, the strategy is one of the ways that teacher use in teaching the material. There are many kinds of teacher strategies in their teaching, depending on what information or skill the teacher is trying to convey. Teaching vocabulary can be a challenge for a teacher. The challenge of teaching vocabulary may be because educators must be able to choose the right strategy to teach vocabulary to students so they can easily remember the new vocabulary that educators provide. A teacher must always be up-to-date on a variety of techniques that teach vocabulary.

Every teacher must understand their students' personalities and prepare everything in order to achieve the goal of teaching and learning. Every teacher wants their students to remember new words, then use and practice them. Teachers use different methods depending on what they are teaching, how much time they have, and how important the subject is to the students. Schmitt (2000) suggests the following strategies for teaching vocabulary.

1.Determination Strategy

DET is a strategy for interpreting the meaning of a word without the help of others. Bennett (2006) also discovered that the determination strategy did not contribute to the students' vocabulary size. He thinks that the only purpose of determination strategies is to help students figure out the meaning of new words when they come across them for the first time. They are not meant to help students remember the meaning of words. From the two things we've learned so far, we can say that students can use motivation strategies that fit their needs and skills.

2. Social Strategy (SOC)

The SOC can also be used when students are learning new vocabulary that has never been discovered or trying to remember vocabulary that has been learned but forgotten, such as asking a teacher or classmate about a new word, which is referred to as a social strategy because it involves other people. This strategy is appropriate for all skill levels. Because using this strategy allows students to be more active.

3. Memory Strategy (MEM)

According to Oxford, MEM is a traditional method for memorizing new vocabulary by combining previous knowledge by grouping words according to form or topic, connecting new words with previous experience, learning word spelling, and saying words out loud while studying. As a result, they assist learners in associating a new word with something they are already familiar with. In general, this method employs word grouping.

4. Cognitive strategies (COG)

According to Block (1986), "cognitive strategy" refers to how a reader seeks to understand what they read, how to make the reading meaningful, and what to do if they encounter difficulties or problems. The use of cognitive strategies can improve the learner's efficiency when approaching a learning task. These academic tasks may include, but are not limited to, remembering and using information from the course, making sentences and paragraphs, editing written work, paraphrasing, and sorting information to be learned.

5. Metacognitive Strategy (MET)

According to Cross and Paris (1988), "metacognition" refers to students' knowledge and control over their own thinking and learning activities. Students develop their own effective strategy for learning new vocabulary. Greene and R. Azevedo (2009) say that metacognitive strategy is often seen as a key self-regulated learning process that is important for understanding complex information. This strategy can be used by performing a word test, using English-language media (songs, movies, newscasts, etc.), practicing spaced words (expanding rehearsal), skipping or delivering new vocabulary, and so on. Metacognitive strategies include continuous learning, word tests, and games.

RESEARCH METHOD
Research Design

This research is a qualitative study. This research explored the strategies used by the teacher, how the teachers teach English vocabulary, and the teacher's problem in teaching vocabulary. These teacher's perspectives will represent their views related to their real-world experience on the strategy of teaching English vocabulary in the context of their English class. With this goal in mind, a qualitative design is a good choice for the research. It has a wide scope and is focused on obtaining data through open-ended and conversational communication.

Subject of the Research

This research was conducted at SMK 10 Makassar. The participant is an English teacher. The researcher only focuses on one English teacher in SMK 10 Makassar.

Research Instrument

Observation

The researcher's goal is to collect data on the various strategies used by teacher to teach English and English vocabulary in the English classes. For the first research question, a researcher watched what is going on in the classroom while the activity is going on.

Questionnaire

In this open-ended questionnaire, the researcher given the teacher a questionnaire about how she teaches English vocabulary to students. A questionnaire checklist conducted to answer research question (2) about the strategies used by the teacher in teaching English vocabulary.

Interview

The interview guide has 15 questions that ask about why the teacher used strategies and what problems she or he faces when teaching vocabulary.

Procedure of Collecting Data

To answer the first and second research questions, "What are the EFL teacher's strategies in teaching English at SMK?" and "How does EFL teacher teach vocabulary in English class?" The researcher observed the class while the teacher was teaching, identified the strategies used by the teacher to teach English vocabulary, and the last the researcher interviewed the teacher. Thus, it can be explained that the data collection techniques for research questions 1 and 2. To answer the third research question, "What are the problems faced by EFL teacher in teaching vocabulary?" The researcher only interviewed the teacher by asking open-ended questions.

