TEACHERS' STRATEGIES IN TEACHING ENGLISH VOCABULARY
(A Study of the English Teachers of State Junior High Schools Kecamatan Lima Kaum)

THESIS

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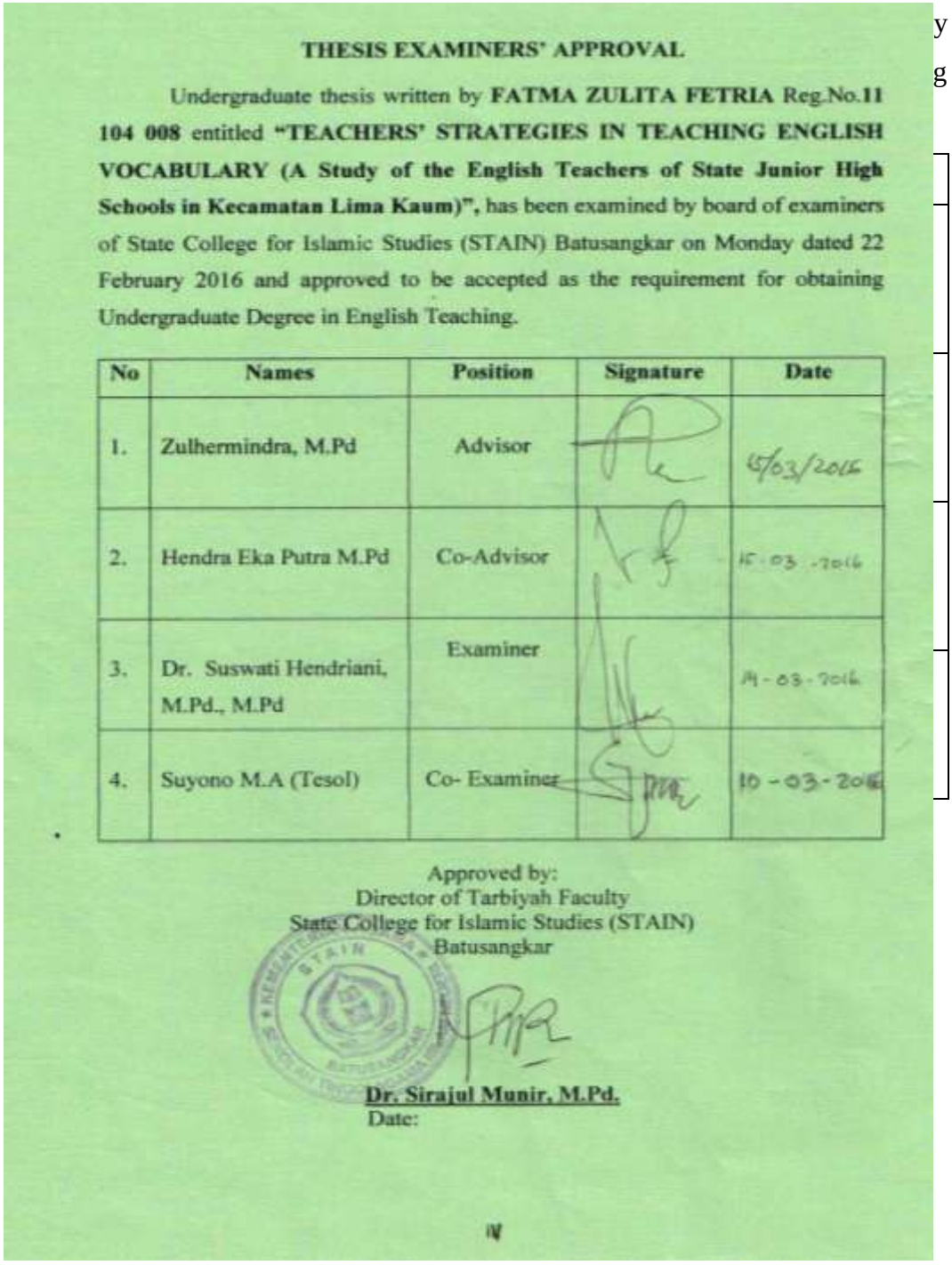
Undergraduate thesis written by **FATMA ZULITA FETRIA** Reg.No.**11 104 008** entitled **"TEACHERS' STRATEGIES IN TEACHING VOCABULARY (A Study of the English Teachers of State Junior High Schools in Kecamatan Lima Kaum)",** has been examined by board of examiners



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iv

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ABSTRAK

FATMA ZULITA FETRIA NIM. 11 104 008 judul skripsi "TEACHERS' STRATEGIES IN TEACHING ENGLISH VOCABULARY (A Study of the English Teachers of State Junior High Schools in Kecamatan Lima Kaum)" Jurusan Tarbiyah Program Studi Tadris Bahasa Inggris Sekolah Tinggi Agama Islam Negeri (STAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah belum terungkapnya strategi yang digunakan oleh guru bahasa Inggris di sekolah menengah tingkat pertama di Tanah Datar dalam meningkatkan kosa kata siswanya. Penelitian ini bertujuan untuk mendeskripsikan strategi yang digunakan oleh guru dalam meningkatkan kosa kata siswanya pada sekolah menengah tingkat pertama ini.

Jenis penelitian ini adalah penelitian kualitatif. Subjek penelitiannya adalah guru bahasa Inggris dan siswa menengah tingkat pertama yang ada di kabupaten Tanah Datar yang berjumlah 32 orang. Teknik pengambilan sampel dilakukan dengan metode *snowball sampling*. Instrumen kunci dalam penelitian ini adalah peneliti sendiri. Teknik pengumpulan data yang dipilih oleh peneiti adalah wawancara. Untuk menguji keabsahan data, peneliti melakukan *Triangulasi Source* antara guru bahasa inggris dengan siswa. Teknik analisis data dilakukan dengan mengacu pada Miles and Huberman yaitu *data reduction*, *data display* dan *data verification.*

Hasil penelitian menunjukkan bahwa strategi yang digunakan guru bahasa Inggris dalam meningkatkan kosakata di sekolah adalah *presentation strategies (using of picture, using body movement (gesture), using video, translation and exemplification), practice strategy (classroom test and games), strategy for strategies training (guessing from context and looking up dictionaries).*

TABLE OF CONTENTS

		Page
COVER PAGE…….		**i**
SURAT PERNYATAAN KEASLIAN…….		**ii**
THESIS EXAMINERS' APPROVAL PAGE.		**iii**
THESIS APPROVAL PAGE…. …….		**iv**
AKCKNOWLEDGEMENT…….		**v**
ABSTRAK…….		**viii**
TABLE OF CONTENTS…….		**ix**
LIST OF TABLES……...……..…		**xi**
LIST OF APPENDICES…….		**xii**
CHAPTER I :	**INTRODUCTION ……**	**1**
	A. Background of the Problem	1
	B. Research Focus andQuestion.....	5
	C. Definition of the Key Terms.....	6
	D. Purpose of the Research.....	6
	E. Significance of the Research.....	7
CHAPTER II :	**REVIEW OF RELATED LITERATURE……**	**8**
	A. Review of Related Theories.....	8
	1. Teaching Vocabulary.....	8
	a. Definition of Vocabulary	8
	b. Definition of Teaching Vocabulary..……..…	10
	c. Importance of Teaching Vocabulary……...	11
	d. Principles of Teaching Vocabulary.....	12
	e. Kinds of Teaching Strategies in Teaching English……..	13
	f. Problems in Teaching Vocabulary……..	19
	2. Teaching Strategy……..	21
	a. Definition of Strategy…….....….....	21

b. Definition of Teaching Strategy…..... 22
c. Goals of Teaching Strategy…….. 23
d. Component of Teaching Strategy..... 24
B. Review of Relevant Studies..... 27
CHAPTER III : RESEARCH METHODOLOGY……..…….. 28
A. Research Design..... 28
B. Research Informant..... 28
C. Technique of Data Collection……..…... 32
1. Reserch Instrument..... 32
2. Research Procedures..... 33
D. Checking the Data Trustworthiness..... 34
E. Technique of Data Analysis..... 35
CHAPTER IV: RESEARCH FINDING AND DISCUSSION…….…… 37
A. Research Finding..... 37
B. Discussion..... 56
CHAPTER V: CONCLUSION AND SUGGESTION……..… 58
A. Conclusion..... 58
B. Suggestion..... 58
BIBLIOGRAPHY…….…….. 60
APPENDICES…….…… 62

LIST OF TABLES

Table 1. : Kinds of Strategies in Teaching English Vocabulary …..……. 19
Table 2. : Teachers' Strategies in Teaching English Vocabulary ……. 40

LIST OF APPENDICES

Appendix 1	:	Interview Guide.....	70
Appendix 2	:	Trancript and Coding.....	71
Appendix 3	:	Data Reduction	
Appendix 4	:	Data Display.....	107
Appendix 5	:	Data Verification.....	142
Appendix 6	:	List of Informants' Signature.....	148
Appendix 7	:	Research.Document….....	149
Appendix 8	:	Letter of Research Recommendation.....	151

MOTTO

Ada hari "dimana tak semua harapanmu terpenuhi"
Ada hari " dimana kebahagiaan seolah hanya ditakdirkan untuk orang lain bukan
untukmu"

Ada hari "dimana engkau merasa telah melakukan segalanya sebaik-baiknya, mengikuti semua jalan Tuhan, tapi yang engkau terima adalah duka cita"

Tapi jika engkau memilih menerima dengan besar hati dan bersyukur atas semua"Keburukan" yang terjadi, di akhir hari nanti akan kau temukan bahwa sebenarnya
Allah hanya menguji……..

To my parent who taught me to be more patient

"The best lesson is the abstraction in living that has exceeded successful with resultants, soul and accurately"

CHAPTER I
INTRODUCTION

A. Background of the Problem

English as an international language is used for communication by most people all over the world. It has become a dominant language in many fields of activity such as technology and science, communications, cultural, and others.

As Indonesian curriculum said English is used as the first foreign language in Indonesia. It must be learned and mastered by students from the elementary school until university level. Seeing the issue of curriculum 2013 that English subject at the junior high school will be degree of the time to teach English at the school. It can be considered that English is international language. This language is very important for relation between all countries around the world.

Then, English have to be taught start from Junior High school, in this level students are targeted able to reach functional level to communicate spoken and written in daily life. Thus, the students can provide themselves to face the global world, which has more sophisticated technology, such as, computer, internet, television, and radio. They use English for communication and give some information to the people.

In getting success in learning English, students have to be able to perform the four language skills: listening, speaking, reading, and writing accurately. Widiati and Cahyono (2006:78) point out that the success in

performing these four language skills essentially dependent on some "language learning ingredient" such as vocabulary, grammar, and pronunciation, which are usually called as language elements. Among these three language elements, vocabulary is the core component of language proficiency and it provides much of the basis for how well learners speak, listen, read, and write.

Vocabulary is essential for building knowledge of a new language. It provides basis for learning structures. Without vocabulary it is possible neither to communicate nor to improve in language. Thornbury (2002:13), to say without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that well acquired vocabulary ensures a good start to a successful learning process in good knowledge of language and ability to use it well in real life.

Considering the importance of vocabulary in the students' learning English, the way of vocabulary is learned by learners that can support their language skills should be ensured because it can improve the learners' proficiency. Oxford (1990:1) states that appropriate language learning strategies result in improved proficiency and greater confidence. The improvement of learners' proficiency also deals with how the teachers strategy in teaching, because teaching strategies applied by every teacher who have to be able to improve the students' language performance in terms of the four skills.

Teaching vocabulary is one away to improve the students' knowledge in order to be able to build a grammatical sentence and is also teaching vocabulary is one difficult item complemented by teacher because many things should be concerned and it has to take good handling in order to students can understand what is the vocabulary itself.

Teaching vocabulary for junior high school is not easy because students of junior high schools are teenagers, so it is important to introduce English, especially vocabulary to junior high school since vocabulary is very crucial in learning a foreign language. Unfortunately, mastering vocabulary is not easy for students, especially for students in Indonesia where English is learned as a foreign language because English is not used in daily communication. Thus, it is more difficult to master English vocabulary. As a result, vocabulary mastery of students in junior high school is still low.

The next problem is concerned with the strategy of teaching vocabulary and media used. The teaching of vocabulary needs more attention. Teachers should prepare all the components in teaching learning process well. The components are the media, the materials, and the teaching strategy. In fact, teachers do not prepare them well. It means that teachers usually ignore one or two components. For example, they prepare the materials which are based on the lesson plan well, but they do not use the media or teaching strategy in proper place. In this case, it can make the

teaching learning process ineffectively and the students will get the consequence such as they did not know what the teacher explains.

The students are easier in learning English vocabulary if the teachers know the strategy to improve the students' English vocabulary. There are many strategies that can be use by the English teachers in teaching English vocabulary. According to Nation (1990:66-67), other strategies that can be used to help their students' practice English vocabulary. For example; reading text, translation, looking up at dictionary, making note, practicing dialogue and storytelling, playing word games, and use vocabularies for communication in daily life. It means that there are many strategies to improve students' vocabulary that can apply by the teachers.

Based on the observation that conducted by the researcher in SMPN 4 Batusangkar on Tuesday, May 27, 2015 at 11.00 pm. The researcher found information that SMPN 4 Batusangkar is one of junior high schools in Kecamatan Lima Kaum that have average achievement in English. The result of this observation can be described below. First, the researchers came to the class and observed an English teacher who was teaching English at the time being. The teachers just uses module and then give exercise to the students. the strategy that used by the English was monotonous and not interesting for the students. It made students got difficulties in mastering English. It can be seen from the students' expression because many of them feel doubt when the teachers ask about something to them.

After doing observation in this class the researcher also interviewed the English teachers. She said that in general her students got average score in minimum criteria (KKM) in learning English. She said that her students always feel bored when they learn English. From 29 students just 11 students passed in criteria minimum (KKM).

For the second observation, the researcher came to SMP 3 Batusangkar. In this school the researcher followed the teacher entered to the class. The teacher teaches about functional text. The student was enthusiastic, and happy. They feel not bored when they learn English. Because the teacher use many strategies when she teach English, for especially about vocabulary.

Based on the phenomenon above, the researcher interested to conduct a research entitled," Teachers' Strategies in teaching English vocabulary (A Study of the English Teachers of Junior High School in Tanah Regency)."

B. Research Focus and Question

Based on the background of the problem above, the researcher focuses her research on the teacher's strategies in teaching English vocabulary of junior high schools in Kecamatan Lima Kaum

Based on the research focus above, the research question is: "What are the teachers' strategies in improving students' vocabulary of junior high school in Kecamatan Lima Kaum?

C. Definition of Key Terms

To avoid misunderstanding about this research, the researcher defines some terms as follows:

a) Teaching strategy is any planned action that the teacher chooses and applies to teaching English vocabulary especially students in junior high school a study in Kecamatan Lima Kaum.

b) Students' vocabulary is the students' knowledge about new words meaning based on the topic that they learn, and they are able to use the words to increase their achievement in learning English.

D. Purposes of the Research

Based on the research question, this research is aimed at finding out the teachers' strategies in improving students' vocabulary of Junior High School in Kecamatan Lima Kaum

E. Significance of the Problem

The result of this research is expected to be useful and meaningful for:

1. English Teachers

The result of this research hopefully can develop their strategies in teaching English vocabulary. It is hoped that they can be more creative in varying they strategy in improving students' vocabulary.

2. Students

Hopefully, the result of this research is hoped to help students easily in learning vocabulary and do not bored during the class, especially students of junior high school in Kecamatan Lima Kaum. Also they can develop and apply students' learning problems in learning vocabulary. Therefore it will be easier and interesting for students in learning vocabulary and success in vocabulary mastery.

3. The Researcher Herself

The result of this research gave significant information for researcher herself about the problem in teaching English and also the strategies used by those English teachers in improving student's vocabulary. It is also hoped that the result of this research can give meaningful experience for the researchers someday in the future when she acts as an English teacher. Another significance of this research is to get Sarjana Degree (S1) from English Department of STAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of the Related Theories

1. Teaching Vocabulary

a. Definition of Vocabulary

While Ur (2015: 22) states as follows: "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up o two or three words but express a single idea. A Useful convention is to cover all such cases by talking about vocabulary „items‟ rather than „words‟ ."

According to Retno (2008:2), vocabulary is a list of words, which means any unit of language used in writing, and appears between space hyphens. Words are the basics elements in contracting a language.

Mc Carthy (2011: 8) state that vocabulary is the words of the language. Words of language mean that the use of the words should be systematically to convey the meaning in language. It means that the learner should master the vocabulary so that they can learn or understand the language. Then Lehr (2010:1), explain that vocabulary is knowledge of words meaning. Vocabulary can divide into two

forms. First, words come and two forms: oral and print. Oral vocabulary includes those words that he/ she recognize and use in listening and speaking. Print vocabulary includes those words that he/ she recognize and use in reading and writing. It means that, oral vocabulary or spoken can recognize while listening and speaking activity.

Second, words knowledge also comes two forms: receptive and productive. Receptive vocabulary includes words that use when she or he speak and write. In other words, every word that she or he hear directly and see them it called by receptive vocabulary and every word that she or he use to speak and write it called by productive vocabulary.

Young in Hafizhah (2010:15), defines vocabulary in four ways: the meaning of words, how the words are used, root words, prefixes, suffixes, and analogies. While Hornby (1974:959) defines vocabulary in three ways: total number of words (with rule for combining them) which make up a language, rang of words known to a person and containing a list of words with definition or translation. In addition, Burns (2010: 14) defines vocabulary as the stock of words which is used by a person, class or profession. According to Zimmerman in Coady and Huckin (1998: 5) vocabulary is central to language and of critical importance to the typical language learning. Furthermore,

Diamond and Gutlohn (2006) in www.readingrockets.org/article state that vocabulary is the knowledge of words and word meanings.

Based on the experts' opinion above, it can be said that vocabulary is considered as the most important part in learning a language. It is impossible for the students to read, write and speak a foreign language without having enough knowledge of the vocabulary. In others words, vocabulary is a list of words that have meaning that are used to communicate between one person to another. Vocabulary needs to be improved because it total number of words that makes up a language. So, there is no language can be built without vocabulary.

b. Definition of Teaching Vocabulary

Linda (2006:2) states that vocabulary is the knowledge of word and word meaning. As Steven Stahl in Linda (2006:2) puts it, " vocabulary knowledge is knowledge ;the knowledge of a word not only implies the definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime.

Harmer in Aim (2013:14) states that teaching vocabulary is clearly more than just presenting new words. Furthermore, he states that teaching vocabulary is a part of the language teaching. It means

that when a teacher teaches vocabulary to his students, he should know their characteristic so that can be chosen suitable technique or methods which make the students enjoy and active in learning vocabulary in the classroom. It will be to increase their particular vocabulary mastery and their English ability in general.

According to Wallace (1988) teaching vocabulary is complex process. The students aim to be reached in learning vocabulary process is primary their ability to recall the word at will and to recognize it in spoken and written form.

Based on the theories above, it can be summarized that teaching vocabulary is the list of word in language with meaning and it is very important to develop student's ability in learning speaking, listening, reading and writing as the fundamental in learning language and to apply in their life with meaningful.

c. Importance of Teaching Vocabulary

The importance of vocabulary has made the applied to solve this problem by making it efficient. One way to measure the importance of vocabulary is to find out how much times we spend each day in the role of learn vocabulary. A large vocabulary opens students up to a wider range of reading materials. A rich vocabulary also improves students' ability to communicate through speaking, listening, and writing.

Though no particular method for teaching vocabulary has been identified as best (Beck and Mckeown, 1991), a number instructional strategies such as identifying synonyms and antonyms, providing examples and no examples, and relating words to one's own life, have yielded growth in students' vocabulary. For these reasons, vocabulary A-Z has developed a five day vocabulary teaching plan that focuses on teaching words based on context and meaning, not memorization.

d. Principles of Teaching Vocabulary

According to Flannigan & Greenwood in Aim (2013:15) teachers should keep four factors in mind when they consider strategies to teach vocabulary: (1) the students they are teaching, (2) the nature of the words they decide to teach, (3) their instructional purposes in teaching each of those words, and (4) the strategies they employ to teach the words.

According to Nunan in Aim (2003:15) there are four principles for teaching vocabulary:

a. Focus on the most useful vocabulary first.

Some words can be used in a wide variety of circumstances. Other has much more limited use. Teaching useful vocabulary before less useful vocabulary gives learners the best return for their learning effort. The most useful vocabulary that every English language learner needs whether they use the

language for listening, speaking, reading, or writing or whether they use the language in formal and informal situations.

b. Focus on the vocabulary in the most appropriate way.

This principle looks at how the students should be taught and learned. Teachers need to clearly distinguish the way they treat high high frequency words from the way they treat low frequency words.

c. Give attention to the high frequency words across the four strands of course of a course.

High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study andshould be met and used in communicating messages in listening, speaking, reading, and writing high frequency vocabulary should also be fluently accessible for receptive and productive use.

d. Encourage learners to reflect on and take responsibility for learning.

It is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their own learning, that requires (1) knowledge of what to learn and the range of options for learning vocabulary, (2) skill in choosing the best options, and (3) the ability to monitor and evaluate progress with those options

According to Smith in Ikah (2006:13-14) there are some key principle of teaching vocabulary. First of all, a teacher should build a large sight of vocabulary. It means, in teaching vocabulary, a teacher have to build a large sight of vocabulary from her/his self before she or he try to teach the students.

e. Kinds of Strategies in Teaching English Vocabulary to Improve Students' Vocabulary

Vocabulary teaching strategy is action taken by the teacher to teach or practice target vocabulary (Sanaoui, 1995:21). According to Nation in Meral Öztürk (1990:66-67) there are three kinds of vocabulary teaching strategy. Those strategies are as follows:

1) Presentation Strategies

In this strategy, the target vocabulary is introduced for the first time. These will involve either presentation of the meaning or the form. In presenting the meaning the teacher can use:

a) Visual strategy like the use of picture, body actions, real object or video.

1. Use of picture means the teachers uses some picture when she or he teaches about English, especially to improve them students' vocabulary.

2. Body action means act that used by teacher when they tried to tell about something, such us gesture, mime and action.
3. Real object is teaching the students by using object that near from their life or teacher can bring the object to the class.

b) Verbal presentation strategy like definition, translation, and exemplification.

1. Definition in this context is the teachers always telling the meaning about something to the students' overall.
2. Translation strategy is the teachers ask to the students to translate from the mother language to target language. In this situation teachers asked to the students to find the meaning about what they learn. Translation is a quick and easy way to present the meaning of words.
3. Exemplification is giving some example in teaching process. The students learn about something based on the example that gave by the teacher.

c) Audio presentation strategy like limitation of sound or having learners listens to a tape recording.

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

2) Practice Strategies

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

1. Classroom Test is testing that given by the teachers at the class when they learn about something. For example practicing dialogue, examination and so on.
2. Semantic Maps are categorical structuring of information in graphic from. One of the strategies that can be used to teach vocabulary is a semantic mapping. According to Graves in Indriarti (2014:77), semantic mapping is one of the most powerful approaches to teach vocabulary because it engages students in thinking about word relationships.
3. Written Repetition in this context is when the teachers write or say something, the students will write what the teachers say or write on board.

c) Strategies for Strategy Training

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

1. Guessing From Context is students try to guess what they learn based on the situation.
2. Building Words is a game that is used to increase the students' vocabulary. This media using cut pieces of letters and images to be used as building properties to the passage of words. Students are required to match the image with the letters cut pieces and arrange them so that it becomes a proper word in the sense of the picture
3. Dictionary Use is used to discover unfamiliar words and expression. Harmer (2007:239) states that "dictionaries contain 2 wealth of information about words that students can gain from it. Not only mean but also they can see how to operate the words".
4. Keeping vocabulary Notes are the students usually were asked to take notes the vocabulary that they

never hear or see before. The role of notebooks was very important in teaching vocabulary. A number of very useful information was stored there. It was necessary to keep note book well-organized and also well-designed.

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

According to Thornbury (2002), there are many kinds of strategies that can be applied in teaching vocabulary. These strategies are: Using translation, Making Task, Games, Guessing From Context, Using Dictionary.

1. Using translation has been the most widely used means of presenting the meaning of word in monolingual classes.
2. Games are other activities that support the students' vocabulary. In word games, the teacher taught by presenting pictures such as picture of artist, animal or things. There are many games that can usedby the teachers, such as scrabble, flashcard, word cards, bingo games and others. Through that word games the students could learn vocabulary in more joyful

ways. It also increased their motivation to learn vocabulary.

3. Guessing from context is the most frequent way to discover the meaning of new words.
4. Using dictionary is the manual strategy. Teachers ask to students to find the difficult word in the dictionary.
5. Making tasks are task that can teachers can set learners in order to help move word into long-term memory.

In summary, there are several kinds of strategies in improving students' vocabulary that is stated by some experts. For more detail, it can be seen in the following table.

Table 1.

Kinds of Strategies in Teaching English Vocabulary

No	Strategies	
	Nation (1990:66-67)	Thornbury (2002)
	1) Presentation Strategies a) Visual strategy 1. Use of Picture 2. Body Actions 3. Real Object or Video. b) Verbal presentation strategy.	1. Using translation 2. Games 3. Guessing from context 4. Using dictionary 5. Making Tasks(Test)

	Nation (1990:66-67)	Thornbury (2002)
	1. Definition 2. Translation 3. Exemplification c) Audio presentation strategy like imitation of sound or having learners listens to a tape recording **2) Practice Strategies** **1.** Classroom Test Strategy **2.** Games **3.** Semantic Maps **4.** Written Repetition **3) Strategies for Strategy Training** 1. Guessing from context 2. Word Building 3. Dictionary Use and 4. Keeping Vocabulary Notes.	

Based on the explanation on the table above not all of the strategies can be used by the English teacher in junior high school, it can be concluded that there are many kinds of strategies in improving students' vocabulary. They are 1) Presentation Strategies. In this strategy, the target vocabulary is introduced for the first time. These will involve either presentation of the meaning or the form. In

presenting strategies the meaning the teacher can use: 1) Visual strategy like the use of picture, body actions, real object or video. 2) Verbal presentation strategy like definition, translation, and exemplification. 3) Audio presentation strategy like imitation of sound or having learners listens to a tape recording. From presentation focuses on the pronunciation or spelling of the word and includes strategies like the teacher's modeling of the target word. 2) Practice Strategies This strategy involves classroom review of the previously introduced vocabulary as well as homework (e.g. Classroom test, games, semantic maps, written repetition). 3) Strategies for Strategy Training like guessing from context, word building, dictionary use and keeping vocabulary notes.

f. Problem in Teaching Vocabulary

Edelma (2000) stated that there is problem of strategy in teaching vocabulary that the teacher must turned classroom into a positive and fun learning experience. It follow the natural approach to learning a second language by providing students with a real life experiences geared to learning vocabulary in a meaningful context, make language both more significant and more memorable. It also encourages students to be active, enthusiastic and animated. It avoids repeating boring drills, memorizing long list, translating, and learning vocabulary in isolation. The teacher also should increase the students'

interest in the subject, then, motivating them to pay more attention and to learn more. Even though the students are constantly challenged with the learning of the new language, almost all of the activities in teaching vocabulary are achievable to avoid frustration.

The more creative teacher will produce better result. In fact, student in the class, the teacher has to make decision on how to manage the class or even to teach the material. There are any methods to teach language, but teaching in front of class depends on teacher themselves or their technique in teaching.

Freeman (1986) said method comprising principle and strategies. The strategies are the behavioral manifestation of principle, in other words, one classroom activities and procedures are derived from an application of the principle. They additionally said although certain strategies are associated with particular principles most strategies can be adapted to any teaching style and situation.

English teacher has to know various strategies of presenting the vocabulary, in order the students can be understand what the teacher expects then to do. The strategies function not only to assist the students to grasp meaning of new the words easily, but also make the variation of teaching in order to avoid the passive class.

Lado (1994: 120-125) pointed out some ways to teach vocabulary to the students who are learning foreign language. Steps are as follow:

a. Hearing a word. Chance to hear the word in solution two or three repetition can be given in order that they hear to correct pronunciation.
b. Pronunciation the word. The students should be given chance to pronounce the word since it will help them remember the word longer and identify it more readily when they hear and see it.
c. Grasping the meaning. The teacher should help the student get the meaning of the word without using translation.

Part of the problem in teaching vocabulary lies in how to select what vocabulary to teach (Harmer in Aim, 2013:16). Recent research, however, indicates that vocabulary teaching may be problematic because many teachers are not "confident about best practice in vocabulary instruction and at times don't know where to begin to form an instructional emphasis on word learning" (Berne & Blachowicz, 2008:315).

Based on the explanation above it can be summarized that there are many problems in teaching vocabulary such as; the teacher must turned classroom into a positive and fun learning experience, and also the teachers should know the suitable strategies in teaching English vocabulary to their students.

2. Teaching Strategy

a. Definition of Strategy

Oxford online dictionary defines strategy as a plan of action designed to achieve a long –term or over all aim. Brown (2007:119) defines strategy as particular methods of an approaching a problem or a task, a mode of operation for achieving end, or a planned designed for controlling and manipulating certain information. Then Chammot in Brown (2007:132) defines strategy as procedures that facilitate the learning task, strategies are more than conscious and goal driven.

Furthermore, Chandler in Arnoldo and Nicolas (1968:2) states that strategy is the determination of the basic long-term goals of an enterprise, and the adoption of courses of action and the allocation of resources necessary to carry out these goals.

In conclusion, a strategy can be said as planned actions or particular methods of a task. It can be in form of procedures or application of certain action and important source to reach certain goals.

b. Definition of Teaching Strategy

There are some experts who pose the definition of teaching strategy. Steve (2013) defines teaching strategies as methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the

different available learning methods to enable them to develop the right strategy to deal with the target group identified. Another definition is posed by Stasser in Torskar (2011) who states that teaching strategy is generalized plan for a lesson or lessons which include structure, desired learners behavior, in terms of the goals of instructions, and an outline of tactics necessary to implement the strategy.

Moreover, Kozna in Uno (2008:1) explains that strategy can be defined as every that is chosen by the teacher that can facilitate and help the students in aiming the objective of teaching.

From the definitions above, it is clear that teaching strategy is any action that the teacher chooses and applies to deliver teaching materials in teaching process in order to help students understand the teaching material. In other word, it can be said as any action applied by the teacher in order to help the students achieve the teaching objective.

c. Goals of Teaching Strategy

There are some aims apply any strategies in the classroom. Strasser in Torskar (2011) proposes some aims of teaching strategies. First, it ensures that certain languages will be acquired in as brief a time possible. Second, its ensures the students to exchange of ideas. Third, it minimizes the number of wrong responses as the students

attempt to learn a concept, principle. Fourth, it ensures the attainment of certain content objectives.