Technique of Data Analysis

After collecting the data, the researcher analyses it. The researcher employs observation, a questionnaire, and an open-ended interview. The researcher analyzed the data through observation and a questionnaire related to research questions 1 and 2 by reading the results of the questionnaire that the researchers fill out about how the teacher teaches vocabulary. For the research question 3 by reading and listening to the results of an interview with the teacher about why she or he use the strategy to teach new words.

The researcher identified the data for the first and second research questions from the questionnaire checklist that relates to the strategies used by the teacher. After identifying the data, the researcher categorized it using the instrument's five strategies: determination strategy, social strategy, memory strategy, cognitive strategy, and metacognitive strategy.

FINDINGS

The strategies used by the teacher in teaching English

1. Discussion and Demonstration Strategies

Several teaching strategies have been tried by the teacher. However, the strategy of demonstration and discussion have been deemed suitable to be applied to students in school. Consideration of the background of the student's majors, situations and conditions become the basis for determining the strategy that have been selected. This action must be done by a

teacher who knows better about the condition of the students being taught. Discussion and demonstration strategies in their application in the teacher's strategies process can invite students to be more active starting from observing, asking, collecting, processing and communicating activities.

2. Using Electronic Media as Learning Media

The use of electronic media as a teaching media has also been applied by teachers. Smartphone, laptop and projector are examples that she has brought technology into his teaching strategy.

3. Using Games (Applications)

In addition to bringing electronic media into teaching strategies, teachers have implemented variations in the form of games. The teacher's actions are the right steps to take. The teacher needs to think about how to stimulate the motivation and interest of students in learning again. For that, the application of games here can overcome these problems and can be a way to help students get good teaching strategies and enjoy learning English.

4. Teaching Vocabulary Strategies (Determination Strategy, Social Strategy, and Memory Strategy)

There are many strategies that can be used in teaching vocabulary. However, there are four strategies used by teachers to teach vocabulary, namely determination strategy, social strategy, memory strategy and use of applications/games.

The strategies used by the teachers in teaching Vocabulary
1. Determination Strategy

Determination strategy is a strategy used by teachers to teach new vocabulary by not involving other students or teachers in learning vocabulary. Students look for the meaning of the new vocabulary by themselves. The teacher taught new vocabulary in the middle of the lesson. If there is a word that is difficult, students are asked to open their dictionary to find the meaning of the word. All students are expected to have a dictionary. Because whatever the lesson is, if there is no dictionary, it will be more difficult.

2. Social Strategy

Social strategy is a strategy used by teachers to teach new vocabulary by involving other people such as teachers and students in the teaching and learning process. The teacher used this strategy depending on the material being taught. Usually, this strategy is used when dealing with text. The teacher made groups and within the groups there is peer student. With a group, students can discuss and share their respective knowledge. Involving other people (social strategy) is applied by watch out video or listening audio. At that time the students will guess the vocabulary in the audio. After everything was finished, the vocabulary found was discussed together with the aim of teaching the pronunciation as well.

3. Memory Strategy

The teacher also sometimes applies a memory strategy. Actually, the teacher did not directly apply the memory strategy. She never asked students to memorize vocabulary specifically, because memorization in the 2013 curriculum is not allowed. The teacher used memory strategies at the beginning and end of the lesson. At the beginning of the lesson, she usually tests students' memory about last week's material. Apart from that, she also uses memory strategy at the end of the lesson by repeating the new vocabulary that has been learned in interactions during the lesson. So indirectly students will remember and understand it.

4. Using Games (Applications)

The students will be interest and also not feel bored with the lesson. Teaching vocabulary by using games can make students relax and more enthusiast when they learn English. She usually used the games of guessing and matching words in teaching English. However, games can help and encourage many learners to learn target language more easily. They also help teachers to create contexts in which the target words are useful and meaningful; they also bring fun for students, thus help them learn and retain new words more quickly. In other words, game-based learning can create a meaningful context for language learning process. After learning and practicing new vocabulary through games, students have the opportunity to use language in non-stressful way.