From some points above, it can summarize some aims of teaching strategy. They are; first the teacher can be time efficient, so that the teacher can optimize to use her or his time to achieve several learning objectives. Next, using strategy allows the students to get involved in sharing their thought and ideas with everybody in classroom, so that the students can be criticism. Then, when the teacher uses strategies to may help to reduce the incorrect response from the students' that may waste time. Strategy may help the teacher to smoothly explain the learning material. Last, using strategy can determine teacher's success to make the students reach the learning objectives.

d. Components of Teaching Strategy

There are several components of teaching strategy according to expert. Dick and Carey in Uno (2008:3) mentions that components of teaching strategy are: pre-teaching activity, information delivery, students' participation, assessment and follow up activity. The description of each component can be seen in the following explanation.

a) Pre-Teaching activities

In this Pre-teaching activity, the way of the teacher to introduce the material though illustration of daily life or the significance of the material will affect the students' motivation to learn. Specifically, this activity can be done by following ways:

1. Explain the objective of the lesson that the students are supposed to achieve at the end of the lesson.
2. Have apperception that it is a bridge between previous knowledge and knowledge will be learning.

b) Information Delivery

Information delivery is the main activity in learning process. The interesting activity in pre-teaching activity will motivate the students in this activity. Several things that should be considered are: Chronology of information delivery, the scale of material, and kinds of material.

c) Students Participation

The learning process will be successful if the students are actively participated in learning process and relevant with teaching objective. In this part, there are two things that should be regarded.

1. Exercise or practice is done after the students got information about certain knowledge or skill.

2. Feedback. Through feedback, the students will get answer whether the activity they have done is correct or not, appropriate or not or there must be something that should be revised. Feedback can be form of positive or negative reinforcement.

d) Assessment

Assessment aims to investigate whether certain objective of teaching is reachable or not.

e) Follow Up

After having assessment, the teacher should do follow up activity. The students will get different follow up based on the result of assessment.

It can be summarized that there are several components of teaching strategy. They are pre-teaching activity, information delivery, students' participation, assessment and follow up activity.

B. Review of Relevant Studies

The researcher found other studies which are relevant to this research. All of them talk about teachers' activities or strategies in the English teaching process.

First, there is a research what was done by Rini Supartini (2010) from Sebelas Maret University about teaching methods for the 4th grade students in

SDN 03 Pendem , Mojogedang. The result of this research is the strategy used by the teachers in SDN 03 Pendem , Mojogedang was explaining the material for the students only. Then, the students were given exercises by the teachers. This condition was monotonous and makes the students bored and not enjoy. The teachers did not make a good relationships and communication with the students.

Then, Dina Muliawati (2013) also conducted the research about strategies applied by the English teacher. She did this research on English teachers in SMA N 3 Batusangkar. The result of this research shows that English teacher used nine strategies in classroom activities that are applied by the English teachers are simulation strategy, active knowledge sharing strategy, jigsaw learning strategy, two corner strategy, acting out strategy, roe play strategy, individual practice strategy, practice rehearsal pair strategy, modeling strategy. And the ways strategy applied by teacher are teachers application of strategies in classroom activities in teaching introduction (speaking), and teachers application of strategies in classroom activities in teaching Islamic speech (speaking).

All of those studies talked about the method or activity applies by English teachers. However, this research focuses on English teachers' strategies in improving students' vocabulary of Junior High School in Tanah Datar Regency.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design of this research is the phenomenology by using qualitative approach. In this research, the researcher described the strategies used by the English teachers' of junior high school in Kecamatan Lima Kaum in teaching English vocabulary. It involves any activities in order to answer the research question about what are teachers' strategies in teaching English vocabulary of Junior High School in Kecamatan Lima Kaum.

According to Bodgan and Taylor in Bambang (2006: 219), qualitative research is research procedures that result in descriptive data in form of written or oral spoken word from human and their observable attitudes. A phenomenological research describes the meaning for several individuals of their lived experiences of a concept or a phenomenon. Phenomenologist focus on describing what all participants have in common as they experience a phenomenon (e.g., grief is universally experienced). The basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence (a "grasp of the very nature of the thing."

B. Research Informants

In this research, the informants were the students' and English teachers' who teach in Junior High School in Kecamatan Lima Kaum. In

order to found the informants, the researcher used snowball sampling. According to Sugiyono (2010: 85) snowball sampling is a special non-probability method for developing a research sample where existing study subjects recruit future subjects from among their acquaintances. It means that the informants are people who know about the information. The data source was English teachers' in Junior High School at Kecamatan Lima Kaum.

To take the first teacher informant of this research, the researcher went to the school for doing observation and then she meet the administrator staff to gave the letter of recommendation, the researcher must wait until 1 week to do her research, because the researcher need recommendation from headmaster. After 1 week the researcher back to the school and meet the administrator staff. Then she gave recommended to do this research. As the first and second informants of this research were the teachers A and B who teach English in SMP A that recommended by staff administrator.

To ensure the information from the teacher, the researcher also did interviewed her students. To take the first until fourth students as her informant the researcher meet the students at their class and the school yard then interviewed them one by one. After finishing her research at the school the researcher propose to reply of the research recommendation from the school.

To take the next informant the researcher went to another school. It is SMPN B. In this school the researcher meet the headmaster and tell him about this research. After answer some question from the headmaster, the

researcher got license to do her research in this school. Then the researcher meets with English teacher and requires her willingness to do interview with the researcher.

To take the students as the informant of this research, the researcher meet the students one by one at their home. As the first informant the researcher went to students' house and requires her willingness to interview. After finishing interview session the researcher asked to him about other students. His suggest meeting the students 2. At the house of informant 2 the researcher did some steps with informant 1. The informant 2 suggests finding informant 3 and 4 to get the more information about the teachers 3 strategies in improving students' vocabulary.

Next, the researcher went to SMPN C as the next informant of this research. The researcher entered the letter recommendation to the headmaster. Then staff administrator asked to the security to accompany the researcher with the English teachers in this school. After the researcher arrived at the teachers room the security meet with one of the teacher, and then the teachers call me and say what the researcher aim. After finish the interviewed the teacher, the researcher asks to the teacher 4 about the other teacher, then she suggest to the researcher to meet with teacher 5 and teacher 6.

Then researcher also did interview with the students. The researcher did interview at the class. The researcher interview them one by one, first the researcher interview students 09 as the first informant, then to got more

information about teacher 04 the researcher finding the next informant. Then the researcher meets with students 10,11,12,13, and 14.

Next, the researcher went to SMPN 1 D. The researcher met the headmaster to got license to do her research. The headmaster of this school suggests to interview teacher 7, 8, and 9. Then the researcher met teacher 7 and interview her. After that she suggests to get more information from other teacher. She suggest to interview with teacher 8. Next, the researcher found teacher 9 after the researcher finish her interview with the teacher 8. After that to clearer information from 3 of English teacher in this school, the researcher also did interview with some of students in this school.

Then the researcher also went to SMPN E, SMPN F, , and. From 2 schools only 1 of the school had license to the research. It is SMPN E. First, the researcher met the administrator staff of this school, and then the she went to the headmaster room. After that she suggests the researcher to do her research with teacher 10. Actually this school has 6 English teachers but the headmaster permitted just 1 of them. In getting more information about the teacher, she did interview with her students. She met her students at Cindua Mato field. Whwn the researcher meet the students the researcher asks her willingness to do interview. After finishing with students 21, she suggested to get more information about the teacher from her friend. After finishing her research, the researcher comes back to the school to ask the letter of certificate finishing her research at the school.

According to Moleong (1988), an informant is one in which to understand the setting. According to Gay and Airasian (2000:139), informant is chosen based on whom they judge to be thoughtful and who have information, perspective, and experience related to the topic of the research.

Research informant should fulfill some criteria of informant. Moleong (2000:90) states that there are five criteria in selecting the research informant: (1) honest, (2) reliable, (3) speaking up, (4) subject is not involved at certain group, and (5) subjects have views about certain case that happening. According to Miles and Huberman in Suswati (2003: 33), the criteria of informant are (1) they are proven as reliable sources, (2) they know the situation at that moment, and (3) they have different role and have different perspective.

C. Technique of Data Collection

1. Research Instrument

In this research, the key instrument was the researcher herself. Then, data was collected by using interview with as helped by the interview guide. According to Esterberg in Sugiyono (2012:72) an interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic.

The interview technique used was unstructured interview. According to Gay (2000: 220), unstructured interview is used further into the study to

obtain more complex or personal information, even in small doses, requires insight, recognition of needed probing, and finesses in posing question that will elicit the information sought.

The technique of data collection used to get direct information from the English teachers' who teach in Junior High School in Kecamatan Lima Kaum. The researcher interviewed the teachers and students one by one and record the interview session.

To conduct the interview, the researcher did some steps which are supported by Gay (2000:223):

a. Listening more, talking less. Listening is the most important part of interviewing
b. Following up on what participants say and ask questions when you do not understand
c. Avoiding leading questions; ask open-ended questions
d. Avoiding interrupt. Learn how to wait
e. Keeping participants focused and ask for concrete details
f. Tolerating silence. It means the participants is thinking
g. Avoiding judge about participants' views or beliefs
h. Avoiding debate with the participants over their responses

2. Research Procedure

In conducting the research, the researcher follows several steps as follows:

a. Preparation

1) Finding the research problem that interest for the researcher
2) Doing preliminary research
3) Collecting the references related to research
4) Writing the research proposal
5) Consulting the proposal with advisors
6) Revising the proposal
7) Having proposal seminar
8) Revising the proposal seminar

b. Operation

1) Getting license letter from LP3M
2) Meeting the headmaster to get permission to do the research
3) Interviewing the informants.
4) Recording the interview
5) Analyzing the data of the interview.

c. Post Operation

1) Making the transcription of the interview result.
2) Analyzing the data interview result.
3) Constructing data verification.
4) Drawing conclusion.
5) Writing the research report.

D. Checking the Data Trustworthiness

In this research, the researcher did the interview with the informants in depth. Then, for checking the trustworthiness of the data, the researcher compared each result of the interviews between teachers' and students' information. In analyzing the data, the researcher used triangulation of the data to found the clear information. To confirm the data from teachers 1, the researcher came to class and interviewed her students. After that, she also interviewed another student that learns English with teacher 1. To ensure the data from teacher 1, the researcher use 2 students. It is I.S.I and I.S.2. Then, she comes to another class to interview other students that earn English with teacher 2. When the researcher comes to her class, the students were sitting with her friend. Then she interviewed her and other students in different place. The researcher codes the students as I.S.3 and I.S.4. The researcher interviewed informant 4 at the school yard.

To clearer information from teacher 3, the researcher did interview her students. She met the students at their home on Sunday. She met I.S.5 at her house, she interviewed her and ask about another students teach English with teacher 3. After that, the researcher comes to another house to found another informant of this research. She met with I.S.6 and I.S.7 in front of the house. Next, she found other students to get more information about the teacher strategy in teaching vocabulary. She found I.S.8 at his house. The researcher use fourth informant for this teacher because teacher 3 is the one ef the English teacher of this school. Teacher 3 is always handle 3 class.

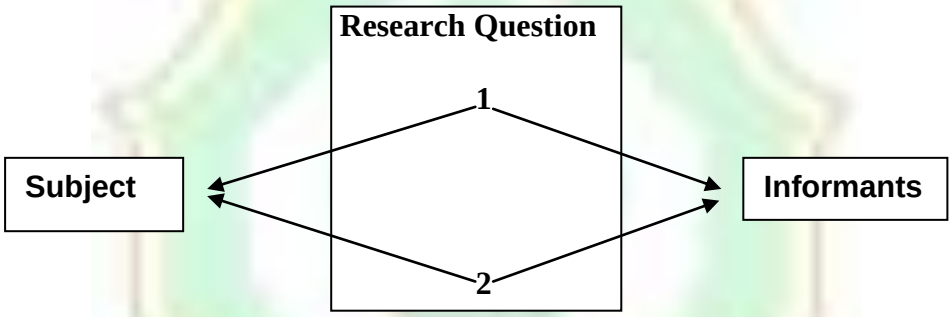
To make sure the data from teacher 4, the researcher wait her students in front of the class because they still learn in the class. After that she met the I.S. 9 and 10. For I.S.10 the researcher interviewed her on the canteen. In this school the researcher uses 3 of the English teacher as the informant of this research. Next, she comes to the class, and then interviewed the students. It is I.S.11 and I.S.12. After finish interviewed the students, she continued to wait other students. They are; I.S.13 and I.S.14.

Next, the researcher come to other school, met the English teacher and interviewed her. To ensure the data from the teacher, she interviewed her students. She codes the students as the I.S.15 and I.S.16. Then, she interviewed other teacher and interviewed the students. She interviewed the I.S.17 at the class and I.S.18 on the school yard. After that the researcher interviewed teacher 09 and check the data from the teacher with her students. They are I.S.19 and I.S.20.

The next day, the researcher come to SMP E, and interviewed the English teacher. To confirm the information from the teacher, she used the students as the informant. They are I.S.21 and I.S.22. She interviewed the students in the Cindua Mato Yard.

According to Moleong (2006:246), triangulation is a technique of checking data trustworthiness that utilizes something outside the data in this research. This triangulation means the researcher uses the same technique to get the data from some different sources or informants. “It came to mean that many sources of data were better in a study than a single source because

multiple sources lead to a fuller understanding of the phenomenon you were studying"(Bogdan & Biklen, 1998:104). In this research, by using an interview the researcher collected the data related to the proposed research questions from some informants. The researcher asked the same thing about study on teachers' strategies in teaching vocabulary at junior high school in Kecamatan Lima Kaum. Finally, the researcher got valid information about the teachers; strategies in teaching vocabulary in this school. It could be described as follow:



E. Technique of Data Analysis

The data was analyzed based on the result of the interview. The result of interview analyzed in three steps, they are; data reduction, data display and conclusion or verification of the data. According to Miles and Huberman in Sugiyono (2010:246-252), in analyzing the qualitative data needs three activities, as follows:

1. Reduction of the Data

The reduction of the data is interrupted as the process of choice, interest focused, simplification, abstraction, and data transformation that exist from written notes in the field. The reduction of the data is occurring during the interview.

In the data reduction, the researcher did some activities. First, the researcher was record the interview result and make transcriptions of interview result. Second, coding of transcriptions for each items related to the teachers' strategy in improving students' vocabulary. Then researcher bold for each teachers' strategies in improving students' vocabulary. (*See appendix 3*)

2. Data Display

Data display is the set of information that is arranged possible to give possibility to take a conclusion and a treatment. In this step, the researcher analyzed teachers' strategies in improving students' vocabulary. The researcher makes a table of teachers' strategies in improving students' vocabulary. (*See appendix 4*)

3. Conclusion

After reducing and displaying the data, the researcher draws conclusion and verification of the data. This activity is aim to conclude teachers' strategies in teaching English vocabulary based on the interview result. (*See appendix 5*)

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter discusses about description of the data of the teachers' strategies in improving students' vocabulary of Junior High School in Kecamatan Lima Kaum. The data were collected interview with 32 informants: 10 English teachers' and 22 students'. The researcher did interview during more than one month started from 18th October until November 18th 2015. The interviewed was done at schools; teachers room, computer room, and at the informants' house. The researcher used unstructured question as her research instrument.

Based on the data analysis, there are several strategies in improving students' vocabulary of Junior High School in Kecamatan Lima Kaum. They are: a) Presentation Strategies, b) Practice Strategies, c) Strategies for Strategy Training**. (**Nation, 1990:66-67)

The information about teachers' strategies in improving students' vocabulary of State Junior High School in Kecamatan Lima Kaum can be shown in the table 2 as follow:

Table 2.
Teachers' Strategies in Improving Students' Vocabulary

No	Strategies	Informant	Sample of Statements
1.	**Presentation Strategies**		
	Visual strategy		
	1. Use of Picture	2,3,4,5,6, 7, 8,9, and 10	**I.2**: "*Firstly,* ***I show the picture****. It is about greeting card."*
	2. Body Actions	4	***I.4: "****if they do not know about the steps.* ***I try to moving my foot on the walk."***
	3. Real Object or Video	8, 9,10	***I.8: "Yes, there are the video that*** *related with teaching and learning process."*
	Verbal presentation strategy.		
	4. Definition	-	
	5. Translation	3, 6, 7	**I.3: "***Yes. I gave the material about jelly fish. I asked to found the* ***difficult word and then find the meaning about the text together*****."**
	6. Exemplification	2,3,4,5,6,9	**I.5:** "*Sometimes, I used them* ***friends as the example*** *in teaching process."*
	Audio presentation strategy like imitation of sound or having learners listens to a tape recording.	-	

No	Strategies	Informant	Sample of Statement
2.	**Practice Strategies**		
	1) Classroom Test	2,3,4,5,6, and 8	***I.8:*** *I asked t the students* ***to practice*** *the vocabulary that they get in the class.*
	2) Written Repetition	-	
	3) Semantic Maps	-	
	4) Games	**3,**5,7, 8,and 10	**I.5:** "***Such us word games***. *Then the students try to guess the word and another word have relation."*
3.	**Strategies for Strategy Training**		
	a. Guessing from context	4	**I.4:** *"Yes. I asked to them to* ***guess anything have related with invitation card.*** *Then I divide them into several groups".*
	b. Word Building	-	
	c. Keeping Vocabulary Notes	-	
	d. Dictionary Use	1,2,3,4,5,6,7, 8,9,and 10	**I.5:** "*So, the students should find by themselves first, have the duty of* ***bring and using dictionary****, if them find the difficult so we must help them, next, I give example after that* ***look up the dictionary."***

After the data collected, the researcher analyzed it based on the result of interviews with informants' about teachers' strategies in improving students' vocabulary. The researcher reduced the data of the result of interview about teachers' strategies in improving students' vocabulary.

a) Variety of Teachers' Strategies in Teaching Vocabulary to Improving Students' Vocabulary.

There are three parts of strategies in improving students' vocabulary. They are: a) Presentation Strategies, b) Practice Strategies, c) Strategies for Strategy Training.

b) The Major Variety of Teachers' Strategies in Improving Students Vocabulary.

Among those three parts of teachers' strategies in improving students' vocabulary, teaching by using (1) presentation strategies such as; a. Visual strategy includes use of picture, body actions, real object or video. b. Verbal presentation strategy such as definition, translation, exemplification. c. Imitation of sound or having learners listens to a tape recording. (2) Practices strategies such as the teacher asked the students to make dialogue and word games, classroom test, semantic maps, written repetition, (3) strategies for strategy training such as: the teacher asked her students to look up dictionary and keeping vocabulary notes, guessing

from context, word building. Dictionary uses are the major types of teachers' strategies in improving students' vocabulary in Junior High school in Kecamatan Lima Kaum.

c) The Teachers' Strategies in Teaching Vocabulary to Improving Students' Vocabulary

1) Teaching Vocabulary by Using Presentation Strategies

a. Using Picture Strategy

The researcher did interview with informant 02 on Wednesday, October 20th 2015 in the teachers room at 09.45 a.m, she stated:

> *"Pertama- tama ibuk perlihatkan gambar dari greeting card itu sendiri dulu."*
> [First, I show the greeting card itself]

To ensure the data the researcher interviewed the students 03 on Monday, October 19th 2015 in the school garden at 10.00 a.m by using recorder.

> *"Ibuk tu sering* ***menggunakan gambar kak****,kayak greeting card dan penggumuman kak."*
> [The teacher often using picture, such as greeting card and announcement,]

Teacher 03 also gives some information. She explained as is follow:

> *"Strategy tu banyak fatma. Misalnya ibuk mengajar tentang teks report tentang ikan ,* ***tapi dek gambar ikan indak basobok disiko tu tapaso babuek gambarnyo di papan tulis, itu kan sah sah sajo"***
> [Strategy in improving students' vocabulary is more than one fatma, it's much more. For example, I teach report text about fish , but in this book the

picture is not clear, so I try to make it in whiteboard]

To confirm about the information from the teacher, the researcher interviewed two of her students; they are students 07 and 08. Student 07 told as follow:

> ***"Patang tu gambar harimau jo ikan kak**, awak di suruahnyo dek ibuk mendeskripsikan tentang harimau tu kan kak, cirri cirinyo, aa makanannyo, dimaa tingganyo, dari mano inyo berasal kak, siap tu wak descripsikan kamuko.siap tu tentang kan, di buekn dek ibuk gambar ikan kak, tu wak cari bagian2nyo."*
> [Yesterday we learn about animal the teacher show the picture of tiger and fish. T.03 ask to us to describe about the tiger, what the features of tiger, what is tiger food, and where they life. But for the fish the teacher draw in the white board]

Students 08 also gave same answer. He answered as follow:

> *"Lai , Contohnyo patang tu ibuk tu majaan tentang ikan, **ibuk tu menggunaakan gambar ikan** ni,cari bagian bagian ikan, tapi ndak di giahnyo kato kato dek ibuk tu do ni, kami di suruh nyo mncari kato kato gmbar tu dlm kamus. Umpmonyo sirip nak ni, tu sirip tu aa bahasa inggrisnyo*."
>
> [Yes there is. For example, yesterday we learn about fish, then the teacher **I.T.3** use fish picture, find the part of the fish , but the teachers didn't give it, we must find by own self, for the example is fin. Fin what we call in English]

The researcher also did interview with another teacher' and they students to checking the

data trustworthiness. They are informants' 4, 5, 7, 8, and 10.

Based on the interview result with informants 2, 3, 4, 5, 7, 8, and 10. It can be concluded that the teachers using picture as the strategy in improving students' vocabulary.

b. Body Actions (Gesture)

The researcher did interview with I.T.4. She answered as follow:

> *"Kalau steps tidak tahu anak anak itu,* ***ibuk peragakan dengan melangkahkan kaki ibu,****"*
> [If the students didn't know about steps, I tried to explain by using my gesture such as I walk on the floor]

To ensure the data the researcher interviewed with her students.

> Students 09 stated:
> "Ado kak, kayak umpamonyo kami dak tau maknanyo do kak, tu ibuk **tu peragakan dengan melangkah kak."**
> **[**Yes. for example, we don't know about the meaning, and then teacher modeled with the steps]

Based on the interview result from informant 04 and her students, the researcher can conclude that the teacher used gesture in improving her student' vocabulary

c. Video

The researcher did interview with I.T.8 whom stated as follow

> *"Ada,,,* ***video itu yang berkaitan dengan pembelajaran****. ."*

[Yes the video have related with teaching and learning]

To ensure the data from I.T.8, the researcher also did interview with his student. Students 18 stated as follow:

*"**Adoo** kak, tapi jarangnyo kak"*
[Yes there is, but sometimes]

I.T.9 also uses video as the strategy in improving her students' vocabulary. She answered as follow:

*"Ibuk gunakan **video,,ya,,**contohnya, my family,di perkenalkan secarkontektual. Misalnya " dady is my mam husband: " my mam is my dadys wife."*
[I used video, yes, for example about my family, so I show with contextual, such as ;dady is my mam husband: " my mam is my dadys wife."

Students 19 agreed with the information from her teacher. She stated:

"*Lai kak, pakai gambar family tapi gambarnyo melalui **video** kak."*
[yes sister, using family picture, but through the video]

Based on the information gave by informant 08 and 09 and they students, the researcher can conclude the strategy use by English in improving students' vocabulary is trough video.

d. Translation

One of the strategies used by English teachers in improving students' vocabulary is by using translation

strategy. The researcher did interview with informant 03 in teachers room. The informant said:

> "*Ado. Kan ibuk agiah materinyo tentang Jellyfish mah, ibuk* ***suruahnyo mancari kato kato sulitnyo, nah beko di atian secara bersama sama gai fatma****, supaya mereka tahu arti dari kata teks itu."*
>
> [yes, I gave them the material about jellyfish, I asked to find the difficult word, then translate it together, so that they know the meaning from the text]

To clearer the information the researcher met her students and interviewed them. , the researcher interviewed her student, student 08 answered:

> "Lai ni, kdang pakai lagu gi ni, abis tu di terjemahan lagu tu."
>
> [Yes, sometimes using song. Then we translate the song]

The researcher also got same information from informants 06 and 07 and her students.

It can conclude that informant 03, 06, and 07 used translation as the strategy in improving students' vocabulary.

e. Exemplifications

The researcher did interview with informant 02. She explained as follow:

> *"Nah disitu ibuk agiahan* ***contoh contoh***."

[Nah,,, that is I give **some example** to them.]

To check the truth, the researcher did interview with students 03and student 04 who agreed the informant's information by stating:

> Students 03 stated:
> *"Tu ibuk tu banyak **maagiahan contoh contoh** dulu kak ."*
> [The teacher gives some example before continue to the next step]

The some information was declared by 04 as follow:

> *"Kayak penggunaan 5W + 1 H tu untuk pengumuman kak, di agiah nyo contoh pengumuman, siap tu ibuk tu **nyuruh nyari contoh pengumuman surang** di rumah kak, kayak dari siaran TV, lewat internet, Koran io lo gai kak, pokok e banyak lah kak".*
> [Like using 5W+1 H for announcement learning,after that ***she give example of announcement***, that she ask to find another example of announcement at home, it can get from newspaper, internet, from television]

The other informant who taught improving vocabulary from example is informant 03.she stated as follow:

> ***"Ado, pemberian contoh tu berkaitan dengan explanation tu mah fatma, misalyo materi nyo tentang fish kan** , nah ibuk tanyo iko gambar apo? Di jawabnyo fish, apo sado fish tu samo ? nda k buk. Tu ibuk agiah lo contoh xo pasar"*
> **[**Yes there is. Giving example is related to our explanation fatma. Such as the material is about fish, so I ask 'what picture is it?, they answered: fish, I ask" is the all of the fish same? "No mam". Next I give example like market.]

Her student, in this research is called as student 06 and 08 informed some information by stating:

> *"Partamo kan **di agiahnyo contoh** dek ibuk tu baa caronyo dulu mah kak.ibuk tu manjalehan paki contohnyo lo*."
> [Firstly, she gives example, how to do it, then she also explain the topic based on the example]

Student 08 stated as follow:

> *"Kayak membuat kotak pensil tu ni, di agihnyo dek ibuk tu **contoh kotak pensil tu**, siap tu di ajaannyo kami ni."*
> [For example we made of pencil case, the teacher show the example of pencil case, after that she tell to us how to made it]

Then, the researcher found some informants who use example in teaching vocabulary to improve students' vocabulary. They are informant 04, 05, 06, and 09.

Based on the interview with informant , 02, 03, 04, 05, 06, and 09, it can be conclude that the teachers' strategies in improving students' vocabulary is by giving example.

2) Teaching Vocabulary by Using Practice Strategy

a. Using Games

Teaching vocabulary to improve students' vocabulary by using games was committed by informant 05. The result of interview as follow:

> ***"Permainan berbentuk kata, abis tu siswa menebak kata tu, dan kata kata apo sajo yang berhubungan dengan itu.".***

[Such us **guessing word games,** the students try to guess the word, and anything related with it]
To ensure the result information, the researcher did interview with student 07. She explained as follow:

"Ada..ooo..yang sudah ibuk cobakan ...ooo.. siswa atau peserta didik itu di beri huruf acak,kemudian siswa di minta ***menyusun huruf tadi menjadi kata ".yang bermakna".***
[yes there is. I have tried……ooo,, students got word random , then they will arrange the word into a good word and have meaning]

To ensure the data, the researcher did interview with informant 15. The researcher asked what strategy she used in improving students vocabulary. She answered as follow:

"Lai kak, manyusun kata kak",

[yes arrange the word]

Another informant also has some information about the strategy in improving students' vocabulary. Informant 08 and10 stated as follow:

"seperti penggunaan scrabble*, main scrabble, kan salh satu permainan tu untuk kosakatanyo tu, tu barang kali."*

[Using scrabble, played scrabble, it is the one of games that can improve students' vocabulary, just it]

To check the data trustworthiness, the researcher did interview with his student. Informant 18 stated:

" Ada kak, main scrabble, menyusun kata."
[Yes, right, playing scrabble, and word arranged]
Informant 10 stated as follow:

"Ya, ada siswa di suruh nanti ***menebak nebak gambar,ada word guessing."***

[yes. Next, the teacher asked to the students to guess the word. Or word guessing]

Informant 21 and 22 also gave some information about the teacher strategies in improving students' vocabulary. She talked about:

"Iyaa..ada, itu ***menyusun kata*** *kak."*
[yes. It is arranging word games]
Rasonyo kalau vidio ndak ado do kk, tapi ***permaninan menebak jo manyusun kata lai kak.***
[I think, there is no using video, but she used word guessing games]

Based on the result of interview with informant and her students, it can be seen that the informant use games in improving students' vocabulary.

b. Classroom Test

The researcher found that informant 01,02, taught vocabulary to improve students vocabulary by using Classroom Test Strategy.

The researcher interviewed informant 01 who answered as follow:

"*Setelah itu ibuk* ***memberikan mereka test***".
[After that I give test to the students]

To checking the data trustworthiness, the researcher did interview with informant 01 and 02. They stated:

*"Abis tu ale yo….****maagiah tugas gae kak****,".*
[What else……giving test]

The some information also got from informant 02 and 03. They explained as follow:

> *"Yaaa..tentu saja misalnya setelah mempelajari teks yang ibuk katakan tadi ibuk* ***memberikan berupa tuga setelah itu di tes atau di uji cobakan.".***
> [Yaaa… of course, for example after discussed about the text that I said before I give test.]

To ensure the data, the researcher interviewed student 03. She stated:

> *"Ada kak,* ***tugas rumah dan tugas sekolah*** *kak"*
> [Yes there is, classroom test and homework.]

The other students also gave some information about informant 02. She stated:

> *"Ado kak. Betul yang dikecek an kawan tdi kak,* ***tugas rumah jo sekolah kak ".***
> [Yes that right what my friend said before, classroom test and homework.]

Then the researcher did interview with informant 03 who stated:

> *"Ado. Kan ibuk agiah materinyo tentang Jellyfish mah,* ***tugasnyo ibuk suruahnyo mancari kato kato sulitnyo, nah beko di atian secara bersama sama gai fatma, supaya mereka tahu arti dari kata teks itu****. Umpamonyo ekor nomor 1, sirip nomor 2, begitu seterusnyo, siap tu kan di carinyo tu , lah nyo temukan kato kato tadi, nah siap tu ibuk agiah teks yang mengarah pada gambar tadi, nah di teks itu beko anak anak tu ibuk suruah manjodohan kato kato yang inyo cari tadi"*
> [Yes there is. I give the material about jellyfish, they exercise is about find the difficult word based on the text, and then we translate together. For example, tail for number 1, fin number 2, and so on.

After that they will find the word in English. After they found the word, I give text related to the picture, so in this text I ask the students to match the word.]

To check the data trustworthiness, the researcher interviewed her students. Student 06 and 08. They stated:

> ***"cari bagian bagian ikan, tapi ndak di giahnyo kato kato dek ibuk tu do ni,*** *kami di suruh nyo mncari kato kato gmbar tu dlm kamus"*
> [Find the part of fish, but there is no word that give by miss.C. so we find in the dictionary]
> ***"nah untuk proyeknyo beko inyo di suruah mabuek surang,*** *tapi dalam binder ibuk suruah"*
> [For the their test or exercise, they make it by themselves, its make a example of greeting card, they make it in binder paper]

These argue from informant T.3 agreed by her student 06 and 08 stated that:

> ***"beko tugasnyo mambuek surek undangan dalam binder kak*** *"*
> [Next the exercise is make a greeting card in the binder paper]
>
> *"Ada kak,, pakai langkah kayak yang di kiecekan dek kawan tadi kak. Tu* ***pakai projeck akhir gai kak, buek greeting card tu dalam binder,*** *bueknyo di dalam kelas beko di tampilkan dan dinilai."*
>
> [yes there is sist, same with my friend talk before, using final te st, it is abou make a greeting card, we do it in the class, after that Mam C take a our final project score.]