The problems faced by EFL teacher in teaching vocabulary

From the result of interview, the teacher said there were several problems faced when learning vocabulary. The biggest barrier happened during teaching and learning process in the classroom is seeing from students' lack of motivation. Since motivation is very important for the student and also for creating the whole class situation. This motivation matter impacts to their learning interest and engagement in classroom, it impacts almost all aspects during teaching-learning process. Besides that, most of students consider that English is one of the difficult subjects in their school. When they learn English, they feel trouble because they did not understand English vocabulary well. They have less understanding in English vocabulary. Consequently, they have less motivation besides they lazy to learn English. The second problem is phone dependency. Actually, this is very helpful in learning if used properly. However, there are some students who also often use phone inappropriately. This means using other applications that are not related to learning such as online games, etc. Apart from that, sometimes when the teacher gave a quiz, they immediately search for the answer via Google on their phone. The last problem is self-confidence. This is the problem that most often occurs in the classroom. Many students actually know about the material but don't dare to say it. Sometimes the teacher asked students questions about material or vocabulary, but many are silent even though they know.

DISCUSSIONS

Based on research finding, the researcher concludes that the teachers used many strategies to teach English. Discussion and demonstration strategies, two strategies are able to help teachers realize the learning activities carried out by the curriculum 13. Discussion and demonstration strategies in their application in the teacher's strategies process can invite students to be more active starting from observing, asking, collecting, processing and communicating activities.

Effective learning is learning that can make ideal use of information and communication technology as a tool (Hanum, 2013). By using electronic media as a learning media, student centred learning activities such as observing, questioning, collecting, and associating communicating will make it easier for students to learn. In addition, the teacher can implement variations in the form of games or applications. As is well known, every student must have different levels of motivation and interest in learning. For that, the application of games here can be a way to help students get good teaching strategies and enjoy learning English.

For the teaching English vocabulary, the teacher used four strategies. In each strategy, there are ways to teach new vocabulary to students. These findings support the theory of Schmitt (2000) about strategies for teaching vocabulary. The first strategy namely determination strategy. The teacher used determination strategy in teaching new vocabulary by

asking students to bring a dictionary, underline difficult words, translate new vocabulary independently. The second strategy is social strategy. Oxford (1990) defines social strategies as follows: "Language is a form of social behaviour; it is communication, and communication occurs between and among people." This means that the involvement of other people in learning new vocabulary occurs. Both the involvement of teachers and other students (peer student). Answering synonyms or translating directly, watch out video or listening audio and guess new vocabulary words by the audio is one way of a social strategy.

The third strategy is memory strategy. Schmitt (2020) says that memory strategies, which are also known as mnemonics, are ways to remember new words by using pictures or groupings. Memory strategy can also be called a traditional strategy. The finding showed that the teacher uses memory strategies at the beginning and end of learning. Munawwarah (2021) in her research also discussed about memory strategies (memorization). The result of the study showed that the teachers applied memorization as one of the relevant strategies for teaching vocabulary to young learners. This finding also agreed with Artha, K.H (2018), showed that memory strategies (memorization) are used in vocabulary teaching strategies even though the implementation is different. In contrast to Alabsi (2016), that the results of his research showed that role play strategy is worthwhile and more effective than using the traditional vocabulary teaching (memorization). Another strategy used by the teacher is using games (applications). From many teaching strategies which implemented by the teacher, games as one of the most effective learning strategies to apply and it can make students interested in what the teacher taught, especially when the teacher teaches English. The teacher uses games and many applications (Kahoot, Mentimeter) because it can stimulate and make students more attractive in increase their vocabulary.

Apart from strategy, the researcher also found several problems faced by the teacher in teaching English, especially vocabulary. The first problem is lack of motivation. Most of students consider that English is one of the difficult subjects. They feel trouble because they did not understand English vocabulary well. Consequently, they have less motivation besides they lazy to learn English. In line with previous studies Arta, K.H (2018) showed that some problems faced by teachers is lack of motivation which makes the students' low ability to master the vocabulary words. The next problem is phone dependency. By using a phone incorrectly, this can be a problem in the learning process, especially in learning vocabulary. The last problem, self-confidence. This is the problem that most often occurs in the classroom. This can make students less active in class because they don't feel confident about themselves.