Then the researcher found some informants who use classroom test strategy in improving students' vocabulary. They are informants 01, 02, 03, 04, 05, 06, 08

Based on the result of interview between the researcher and informants it can be seen the teachers' strategies in improving students' vocabulary is by using classroom test strategy.

3) Teaching Vocabulary by Using Strategies For Strategy Training

a. Guessing From Context

In improving students' vocabulary the informant 04 used Guessing from Context. The result of interview as follow:

> ***"io, disuruah nyo menebak apo apo sajo yang ado dalam invitation card tu kan,*** *beko inyo di bagi menjadi kelompok kelompok kecil"*
> [yes, I asked them to guess anything have related with invitation card, then I devide them into a small group]

To check the data trustworthiness the researcher did interview with her students. She stated as follow:

> *"Di suruahnyo kami* ***menebak apo sajo yang berhubungan dengan gamabr tu,*** *tu a ace isi yang ado dalam gambar tu kak."*
> [she ask to guess that anything related with the picture, and also the content of the picture]

It can conclude that informant 04 used guessing from context.

b. Looking Up Dictionaries.

One of the strategies used by the teachers to teach vocabulary in improving students' vocabulary is by using dictionaries. The researcher did interview with informant **I.T.I** on Monday, October 19th 2015 in the teachers room at 09.00 a.m. the informant said:

> *"Ya tentu, ibuk biasanya menggunakan **strategy using dictionaries** ketika para murid ibuk menemukan kata kata yang tidak mereka pahami, lalu setelah itu ibuk **memberikan mereka test**, dan ibuk lebih suka kalo murid ibuk itu menemukan **sesuatu yang baru berdasarkan apa yang dipelajarinya**, terlebih lagi kalau **memberikan sebuah contoh** dari pa yang kita jelaskan nak."*
>
> [Of course. Usually I used dictionary when the students find difficult word, after that I give them test, and I really like when my students find something new based on what the learn, especially if them give example than what we explain to them]

To check data trustworthiness, the researcher did interview with her students **I.S.I** who state as follow:

> *"ya kak, **menggunakan kamus kak**, pemberian tugas tu selalu dilakukan ibuk tu kak.* "
> [yes. The teachers always use dictionary, and also the teacher always giving test]

The other student **I.S.2** whom was interviewed also informed as follow:

> *"Ado kak. Kayak itu kak a…. **manggunoan kamus kak.** Abis tu ale yo….maagiah tugas gae kak, tu ado ibuk tu mambaok gambar gae kak."*
> [yes like that …..using dictionaries, after that,,,,what else,,,,giving test]

Furthermore, the researcher also did interview with informant **T.2** on Wednesday, October 20th 2015 in the teachers room at 09.45 a.m by using recorder. The result is as follow:

> *"Yah hal itu pasti ada, nah disinilah ibuk* ***menyuruh siswa menggunakan kamus.*** *Karna bagi siswa smp menggunakan kamus itu sangat lah penting , walaupun itu hanya kamus biasa namun ada di antara mereka yang menggunakan alfalink."*
> [Yah. The case it is true, nah, in this situation I ask to students to using dictionary, because using dictionary for junior high school students is really important. But some of them used alfalink dictionary and manual dictionary.

To ensure the data, the researcher interviewed students 03. She stated:

> *"kalau kami menemukan kata kata sulit kami di suruah* ***mancari surang di kamus kak".***
> [If we find the difficult word the teacher ask we to find by own self in dictionary]

Moreover, **I.S.4** also stated the same strategy. Based on the interview result on Monday, October 19th 2015 in the school garden at 10.00 a.m, **I.S.4** responded as follows:

> *"Ado* ***menggunakan kamusnyo kak ."***
> *[We use dictionary]*

The same information was also stated by informant **I.T.3** whom researcher interviewed on Tuesday, October, 22th 2015 in the teachers room at 10.15 a.m. she stated:

> *"What animal it is ? di jaweknyo "fish" di mana dia tinggal di air buk katonyo, sudah tu yang bagian bagian tubuh tu kan inyo indak tau do nah di situ lah ibuk* ***manyuruah inyo mancari di dalam kamus.***

[*What animal it is ?they answered "fish" where the fish life?on the water mam, they answer. after that they did not know about the part of the body of the fish, so to finf the word about body fish I ask to them to find in the dictionary]*

The other student (**I.S.5)** whom was interviewed also informed as follow:

kayak mengunoan kamus. *Kadang kadang ibuk tu yang ma agiah tau artinyo gai kak, kalau kami lah payah bana mancarinyo kak."*
[Such us using dictionary, if we did know about the meaning of the word, sometimes the teacher gives us about the meaning of the word]

The others students **I.S.6** also give some information about that, interviewed on Monday, October 19th 2015 in the informant house at 13.15 p.m.

Ado kak, kami mancari kato kato nan payahtu di suruah dek ibuk I.T.3 ***mancarinyo di kamus gai kak.***
[yes, the teacher ask to her students to find the difficult word on the dictionary]

The some information also gave by informants 04, 05, 06, 07, 09, and 10. They used looking up dictionary in improving students' vocabulary.

Based on the explanations above, the researcher can conclude that the teachers' used looking up dictionary in improving students' vocabulary.

B. Discussion

Based on the strategies suggested by Nation (1990:66-67) in teaching English vocabulary, not all strategies applied by English teacher in junior high school. They are: definition, audio presentation, written repetition, semantic maps, word building and keeping vocabulary notes.

Moreover, there are many strategies applied by English teachers in teaching English vocabulary. They are: use of picture, body moving (gesture), video, translation, exemplification, classroom test, games, guessing from context and looking up dictionaries.

Based on the result of the data analysis, it showed that teachers' strategies choices are different strategies for each other. Different teacher has different strategy in teaching English vocabulary. Based on data analysis, it was found the finding of the research. There were nine strategies that applied by the English teachers' in teaching English vocabulary. Based on nine strategies, those strategies were divided into 3 kinds. They are: presentation strategies, practice strategies and strategies for strategy training

The first is presentation strategies. In the presentation strategies the expert divided into 3 kinds. They are: a) visual strategy, b) verbal strategy, c) audio presentation strategy. In visual strategy there are many strategies that can apply by the English teacher. They are: using picture, body movement, and real object or video. Using picture strategy is strategy that the teacher used the some picture in teaching English vocabulary. The

example of the picture is animal, family, thing and etc. According to Nation (1990:66-67) there are many strategies that can use by the English teachers in teaching vocabulary, such as using picture. In using picture strategy the teacher will give the picture to the students and then the students will try to learn about the text based on the picture. The teacher can use many kinds of the animals' picture, thing, and so on. According to Brewster, Ellis, and Girard (1992: 90-91), There are plenty of vocabularies that can be introduced by using illustrations or pictures. The teacher can use learning materials provided by school. They can also make their own visual aids, or using pictures from magazines. Visual support helps pupils understand the meaning and helps to make the world more memorable.

The next strategy that used by English teachers is body movement (Gesture). Based on the data analysis the researcher found that the teachers using body movement when their students cannot understand about something and the teacher try to help her students to easier what the teacher mean by using gesture, mime or action. For example the students didn't know what the meaning of "step" so the teacher tries to move her leg to another place. These strategies are supported by Ellis, and Girard (1992: 90-91) state that many words can be introduced through mime, expressions, and gestures. For example, adjectives: sad, happy; mime: taking a hat off your head to teach hat and so on. In addition to supporting comprehension, teaching gestures may also be relevant for learners' memorization process. Indeed, many second language teachers who use

gestures as a teaching strategy declare that they help learners in the process of memorizing the second language lexicon. Many of them have noticed that learners can retrieve a word easily when the teacher produces the gesture associated with the lexical item during the lesson. Others have seen learners (especially young ones) spontaneously reproducing the gesture when saying the word. The effect of gestures on memorization is thus something witnessed by many but hardly explored on a systematic and empirical basis (Tellier, 2008).

The next strategy used by the English teacher in teaching vocabulary is using video. Using video can make students easier when they learn about something. In this research the teacher use the video to make their students interested to learning English. Based on the result of interview the teachers use some video, such as video motivation, learning video.

Next is verbal presentation strategy like definition, translation, and exemplification. In this research the researcher found that the teacher just used translation strategy and exemplification strategy. According to Nation translation strategy is the teachers ask to the students to translate from the mother language to target language. In this situation teachers asked to the students to find the meaning about what they learn. Translation is a quick and easy way to present the meaning of words. Based on the research finding the teacher ask to their students to tried to translate the text and find the meaning of the word. According to the subject, the students

needed to know the meaning of the words or unfamiliar vocabulary by translating it. The English teacher of junior high school used in Kecamatan Lima Kaum two languages when she explained words in teaching process. For example, the teachers used Indonesian translation in explaining words meaning. The teacher gives illustration that the teacher used translation in explaining words in teaching. From the illustration we could see that in explaining meaning, the teacher used translation. The translation was done when the teacher discussed the exercises on the text book or module. Firstly the teacher asked the students to translate the difficult words in the exercise, to know the meaning but when the students could not translate it the teacher helped her students to translate it. Next is using exemplification strategy in teaching vocabulary. In this strategy the teachers give many examples when they teach about something.

Second is a practice strategy. In the practice strategies the expert divided into 4 kinds. They are: classroom test, semantic maps and written repetition and games. But in this research the teacher just used two strategies. They are classroom test and games. In this strategy the teachers give testing to the students at the class when they learned about something. For example; practicing dialogue, examination and so on.

Other activities that support the students' vocabulary were games activities. In word games, the teacher taught by presenting pictures such as picture of artist, animal or things. The teacher, in the presentation, focused not only on developing students' vocabulary but also speaking, grammar

and writing, or it was called “integrated” teaching. Teaching vocabulary could be integrated with other skills. Here, the teacher gave picture to the students, then asked them to describe the picture. So, other students could understand or found the meaning of vocabulary based on the picture. Through that word games the students could learn vocabulary in more joyful ways. It also increased their motivation to learn vocabulary

Another strategy is strategies for strategy training. In this strategy Nation divided into 4 kind’s strategy. They are: guessing from context, building word, dictionary use and keeping vocabulary note. But in the research finding the teacher just used guessing from context and dictionary use. Guessing from context is students try to guess what they learn based on the situation. All of the subjects used this dictionary use. Dictionary Use is used to discover unfamiliar words and expression. In some occasions, the teacher accustomed the students to look up at dictionary. It was done by the teacher to help the students become independent learner. This activity could be done by the students not only at school but also at home when they found the difficult words. If the students found some difficult word, the teacher asked the students to look up dictionary. They were supposed to translate some words by themselves in most cases with the help of dictionaries. At first; the teacher gave instruction about how the students used what they found in a dictionary so they could transfer meaning they found into something useful. Students might be confused by different meanings for the same word but later they would accustom to do

it by themselves. From those ways, the students knew the meaning, spelling, and pronunciation of the vocabulary. As subject stated, "By asking me or their other friends and looking up at dictionary, the students could easily learn vocabularies". Harmer (2007:239) states that "dictionaries contain 2 wealth of information about words that students can gain from it. Not only mean but also they can see how to operate the words".

Based on the finding above, these strategies are supported Nation (1990:66-67) says an orally are the strategies included in this presentation strategy. Practices strategies are strategies that involve classroom review of the previously introduced vocabulary as well as home work. The teacher asked the students to make dialogue and practices it and word games are categorized in this strategy. Strategies for strategy training are teacher's strategy in teaching that teaches students become independent vocabulary learning. The strategies which are categorized into strategies for strategy training are the teacher asks her students to look up at dictionary and keeping vocabulary notes.

CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research finding, the teachers applied many strategies in teaching vocabulary. They are: 1) use of picture (2) body movement (gesture) (3) video (4) translation (5) exemplification (6) classroom test (7) games (8) guessing from context and (9) looking up dictionaries.

B. Suggestions

Based on the result of the research findings, the researcher would like to give some suggestions for the following people:

1. For the English teachers

   Every student has different ability, creativity, characteristics and interest. Thus, the teacher should understand what the students need based on their differences. The teacher should use suitable strategies in teaching them to help her students to support their student' learning in order to become successful language learners and the researchers hoped the teachers can use all of strategies in teaching vocabulary to improve students' vocabulary.

2. For the other researcher

   Based on the result of the research, the researcher just found several strategies applied by English teachers' in teaching English vocabulary. The researcher hoped other researcher can find the teachers

reason in applied the strategies in improving students vocabulary. Next, what is the effect of strategy to learning English vocabulary?

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In conducting the interview, the researcher delivered several questions to get information about the teachers' strategies in improving students' vocabulary. They are follows:

STEPS	TOPICS
Warming Up	1. Assalamualaikum Ibuk/Bapak…. 2. Kalau boleh tahu, namanya siapa Ibuk/ Bapak? 3. Bagaimana kabarnya? 4. Ibuk / Bapak mengajar di kelas berapa?
Level Check	1. Apakah Ibuk Bapak menggunakan strategy tertentu dalam meningkatkan kosakata siswanya?
Probing	1. Apa apa saja strategy yang biasa ibuk/ bapak gunakan dalam mengajarkan kosakata untuk meningkatkan kosa kata murid bapak/ ibuk?
Wind Down	1. Terimakasih atas informasi dan waktunya pak/ ibuk. Kalau saya butuh informasi mohon kerjasamanya ya buk/ bapak 2. Assalamualaikum …..

Appendix 2 : Transcript and Coding

Note:

R : Researcher
I : Informant
I.T.1 - I.T.10 : Informant Teacher 1-10
Informant 1

Descriptive Note: When the researcher comes to this school, the staff administrator suggests the researcher to meet the teacher 1. Then the researcher went to teacher room and saw the teacher 1 sit on the chair. Then researcher approaches the teacher and tells the researcher name and discussed about the researcher aim. After discussed and the teacher were agreed to interview, then the researcher takes her tape recording to record the result of the interview. The interview result between the researcher with the informant on Monday, October 19th 2015 in the teachers room at 09.00 a.m by using recorder.

THE ACTORS	:	UTTERANCES
R	:	Ohh yaa.., buk ibuk kan mengajar bahasa inggris kan buk , ado ndak buk,ibuk khususan mengajarkan vocabnyo buk.
I.T.1.1	:	Lai kan , dalam teks tadi tu kan ibuk agiah vocabnyo tadi tu , di agiah lo inyo pronounciationnyo nak itu lah masuak dalam vocab namonyo tu nak. Yang vocab tu yang terdapat di dalam teks tadi.yang kiro kiro baa sulit atau baru bagi anak itu yang ibuk ajaan. ibuk mengajarkan kosakata itu secara umum saja. Kan Nampak tadi tu kan. .
R	:	Oo tadi kan banyak strategy yang ibuk gunakan tu buk, kayak giving question, word mapping menulis di papan tulis tu kan buk , tu tadi tu ado group discussion kan buk, ha apakah dalam satu topic tu menngunakan satu strategy atau gimana buk?
I.T.1.2	:	Oh begitu, masalah strategy itu masalah kombinasi aja. Ibuk tu bisa anak tu enjoy, mangarati jo materi, kadang kadang ado urang indak ado manngunoan strategy do kan, tapi dek ibuk itu combination. Satu tadi ado kan discussion, question answer, **using dictionary**. Tadi ado gai kan **showing video**, so we are combination, so that it is interesting for the students. .
R	:	Jadi tujuan ibuk mengkombinasikan itu untuk siswanya lebih mengerti ya buk?
I.T.1.3	:	Yaaa..supaya siswanya itu menarik , mudah dan termotivasi dalam belajar bahasa , lebih enjoy kan, kan tadi mereka enjoy tu kan nak.
R	:	Oh jadi tujuan ibuk untuk membuat bahasa inggris itu lebih oh iya buk, tadi kan ada pemberian scor ru buk. Nah itu untuk apa tu buk?
I.T.1.4	:	Oo pemberian scor itu, kan dalam pembelajaran penilaian ka nada scor tu, di bawah itu kan nanti ada penilaian, itu

THE ACTORS		UTTERANCES
		supaya mereka mengerti oo nilainya kan point, ilang point nyo tu takuik, jadi mereka berusaha untuk bisa. Jadi kan termotivasi juga tu. Begitu lah penilaian bagi murid. Kan suatu penilaian kan nanti ada d bawah nya nanti.
R	:	Mungkn hanya itu saja buk I.1, trima kasih buk.
I.T.1.5	:	Yaaaa.. sama sama

After finishing the interview the teacher 1 suggest to the researcher to found and meet the teacher 2.

Reflective note: the teacher using video and looking up dictionary in teaching vocabulary.

Informant 2

Descriptive Note: After finishing her research with teacher 1,the researcher saw the teacher 2 sit on the her chair, then the researcher tell her name and her aim to the teacher. After the teacher allows the researcher to interview her, the researcher takes her phone to record the interview result. The interview result between the researcher with the informant on Tuesday, October 20th 2015 in the teachers room at 09.45 a.m by using recorder. Before the researcher did interview the researcher say greeting to her.

THE ACTORS	:	UTTERANCES
R	:	Ohh yaa.., buk ibuk kan mengajar bahasa inggris nak buk, nah dalam bahasa inggris tu ado nak ibuk mengajarkan kosa kata buk?
I.T.2.1	:	Ado…
R	:	Ado. Itu ibuk mengajarkan nya secara umum atau khusus buk?
I.T.2.2	:	Maksudnyo? Secara umum atau khusus?
R	:	Hmm dalam pembelajarannyo buk. Nah ibuk mengajarkannyo secara umum kan buk, tentu ado strategy strategy dalam meningkatkan kosakata murid ibuk tu kan buk, nah biasonyo strategy apo yang biaso ibuk gunakan buk?
I.T.2.3	:	Kalau vocab tu wak caliak dulu nak, wak caliak materinyo dulu. Setelah wak caliak materinyo tu, Maa materinyo yang banyak menggunakan kosakata yang menyangkut dengan materi. Misalnyo dalam mempelajari teks, disitu kan banyak kosa katanyo tu. Nah disitu ibuk **agiahan contoh contoh**, nah di awal pembelajaran tu wak agiahan reward gai.
R	:	Aa, beko kalau siswanyo menemukan kata kata sulit baa tu buk? ado meenngunakan kamus tu buk?
I.T.2.4	:	Ado **menggunakan kamus.** Yah hal itu pasti ada, nah disinilah ibuk menyuruh siswa menggunakan kamus. Karna

THE ACTORS		UTTERANCES
		bagi siswa smp menggunakan kamus itu sangat lah penting walaupun itu hanya kamus biasa namun ada di antara mereka yang menngunakan alfalink.
R	:	Ya . lebih canggih kan memang alfalink kan buk, aa tu jadi strategy yang pertama tu menngunakan kamus kan buk, ado ndak buk kayak maagiah tugas gai buk?
I.T.2.5	:	**Yaaa..pasti ado tu. tentu saja misalnya setelah mempelajari teks yang ibuk katakana tadi ibuk memberikan berupa tugas. Tapi tugasnya di rumah.**
R		Nah , baa tanggapan siswa ibuk dengan strategy tu buk? apo mudah bagi anak tu atu sulitnyo memahaminyo buk?
I.T.2.6		Itu tergantung pada ank , kalau ank tu lai maunyo tu otomatis lai rancak, tapi kalau yang tidak mau
R		Ooo. Jadi seperti itu buk? strategy yabg lainnya ada buk?
I.T.2.7	:	Iya nak,apalagi kalau ketika siswa kita mendapat nilai yang bagus lalu ya. Misalnya ibuk **mengajarkan tentang greeting card kan, pertam tama ibuk perlihatkan gambar dari greeting card itu sendiri dulu,** nah untuk mengetahui bentuk lain dari greeting card itu ibuk **menyuruh siswa mencari sendiri di rumah, setelah itu di bawa kesekolah, begitu.**
R	:	Nah dari strategy yang ibuk gunakan itu apakah siswa ibuk mengalami kesulitan atau bagaimana buk?
I.T.2.8	:	Itu semua kan tergantung dengan siswanya saja tugas ibuk kan hanya mengajarkan.
R	:	O, jadi seperti itu ya bu.
I.T.2.9	:	Ya..
R		Mungkin hanya itu buk , maaf sudah mengganggu waktunya ya buk
I.T.2.10		Ya, gak apa apalah nak, kalau ada waktu pasti ibuk membantu.
R	:	Ya buk, terima kasih buk .Assalamu'alaikum buk
I.T.2.11	:	Walaikum salam nak

After finish the interview with teacher 2, she suggests meeting with the other teacher at this school, but the teacher is very busy and she can't to interview.

Reflective note: Use of picture strategy, Exemplification, Classroom Test, Looking up Dictionaries.

Informant 3

Descriptive Note: When the researcher comes to this school, the teacher still teaches her students. Thus, the researcher waits the teacher 3 in the teachers'

room. After she finish teaches her students she comes to teacher room, and then the researcher comes and tell her name and her aim. Then teacher 3 prepared to be interview. The interview result between the researcher with the informant on Tuesday, October, 22th 2015 in the teachers room at 10.15 a.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Assalammu'alaikum ibuk ?
I.T.3.1	:	Walaikum salam.
R	:	maaf mengganggu waktunya ya buk?
I.T.3.2	:	Ya tak pa-apa. Ado apo tu fatma?
R	:	Ohh yaa.., buk ibuk kan mengajar bahasa inggris ni buk apakah ibuk mengajarkannya secara khusus atau bagaimana buk?
I.T.3.3	:	Secar umum lah fatma, kalau secara khusus tu sewaktu kuliah tu adonyo nak.
R	:	Io buk. Ibuk kan kalau untuk meningkatkan kosa kata tu ado ndak buk strategy kusus yang ibuk gunoan?
I.T.3.4	:	Strategy tu banyak fatma. **Misalnya ibuk mengajar tentang teks report tentang ikan , tapi dek gambar ikan indak** basobok disiko tu tapaso babuek gambarnyo di papan tulis, itu kan sah sah sajo.ibuk agiah nomor nomor di tubuh ikan. Kalau dari buku tu ketek bana tu ndak Nampak dek anak anak do kan. Kan ado gambar yang ibuk buekan tadi tu mah, misalnyo fish kan, ibuk ndak manunjuak an bagian bagian tu dalam bahasa inggris do tapi ibuk manyuruah inyo surang yang menemukan bagian bagian tu dalam bahasa inggris surang. Siap ibuk buek gambarnyo tu ibuk agiah nomor pada bagian bagian tubuh ikan tadi, tu ibuk tanyo. What animal it is ? di jaweknyo "fish" di maanyo tingga, di air buk katonyo, sudah tu yang bagian bagian tubuh tu kan inyo indak tau do nah di situ lah ibuk manyuruah inyo mancari di dalam kamus. Umpamonyo ekor nomor 1, sirip nomor 2, begitu seterusnyo, siap tu kan di carinyo tu, lah nyo temukan kato kato tadi, nah siap tu 10 kosa kata yang mengacu ka teks. Walaupun inyo manjodohkan kan otomatis inyo marujuk jo k kamusnyo kan ibuk agiah teks yang mengarah pada gambar tadi, nah di teks itu beko anak anak tu ibuk suruah manjodohan kato kato yang inyo cari tadi, otomatis inyo ka merujuk jo kamus tadinyo kan , lah inyo jodohkan nak, baru ibuk masuak ka listening lai. Jadi manjodohkan dulunyo baru istilahnyo punyo modal, ibuk bangun kosakatanyo dulu, baru masuak ka listning
R	:	Kalau di listening baa lo caronyo tu buk?
I.T.3.5	:	Ibuk agiah nyo kalimat teks rumpang.

THE ACTORS		UTTERANCES
R	:	Ooo, fill in the blank yo buk
I.T.3.6	:	Fiil in the blank. Itu di wilst listening, bukan yang tersedia. Lah inyo carikan, ibuk cek, setelah di cek, dikoreksi tapi indak ibuk nilai do, karena itu terlalu vital bana. Nah baru masuak ibuk ka menjawab pertanyaan berdasarkan teks. Setelah dikumpulkan setelah itu kan dikoreksi, salah jawabannyo kan, siap tu ibuk agiah yang batua nyo, setelah ibuk agiah yang batuanyo, baru di situ bacari artinyo lu. A mode tu contohnyo patang tu fatma. Kan ado tek rumpang tu. Tu di suruah inyo mancarinyo surang**. Temukan arti kato kato sulit tu dek inyo.**
R	:	Oooo. Hmmm begitu yo buk.
I.T.3.7	:	Ah siap tu ado pulo ibuk agiahan kato kato sulit siap tu **basuruah inyo mancari di kamus dan tuliskan ke papan tulis misalnya jawabannyo** live apo? Di jawabyo hidup kan .kalau lah tau nyo jo artinyo berarti inyo lah paham jo teks tu nak,
R	:	Jadi siswa tu di suruah mancari meaningnyo yo buk?
I.T.3.8	:	**Nah kan lah tau nyo artinyo tu lah bisanyo mambaconyo dalam bahasa Indonesia kan ,** baru ibuk suruah manjawek pertanyaan yang 5**.** Abis tu ibuk agiah nyo true – false.
R	:	Selain itu ado ndak buk strategy yang lainnyo buk? Kayak games tu buk?
I.T.3.9	:	**Ado fatma, tapi kalu materinyo report tu ndak bisa nyo do kan**. Tapi biasonyo ibuk maaja di kelas 8 ado tu, kayak di materi descriptive teks.
R	:	Seperti guessing tu yo buk
I.T.3.10	:	A yo yo,,, guessing…
R	:	Kayak penggunaan flash card tu ado buk?
I.T.3.11	:	**Ado, tapi materinyo di writing tu mah,,**
R	:	Adoo ..ndak buk ibuk menggunakan kayak synonim tu buk?
I.T.3.12	:	Ado synonim, tapi dalam reading. Tapi waktu khusus untuk maajaan synonim tu ndak ado do, soalnyo waktu yang di sediakan kan hanya 2 jam saja, jadi waktunya terbatas, jadi secara umum saja, contohnya seperti ini, kalau hot itu synonimnya apa kata ibuk tu kan , nah mereka menjawab warm katanya, nah seperti itu fatma. Nah ini ada materinya, pertama mereka bekerja secara berkelompok, di agiah gambar, nyo describe gambar ko kan, nah beko ibuk pertukarkan gambar ko jo kawannyo yang lain. Beko inyo tamil monolog di depan kelas. Hah ado yang lain fatma?

THE ACTORS		UTTERANCES
R	:	Seperti translation strategy tu ado buk?
I.T.3.13	:	Ado. Kan ibuk agiah materinyo tentang Jellyfish mah, **ibuk suruahnyo mancari kato kato sulitnyo, nah beko di atian secara bersama sama gai fatma, supaya mereka tahu arti dari kata teks itu.**
R	:	Nah dalam penerapan strategy yang tadi itu, apa ada kendala yang ibuk hadapi buk?
I.T.3.14	:	Kesulitannya hanya ada beberapa dari mereka yang tidak membawa kamus, itu jo nyo,
R	:	Kayak menjelaskan materi tu masih ada buk ?
I.T.3.15	:	Oo yang explanation tu fatma ? contohnyho ibuk mengecek tadi mah, ibuk memulai dengan kesimpulan, misalnya ibuk mengatakan bahwa hari ini kita belajar tentang teks report, tek report itu seperti iu sudah tahu materi yang akan di pelajarinya. Jadi di awal tu lah ibuk agiahnyo tntang conclusion nyo. Kalau ndak ka dibaok kamaa anak anak tu beko fatma.
R		Nah , di pembelajaran tu ado ndak buk di agiah contoh contoh gai buk?
I.T.3.16		**Ado, pemberian contoh tu berkaitan dengan explanation tu mah fatma, misalyo materi nyo tentang fish kan , nah ibuk tanyo iko gambar apo?** Di jawabnyo fish, apo sado fish tu samo ? nda k buk. Tu ibuk agiah lo contoh xo pasar kahn, pasar tu aa tu kato buk jaweknyo pasar itu adalah tempat untuk menjual dan membeli. Nah itu di namakan dengan explanation dengan menggunakan contoh.
R		Mungkin hanyo itu nyo buk. Makasih yo buk
I.T.3.17		Yo fatma.

When the interview was finishing, the teacher 3 gave suggestion to the researcher to found other information from another schools.

Reflective Note: Use of picture strategy, Translation, Exemplification, Classroom Test, Games, Looking up Dictionaries

Informant 4

Descriptive Note: One of the securities helps the researcher to found the English teachers, when the security meet with the teacher he tells about my aim. Then the teacher calls the researcher and asks the researcher name. Then she also asked about the researcher research title. When the teacher agreed to be the research informant the researcher gave some question to the teacher. The interview result between the researcher with the informant on Wednesday, November 03th 2015 in the teachers room at 13.05 a.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Assalammu'alaikum buk, kalau bleh tau nama ibuk siapa?
I.T.4.1	:	Walaikum salam nama ibuk **D**
R	:	Ibuk maaja kelas baraa 8 buk
I.T.4.2	:	Io, Ibuk maaja kelas 8
R	:	Kan dalam mengajarkan bahasa inggris tu kan ado yang namonyo kosakata kan buk, ado ndak buk strategy yang ibuk gunakan untuk meningkatkan kosakata siswa tu buk?
I.T.4.3	:	Ado. Yang partamo dalam kurtilas tu kan di butuhkan siswa itu yang aktif dia yang mencari sendiri, tidak harus guru yang menjelaskan materinyo do.contohnya kita mengajar sebuah teks tentang teks procedure, dalam teks procedure kan, ada kata ingredients. Apa ingredients buk? Jangan kita jelants itu adalah komposisi, bahan,tidak boleh, nah harus anak itu yang mencari sendiri, kan masing masing anak itu di **wajibkan menggunakan kamus,aktif dia mencari, kalau lah susah dia baru kita yang ikut membantunya, nanti di beri contoh dulu** kan baru setelah itu melihat kamus.ingredients, example, kita belajar cara membuat kue baking apa apa saja ingredients nya, ibuk misalkan bilang ingredientsnya sugar, chocolate, flavor, nah nanti anak itu bilang oh bahan buk? Kadang kadang ado anak yang aktif inyo cari arti ingredients tu di kamus.nah itu salah satu contohnya, jadi jangan langsung kita yang memberikan jawabannya, biarlah anak itu yang menemukan dulu. Misalnyo kalau wak katakana ingredients tu bahan, mungkin dulu ibuk ibuk wak mangecekan langsuang kalau ingredient tu bahan kan, sekarang anak itu yang harus aktif. Baru setelah itu kita berikan ingredients, misalnya kita membuat kue baking kan , **nah dalam teks tu ka ada latihannya misalnya apa saja ingredients untuk membuat kue baking? Apa langkahnya? Steps ndak tau, boleh kalau steps tidak tahu anak anak itu, . jalan aja kita , ibuk peragakan dengan melangkahkan kaki ibu, nah nanti anak kalau anka yang aktif itu bilang oh langkah buk?**
R	:	Oh jadi kalu seperti ibuk mempergakan langkah tadi itu strategy nya itu seperti gesture ya buk?
I.T.4.4	:	**Ah iya itu, gesture**
R	:	Selain itu ado ndak buk strategy lain yang ibuk gunakan buk?
I.T.4.5	:	Ada, seperti dalam teks kan , **ibuk berikan sebuah teks, temukan kata kata yang sulitnyo kan, baru di agiah contoh yang berhubungan dengan materinyo tu.** Anak