CONCLUSION

Based on the research finding and discussion, the researcher concluded that there are five strategies used by EFL teacher in SMK Negeri 1 Barru to teaching English. They are discussion and demonstration strategies, using electronic media as a learning media, using games (applications), and teaching vocabulary strategies (determination strategy and social strategy). Especially for teaching English vocabulary, there are three strategies. In each strategy, there are ways to teach new vocabulary to students. The first, determination strategy is a strategy that students independently learn new vocabulary without the help of teachers or other students. The second, social strategy is a strategy for teaching new vocabulary by involving other people such as teachers and students in the teaching and learning process. The third, memory strategy is a strategy used to remember vocabulary that one has forgotten. The last is using games (applications). This strategy made students more interested and enthusiastic during the learning process. Apart from strategy, the researcher also found several problems faced by the teacher in teaching English, especially vocabulary. The first is lack of motivation. The next is phone dependency, and the last problem is self-confidence. All of these problems can make students not optimal in the learning process, especially in learning vocabulary.

REFERENCES

Akbulut, D. F. (2017). Effects of Morphological Awareness on Second Language Vocabulary Knowledge.Journal of Language and. *Journal of Language and Linguistic Studies*, 13(1), 10-26.

Alabsi, T. (2016). The Effectiveness of Role Play Strategy in Teaching Vocabulary. *Theory and Practice in Language Studies, 6*, 227-234.

Alqahtani, M. (2015). The importance of vocabulary in language learning and. *International Journal of Teaching and Education, 3 (3)*, 21-34. doi:10.20472/TE.2015.3.3.002

Arta, K. H. (2018). *The strategies used by English teachers to teach vocabulary.* Banda Aceh, Indonesia: UIN Ar-Raniry.

Basri, M., Husain, B., & Nyimo, Y. N. (2020). EXPLORING EFL TEACHERS' STRATEGIES IN TEACHING. *i c o e l s - f k i p . u n a r s . a c . i d*, 96-106.

Beck I, a. M. (1990). *Conditions of Vocabulary Acquisition.* Cambridge: Cambridge University Press.

Bennett, P. (n.d.). *AN EVALUATION OF VOCABULARY TEACHING* (Vol. 82). University of Birmingham (n.d.).

Brown, H. D. (2007). *Principle of language learning and teaching (5th ed.).* NY: Longman.

Carter, R. a. (2006). *The Cambridge Guide to Teaching English to Speakers of Other Languages.* Cambridge: Univ. Press.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks: SAGE Publications.

Hamruni. (2009). *Strategi dan ModelModel Pembelajaran Aktif.* Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijaga Yogyakarta.

Harmer, J. (2002). *The practice of English teaching (3rd ed.).* UK: Longman.

Hiebert., &. K. (2005). *Teaching and learning vocabulary: Bringing research to practice.* UK: Routledge.

Issac, J. C. (2010). *Methods and strategies of teaching: An overview.* Pondicherry, India: University Press.

Liyaningsih, G. N. (2017). *Teachers' strategies in teaching English vocabulary to young learners (a descriptive study on teaching vocabulary at the 3rd grade students of MI Kedungharjo in academic year 2015/ 2016.* Surakarta, Indonesia: IAIN Surakarta.

Nation, I. S. (2001). *Learning vocabulary in another language.* Cambridge: Cambridge University Press.

Nurhadi, K. (2013). *Teaching english vocabulary by using random pictures technique to improve the students vocabulary.* Yogyakarta, Indonesia: IAIN Surakarta.

Oxford, R. (2001). *Language Learning Styles and Strategies: An Overview.*

Oxford, R. L. (1990). Language Learning Strategies: What Every Teacher Should Know. *Heinle & Heinle*.

Pavičić Takač, V. (2008). *Vocabulary Learning Strategies and Foreign Language Acquisition.* Clevedon, UK ; Buffalo, NY: Multilingual Matters.

Schmitt, N. (2000). *Vocabulary in Language Teaching.* Cambridge ; New York: Cambridge University Press.

Yuliandari, E. (2017, December 14). Teachers' Strategies to Teach English Vocabulary for Hearing-Impaired Students at SLBN 1 BANTUL. *UMY Repository* . Retrieved from http://repository.umy.ac.id/handle/123456789/16348