THE ACTORS		UTTERANCES
		anak tu kalau di agiah contohnyo kan daya tangkap anak anak tu lebih cepat, anak tu lebih capek mangaratinyo kan. Agiah bahan atau berhubungan dekat dengan ank wak tu, misanyo wak agiah anak anak tu bahan untuk membuat pizza atau spagety gai kan, sadang awak ce ndak tau a ace bahan bahan jo caro mambueknyo do, **jadi contohnyo tu harus rill, maksud rillnyo tu,yang dekat dengan kehidupannyo,** dekat dengan lingkungan anak anak tu. Di pakai dek anak sehari hari , jadi lebih capek manangkoknyo. Itu pun yang akan di terapkan nyo dek anak anak di dalam kegiatan sehari hari.
R	:	Io nak buk apo lai mancari bahan untuk mambuek pizza tu payah lo nak buk..heheh.
I.T.4.6	:	Hahahah,,,, tantu lah io,,, makn nyo ce lai ndak pernah wak do kan,
R	:	A itu buk , kan tadi teks procedurenya tentang membuat kue baking tu nak buk? Ado di tampilkan gai gambar kue baking tu buk?
I.T.4.7	:	**Ado pakai gambar, di LKS anak tu ado lo.kalau wak guru yang kreatif tu dak cukuik yang ado di LKS nk tu do, wak cari lo gambar yang lain kan, segala sesuatu yang berhubungan dengan teks itu.** Kalu kini nak ndak hanyo anak yang kreatif do, guru pun harus kreatif, kini segala sesuatunyo anak yang harus menemukan terlebih dahulu, bukan guru yang memberikannya langsung.kalau lah terlalu susah baru lah guru berperan dalam membantu kesulitan siswa tu,
R	:	Oh jadi kalau lah siswa tu menemukan kesulitan barulah guru membantunyo nak buk?
I.T.4.8	:	Ah yo, kalau lah umpamonyo inyo belajar tentang invitation card kan,kartu undangan, itu contohnyo kan. Nyo lah tau kalau invite tu artinyo undang, card itu kartu, pastilah inyo tau kan, **ibuk baokn contoh gambarnyo kan** , tu katonyo kartu undangan biaso jo nyo buk, kan dak awak yang mangecekan do, anak anak kini wak belajar tentang kartu undangan , dak mode itu dokan anak anak tu tau kalau ado kartu undangan berarti belajr tentang invitation card, bukan ibuk yang mangecekannyo.
R	:	Jadi anak tu di suruh untuk menebaknyo dulu yo buk
I.T.4.9	:	io, disuruah nyo menebak apo apo sajo yang ado dalam invitation card tu kan, beko inyo di bagi menjadi kelompok kelomok kecil. Model model lah jawabannyo. Ado urang yang di undangnyo buk, ado acaranyo buk,mungkin wedding, birthday, ada waktu nya buk,jadi di bagi inyo

THE ACTORS		UTTERANCES
		menjadi kelomok kecil, ndak guru yang manarangannyo do, itu sebaiknya dalam kelompok, kelompok kecil saja , misalnyo agak 3 urang, beko di pangia berkelompok kan, apo yang di tmukan dlam kartu undangan itu kato ibuk kan, ada tanggal buk, ada waktu, time atau address nyo anak tu lah tau.
R	:	Jadi mang concludenyo yo buk.
I.T.4.10	:	Ah ya, nah address dalam invitation card itu harus di buat sedetail mungkin, bekonyo buek address nyo di rambatan kan, rambatan tu laweh, misalnyo wak buek batusngka, batusangka tu laweh, jadi harus lengkap alamatnyo tu. Hehe , ado writer nyo atu sender, sia yang ma undang kan.
R	:	Jadi siswanyo lebih aktif kalau mode itu nak buk
I.T.4.11	:	Io, nah untuk tesnyo teks nyo ibuk bedaan, umpamonyo who is inviteter? Siapa yang mengundang? Who write? Siapa yang mengirim? **Nah di tengoknyo ka bawahkan, kalau ndak dalam contoh invitation card tadi tu, nah untuk proyeknyo beko inyo di suruah mabuek surang**, **tapi dalam binder ibuk suruah,** ha ko ado lo contoh untuk pemakaian can kan, nah di carinyo dek anak anak
R		Jadi di akhir pembelajaran tu anak anak tu yang mambuek contoh undangan tadi surang nak buk
I.T.4.12		Yo,,,ah ko contoh untuk yang pemakaian can a, umpamonyo tentang ability kan inyo mancari surang, kalau ka di tarangan bilo ka tatarangan, dalam sekian jam pelajaran dak takajaan dek ibuk manarangan kasadonyo do, jadi siswa tu harus mancari surang, a ado di carinyo di buku buku sd nyo, apolai kini di SD tu bahasa inggris tu ado yang di ajaan ado yang indak kan. A ko nyo a, buliah anak anak tu mambuek kartu undangan tentang birthday barty inyo, kawannyo, buek dalam karate binder, jadi kan menrik jadinyo kan.a ado anak tu mambuek hay how are you, can you came to my birthday party.kan rancak ko kan. hahah . apo ado pertanyaan yang lain?
R		Ndak buk rasanyo alah cukuik buk , terima kasih buk
I.T.4.13		Yo, samo-samo.

The teacher suggests interviewing other teacher that sit in front of her table.

Reflective Note: Use of picture strategy, Body Actions (Gesture), Exemplification, Classroom Test, Guessing From Context, Looking up Dictionaries

Informant 5

Descriptive Note: The researcher allows the teacher and tells researcher name and the aim. When the teacher 5 sits on her chair she also asked about the research title. After she understands about the title, she agreed to be the informant of this research. The interview result between the researcher with the informant on Wednesday, November 03th 2015 in the teachers room at 09.45 a.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Maaf ibuk namonyo siapo buk
I.T.5.1	:	Ibuk **E**
R	:	Di sekolah ini ibuk maaja kelas 7 yo buk?
I.T.5.2	:	Io.
R	:	Biasonyo kan dikelas 7 tu kan banyak mengajarkan kosakata kan buk, a ado ndak buk strategy yang ibuk gunoan biasonyo untuk meningkatkan kosakata murid tu buk?
I.T.5.3	:	**Ado, misalnya melalui permainan, gambar, tuu, yo permainan, gambar, a penggunaan kamus tu wajib bagi siswa tu mah.**
R	:	Kalau buliah tau, permainan yang ibuk gunaan tu seperti apa tu buk?
I.T.5.4	:	**Permaina beebentuk kata, abis tu siswa menebak kata tu, dan kata kata apo sajo yang berhubungan dengan itu.**
R	:	Hmmm, kayak guessing games gtu yo buk?
I.T.5.5	:	Yo
R	:	Kalau kelas yang ibuk ajar itu materinya cenderung kamaa tu buk? Kayak teks descriptive tu adoo ndak buk?
I.T.5.6	:	Ado, anak tu biasonyo belajar tentang people. **Nah beko tugasnyo di descripsikan cirri cirri urang tu baa,tadi ibuk maajaannyo tentang kulit kulit luarnyo jo baru.kan tadi materinyo tentang urang kan, beko anak anak tu yang mendescripsian surang tentang urang tu lai, tu larinyo ka mendescrib tu, terakhir nanti tugasnya mendescripsikan orang, bisa jadi keluarganyo.** Ohh, kalu mendescripsikan tentang people tut u ado **gambar urang nyo** tu , ado, **kadang ibuk gunaon kawannyo surang sebagai contohnyo, siap tu ado ibuk agiah kosakata yang sulit**, nyo cari di kamus, yang berhubungan dengan gambar, maksudnyo untuk memperkaya kosakatanyo , tu memudahkannyo dalam mendescripsikan.
	:	
R	:	Berarti beko ado gambarnyo, siswanyo yang manyabuikan atau menjelaskan tentang gambar urang tu yo buk

THE ACTORS		**UTTERANCES**
I.T.5.7	:	Yo. gai.Kan beko di caliakan gambar nyo.
R	:	Ooo. Beko di caliakan gambar tut u di suruah anak tu manjalehannyo yo buk. Nah, di teks tu kan ado kosa kata yang sulit tu buk. Tu aa strategy yang ibuk gunoan tu buk?
I.T.5.8	:	**Biasonyo pakai kamus dulu kan, tu ibuk agiah gambar**
R	:	Kalau strategy seperti showing video tu ado ndak buk?
I.T.5.9	:	A alum ado lai do, masih ado yang lain?
R	:	Oh, ndak do yo buk? Ndak buk ,,,makasih yo buk
I.T.5.10	:	Yo samo samo,semoga sukses

Teacher 5 suggested to the researcher to interview other English teacher st this school.

Reflective Note: Use of picture strategy, Exemplification, Classroom Test Games, Looking up Dictionaries

Informant 6

Descriptive Note: The researcher met the teacher at teacher's room. She was cheating with one of teacher there. She approached her and told her intention coming to her. She was allowed to interview her.The interview was done on Wednesday, November 03th 2015 in the teacher's room at 09.45 a.m by using recorder.

THE ACTORS		**UTTERANCES**
R	:	Assalamualaikum buk.kalau buliah tau namo ibuk siapo buk?
I.T.6.1	:	Walaikum salam Ibuk **F**
R		Ibuk maaja kelas baraa buk?
I.T.6.2		Kelas 9.
R	:	O kelas 9. Giko buk, kan dalam belajar bahasa inggri tu yang terpenting kan kosa katanyo kan buk.
I.T.6.3	:	Io.
R	:	Nah, ado ndak buk strategy yang biasonyo ibuk gunakan untuk meningkatkan kosakata anak buk?
I.T.6.4	:	Kalau strategy untuk meningkatkan kosakata **biasanya melalui gambar, kadang penugasan, misalnyo materi untuk minggu depan ibuk kasih kosa katanya sekarang, anak anak tu mencari artinya dirumah jadi larinyo ka menterjemah kata kata tu kan**, serta materi yang berkaitan dengan yang akan di pelajarinyo minggu depan tu.. jadi wak agiahnyo modal dulu untuk minggu depannyo.
R	:	Ooh,,,, seperty strategy penggunaan kamus tu buk. ?
I.T.6.5	:	**A ya . seperti penggunaan dictionary tadi tu.**

THE ACTORS		**UTTERANCES**
R		A biasanya kalau kelas Sembilan tu kan lebih identik dengan teks ya buk?
I.T.6.6	:	Hmmm, iya,
R	:	Kayak penggunaan teks dlm bntuk audio listning ada buk?
I.T.6.7	:	Hmm,,,kalau audio ndak ado do, tapi kalau listening biaso ado, missal ibuk membacakan suatu teks, nah di situ siswa mendengarkan apa yang ibuk bacakan itu,.
R	:	Selain itu ada ngak buk strategy lain yang ibuk gunakan? Msalnya tentang suatu materi gitu buk , misalnyo teks procedure kan buk, nah bagaimana strategy nya tu buk? misalnya tentang how to make,,,
I.T.6.8	:	Ya seperti yang ibuk katakana tadi, ibuk agiah kosakata, yang berhubungan dengan materi tu. Beko anak anak tu yang mancari di rumah,begitu, jadi terbantu dia dalam memahami kosa kata, nah ketika kita membahas teks, dia sudah tau artinya, tanpa harus membuang waktu dalm kelas.
R	:	Jadi ibuk berikan dulu kosa kata sulitnya, baru nanti membahas teks yang berhubungan dengan kosakata yang ibuk berikan tu yo buk?
I.T.6.9	:	Hmmm.. yo
R		Ado ndak buk . dalam menerapkan strategi tu ibuk mengalami kesulitan?
I.T.6.10		Cuma ank tu tidak hapal dia kan
R	:	Hanya itu buk, terima kasih ya buk
I.T.6.11	:	yo samo samo nak.

Reflective note: Use of picture strategy, Translation, Classroom Test, Looking up Dictionaries

Informant 7

Descriptive Note: when the researcher came in to the teacher's room of SMP D, The researcher didn't meet the English teachers. Thus, she asked to other teacher, they told that the teacher in the computer room. Then she approaches her and then the researcher introduces herself to the teacher, asked her permission to interview her and then interviewed her in that room.the interview was done on Monday, November 09th 2015 in the computer room at 10.15 a.m by using recorder.

THE ACTORS	**:**	**UTTERANCES**
R	:	Assalamualaikum buk.kalau buliah tau namonyo siapo buk?
I.T.7.1	:	Walaikum salam wr.wb Ibuk **G**
R	:	Ngajar kelas brapo buk?

THE ACTORS		**UTTERANCES**
I.T.7.2		Kelas 9. Tiga kelas.
R	:	Kan Dalam bahasa inggris tu yang paliang penting tu kan penguasaan kosa katanyo kan buk, ado ndak buk, ibuk menggunakan strategy dalam meningkatkan kosakata siswa itu buk?
I.T.7.3	:	Ada..ooo..yang sudah ibuk cobakan …ooo.. **siswa atau peserta didik itu di beri huruf acak,kemudian siswa di minta menyusun huruf tadi menjadi kata yang bermakna,itu salah satu tujuannya** untuk itu,,,apa namanya…memotivasi siswa untuk mau bekerja kan, kalau kita langsung memberikan kata kemudian langsung melihat kamus itu agak mlas rasanya, kurang motivasinya, dengan adanya penyusun kata tadi itu motivasinya kuatkan,huruf yang di acak, siswa di minta untuk menyusun,menjadi kata yang bermakna , kadang kadang ibuk bantu dengan huruf awal, kadangkala juga kalau katanya lumayan panjang itu ibuk kasih 2 huruf awalnya.itu salah satu strategynya.
R	:	Biasanya kalau kelas 9 kan lebih pada teksnya kan buk, nah nanti kalau siswanya kesulitan dalam memahami teks, itu bagaimana itu buk?
I.T.7.4	:	Ooooo…ibuk sekarang ingin apa,,,,**meminta siswa itu untuk selalu membawa kamus dalam belajar bahasa inggris**. Jadi karna di sini pakai kurtilas jadi penilaian sikap kan dinilai betul. Ibuk menganjurkan siswa membawa kamus, kalau mereka lupa maka nilai disiplinnya juga berkurang, tapi masih ada di antara mereka yang masih lupa untuk membawanya, mungkin karna ibuk terlambat untuk mensosialisasikannya. Jadi belum berjalan sesuai dengan yang ibuk harapkan,
R	:	Kalau kayak pengunaan gambar tu ado ndak buk?
I.T.7.5	:	Ibuk agak kurang atau cenderung dalam menggunakan gambar tu… mungkin ibuk I.T.8. acok tu mah,,kalau ibuk jarangnyao…**buku tu kan sudah bergambar, kadang kadang kalau gambarny kurang jalaeh atau ketek nak, ibuk printan gambar tu, tu ibuk fotokopian,nanti di bagikan ke masing masing siswanya, tanpa menggunaka infokus.**
R	:	Hmmm,,,, kalau seperti menerjemah tu ada buk?
I.T.7.6	:	Iya memang ada,,,,,kayak kemaren kan teks procedure, kan dalam teks procedure itu ka nada komponenya, yang pertama judulnya, how to make apa gitu kan, materinya dan juga stepsnya, **jadi memang salah satu caranya untuk memahami itu teks ibuk menggunakn cara mentranslate atau menerjemahkan secara berpasangan.** Bukan

THE ACTORS		UTTERANCES
	:	kelompok, soalnya kalau kelompok, karena kalau anggotanya banyak, kurangnya pengawasan dari kita tidak baik, jadi in pair saja
R	:	Kalau strategy yang lain ado buk?
I.T.7.7	:	Games sudah, penggunaan kamus sudah, gambar sudah, menerjemah, hmmm hnya itu saja yang ibuk gunakan nak.
R	:	Ooo, mungkin hanya itu buk , terima kasih buk
I.T.7.8	:	Oke, Iyaaaa,,,, sama sama.

Then, the teacher told to the researcher to interview teacher 8.

Reflective Note: Use of picture strategy, Translation, Games, Looking up Dictionaries

Informant 08

Descriptive Note: the researcher met the teacher after the lesson time ended in the teacher's room. After that she introduced herself to her and asked her permission to interview her and then she allowed her to do the interview. The interview was done on Monday, November 09th 2015 in the teacher's room at 10.15 a.m by using recorder.

THE ACTORS	:	UTTERANCES
R	:	Assalamualaikum pak, nama bapa siapa pak?
I.T.8.1	:	Walaikum salam wr.wb nama bapak H
R	:	Ngajar di sni pak?
I.T.8.2		Ya
R		Klas brapa pak?
I.T.8.3		Kelas 8 dan 9
R	:	Di sikolah ko pakai kurtilas pak? Kan Dalam bahasa inggris tu yang paliang penting tu kan penguasaan kosa katanyo kan pak, ado ndak pak, apak menggunakan strategy dalam meningkatkan kosakata siswa itu pak?
I.T.8.4	:	Io,, Hmmm. Strategynyo bantuak tu a apak suruah untuk mempraktekkkan languang, dapek kosa kata ciekk kan inyo praktekan langsuang, **kalau di baco limo dalam satu hari tu yang 5 tu tinggal empat atau 3, berarti dapa t satu langsung dipraktekkan.itu salah satunyaa. Di baca 5 dalam satu hari** yang 5 itu dibaco satu besoknya tinggall 4 lagi. **Dapat satu langsung di praktekkan, Dapat satu langsung di praktekkan,**
R	:	Selain dari strategy yang tadi tu ado ndak pak yang lainnyo? Kamus , gambar?
I.T.8.5	:	Ooo ada,,, **seperti penggunaan scrabble, main scrabble,penggunaan kamus,** kan salh satu permainan tu untuk kosakatanyo tu, tu barang kali…
THE		**UTTERANCES**

ACTORS		
R	:	Kalau biasonyo klas yang bapak ajar tu materinya tentang apa tu pak?
I.T.8.6	:	Tentang, time, introduction, tentang description ado, narrative, ooooo, eee itu lah,
R	:	Kan ada pembelajarannya tentang time kan pak, nah itu itu kan lebih ke jam kan pak,itu nanti dilihatkan gambar jamnya atau gimana pak. bagaimana strategy nya tu pak?
I.T.8.7	:	**Iya di perlihatkan gambar jamnya**, jadi yang pertama tu ka nada yang namanya observation, di suruah anak mengamati, dari gambar tu anak anak bisa memberikan pertanyaan , jadi ditampilkan dulu sebuah gamabr, disuruah nak mengamati,, beko anak ank batanyo. Menimbulkan nalar anak beko ado yang namonyo getting information, ada collecting information, setelah anak anak akan bekerja dalam kelopok, terakhir dia bisa mengkomunikasikan. Ya alhmdulillah terlaksana,
R	:	Selain itu tampilkan video ada pak ?
I.T.8.8	:	**Ada,,, video itu yang berkaitan dengan pembelajaran video karakter, video motivasi, ada videonya tu,,,video materi narrative tu ada videonya, ooo video itu di amati ank, setelah di amati akn muncul pertanyaan.**
R	:	Selain itu ada strategy yang lainnyo pak?
I.T.8.9		Ado,,, selain video, ado media itu kan manual melalui laptop kan, dalam percakapan ank di minta untuk membuat percakapan yang sesuai dengan materi pembelajaran , dari situ diambiak nilai keterampilannyo**, tampil kelompok,ittu jo yang apak terapkannyo**
R		Ooo, mugkin hnayo itu pak,,,trima kasih pak
I.T.8.10	:	Iyaaaa,,,, sama sama.

Then, the researcher asked about other teacher, and then she suggests meeting the other teacher.

Reflective Note: use of picture strategy, using video, classroom test, using games, looking up dictionaries

Informant 09

Descriptive Note: The researcher met the teacher at her room. She said greeting and was pleased to come in. she told her intention to her and she allowed to do interview. The interview was done Monday, November 09th 2015 in the computer room at 11.15 a.m by using recorder.

THE ACTORS	**:**	**UTTERANCES**
R	:	Assalamualaikum buk.kalau buliah tau namonyo siapo buk?

THE ACTORS		**UTTERANCES**
I.T.9.1	:	Walaikum salam wr.wb Ibuk **I**
R	:	Ibuk **I** Ngajar kelas brapo buk?
I.T.9.2		Sekarang Kelas 7.
R		Jadi kan Dalam bahasa inggris tu yang paliang penting tu kan penguasaan kosa katanyo kan buk, ado ndak buk, ibuk menggunakan strategy dalam meningkatkan kosakata siswa itu buk?
I.T.9.3	:	Hmmm,,Ada.. strategy di antara lain adalah mugkin tidak ad a referensinya, yang biasa biasa itu sudah banyak acuannya,tapi yang ibuk cari sendiri lebih suka dengan menerapkan umpamanya ada kosa kata baru di tulis dulu, habis itu di hapus setelah itu kita tanyakan pada siswa kadang kalau ibuk yang manyabuikn kosakata dalam bahasa inggris kaan, anak tu mnyabuikan artinyo, kadang malah sebaliknya.umpamanya,,,” sendok” mereka menjawab “spoon”, “garpu’ nah anak tu menjawab “fork” yang mana itu lebih ke log attention lah ya,,tapi kalau kita mengajarkan dalam bentuk kalimat sasah anak anak mendapatkan kosa kata yang baru, hal itu sangat membantu untuk ank anak yang lemah, mungkin gak da teorinya ya?
R	:	Ada buk…
I.T.9.4	:	Ooooo…ada ? tapi ibuk lebih ke penggabungan makna. Ibuk bacakan bahasa indonesianya, mereka menjawab bahasa inggrisnya. Atau sebaliknya. Pertama classical, individual,
R	:	Kalau kayak pengunaan kamus tu ado ndak buk?
I.T.9.5	:	**Ada.. nanti di kasih tugas , kalau kata kata yang agak umum mungkin cari dikamus, tapi kalau katnya jarang dan susah langsung ibuk yag kasi artinya,**
R	:	Hmmm,,,, kan materinya da tentang my family kan ibuk nah itu ditampilkan dengan ganbar buk?
I.T.9.6	:	**Ibuk gunakan video,,ya,,contohnya, my family,di perkenalkan secara kontektual. He is my father .** **Misalnya “ dady is my mam husband: “ my mam is my dady’s wife.**
R	:	Kalau strategy yang lain ado buk?
I.T.9.7	:	**Kalau kosakata pertama lewat gambar kan, sering melakukan demonstrasi, run di praktekkan lari kan. Dengan konteks juga bisa, dengan kalimat, realia, real object. Ibuk lebih sering dengan mendemonstrasikan.**
R	:	Hmmm kayak gesture ya buk. Ooo, mungkin hanya itu buk , terima kasih buk
I.T.9.8	:	A ya . Iyaaaa,,,, sama sama.

Reflective Note: using picture strategy, using video, using games, exemplification, looking up dictionaries

Informant 10

Descriptive Note: when the researcher came in to the teacher's room of SMP D, The researcher didn't meet the English teachers. Thus, she asked to other teacher, they told that the teacher in the computer room. Then she approaches her and then the researcher introduces herself to the teacher, asked her permission to interview her and then interviewed her in that room.the interview was done on Tuesday, November 10th 2015 in the English Laboratory at 10.15 a.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Assalamualaikum buk.kalau buliah tau namonyo siapo buk?
I.T.10.1	:	Walaikum salam wr.wb Ibuk **J**
R	:	Ibuk **J** Ngajar kelas brapo buk?
I.T.10.2		Kelas 8.
R	:	Khusus kelas 8 ya buk.Jadi kan Dalam bahasa inggris tu yang paliang penting tu kan penguasaan kosa katanyo kan buk, ado ndak buk, ibuk menggunakan strategy dalam meningkatkan kosakata siswa itu buk?
I.T.10.3	:	Ada
R	:	Contohnya seperti apa tu buk?
I.T.10.4	:	biasanya kita ada Tanya jawab tentang berita pagi kan, hot news gitu,tapi masih ada yang tidak tahu, tapi yang lebih tau dulu dan mengangkat tangan nanti di kasih reword atau hadiah.
R	:	Kayak reword ya buk. Selain itu ada buk, seperti gambar?
I.T.10.5	:	**Ya, ada siswa di suruh nanti menebak nebak gambar,ada word guessing.**
R	:	Ooo,,jadi dalam bentuk permainan ya buk?
I.T.10.6	:	A ya,,,,
R	:	Strategy menggunakan kamus tu ada buk?
I.T.10.7	:	**Ada,, itu kalau menggunakan kamus itu mereka wajib mmbawa kamus, tapi ada juga yang tidak membwanya.**
R	:	Bisa kasih contoh materinya gak buk?
I.T.10.8	:	Bisa, itu materinya tentang binatang, orang, dll
R		Kalau misalnya pembelajarannya mengenai binatang itu bagaimana strategynya itu buk?
I.T.10.9		Nah, disini ibuk suruh membayangkan kalau kita seolah olah berada di kebun binatang, hewan hewan apa saja yang ada si kebun binatang,.
R		Ooo,nanti gambar binatangnya itu diperlihatkan ya buk?
I.T.10.10		**Yaaaa,,,nanti di berikan gambarnya itu masing masing.**
R		Kalau video atau lagu ada ibuk gunakan buk?

THE ACTORS		UTTERANCES
I.T.10.11		**Ada gunakan video tapi jarang**
R		Selain itu ada buk?yang untuk vocabnya buk?
I.T.10.12		Gac … itu cumin
R		Ya buk makasih ya buk
I.T.10.13		Ya sama sama

Reflective Note: using picture strategy, using video, looking up dictionaries

Note:
R : Researcher
I (I.S.1 - I.S.22) : (Informant students 1-22)

Descriptive Note: When the researcher came to the class and met the stuents, then she approaches her and then the researcher introduces herself to the students,and asked her readiness to interview her and then interviewed her in that room.the interview was done on Monday, October 19th 2015 in the class room at 10.00 a.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Assalammu'alaikum dik?
I.S.I.1	:	Walaikum salam kak.
R	:	Boleh minta tolong kan dek
I.S.I.2	:	Ya kak
R	:	Adek ni namanya siapa?
I.S.I.3	:	Nama saya (**I.S.I**) kak
R	:	Oh iya. Adik ne belajar bahasa inggri dengan ibuk **A** kan?
I.S.I.4	:	Iya kak
R	:	Menurut adek belajar sama ibuk **A** bahgaimana dek
I.S.I.5	:	Sangat menyenangkan kak. Asik. Membuat kami merasa senang.
R	:	Hmmm, dalam belajar bahasa inggris itu kita harus tahu dulu kosa katanya kan. Nah ada gak dek ibuk **A** menggunakan strategy untuk meningatkan kosa kata dek ?
I.S.I.6	:	O yang vocab tu yo kak? Ado kak. Kayak itu kak a…. **manggunoan kamus kak. Abis tu ale yo….maagiah tugas gae kak, tu ado ibuk tu mambaok gambar gae kak.**
R	:	Ooo jadi setelah pembelajarannyo salasai apo menurut adek adek bisa meningkatkan kosa kata adek
I.S.I.7	:	Iyo kak, dari yang dak tau menjadi tau wak kak, pokoknyoblajar jo ibuk tu menyennangkan kak.

THE ACTORS		UTTERANCES
R	:	Ooooo, baik dek mungkin hanya itu, terima kasih sudah mau membantu kk ya dek.
I.S.I.8	:	Iya kak ,sama sama kak.
R	:	Assalamu'alaikum de
I.S.I.I	:	Walaikum salam kak

To got more information, the informant 1 recommendation her friends as next informant of this research.

Reflective Note: using picture, using dictionary, giving classroom test.

Informant 2

Descriptive Note: The researcher saw the students cheating on her chair and she came in , then she approaches her and then the researcher introduces herself to the students,and asked her readiness to interview her and then interviewed her in that room.the interview was done on Monday, October 19th 2015 in the class room at 10.10 a.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Assalammu'alaikum dik?
I.S.2.1	:	Walaikum salam kak.
R	:	Boleh minta tolong kan dek
I.S.2.2	:	Ya kak
R	:	Adek ni namanya siapa?
I.S.2.3	:	Nama saya (**I.S.2**) kak bisa di panggil (**I.S.2**)
R	:	Oh iya. Adik ne belajar bahasa inggri dengan ibuk(I.T.I) kan?
I.S.2.4	:	Iya kak
R	:	Menurut adek belajar sama ibuk **A** bagaimana dek?
I.S.2.5	:	Sangat menyenangkan kak. Asik. Pokoknya enak kak.
R	:	Hmm bagaiman astrategy ibuk tu dalam mmeningkatkan kosa kata pada siswa yang ada di lokal (**I.S.2**)?
I.S.2.6	:	Samo jo yang di kecek an dek si (S.I) tadi tu kak. Ibuknya baik kak, dan siswa juga lebih dapat memahami materi yang di ajarkan oleh ibuk **A** kak.
R	:	Hmmm. Bisa kasih contohnya gak dek strategy yang sering digunkan ibuk **A**
I.S.2.7	:	Itu kak, menggunakan kamus kk, pemberian tugas tu selalu dilakukan ibuk tu kak. Pakai vidio
R	:	Selanjutnya, misalkan kalua ibuk tu mengajarkan tentang greeting ada gak dek ibuk tu memperlihatkan gambar?
I.S.2.8	:	**Ada kak**, yang lebih menyenangkan itu ketika ada kuis kak. Kalau misalkan kami mendapatkan nilai tertinggi, ibuk tu ma agiah permen gitu kak, jadi kami semangat dalam belajar kak

THE ACTORS		UTTERANCES
R	:	Ooo, pemberian reword ya dek. Hmmm ado ndak dek ibuk tu menuliskan kata kata sulit di papan tuli dek?
I.S.2.9	:	Selalu kak. Ibuk tu menuliskan nak kak, siap tu kami di suruahnyo dek ibuk tu mencari artinyo di kamus kak.
R	:	Oh begitu ya dek terima kasih ya dek
I.S.2.10		Ya kak, sama sama.

To got more information, the informant 2 recommendation another students as next informant of this research.

Reflective Note: using picture, using dictionary, giving classroom test

Informant 3

Descriptive Note: The researcher saw the students sit infront of the class, then she approaches her and then the researcher introduces herself to the students, and asked her readiness to interview her and then interviewed her in front of the class. The interview was done on Monday, October 19th 2015 in the class room at 10.30 a.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Maaf dek namanya siapa?
I.S.3.1	:	(S3) kak
R	:	belajar bahasa inggris sama ibuk **B** kan
I.S.3.2	:	Ya kak
R	:	Menurut S3 ibuk **B** tu mengajarnyo baa?
I.S.3.3	:	Penuh kesabaran kak. Kalau mengajar ibuk tu menyenangkan kak.
R	:	Contoh menyenangkannya itu seperti pa dek?
I.S.3.4	:	**Ibuk tu sering menngunakan gambar kak, kalau kami menemukan kata kata sulit kami di suruah mancari surang di kamus kak. Tu ibuk tu banyak maagiahan contoh contoh dulu kak.**
R	:	Nah setelah suatu materi itu selesai ada gak ibuk itu memberikan adek tugas ?
I.S.3.5	:	**Ada kak, tugas rumah dan tugas sekolah kak.**
R	:	Nah menurut (S3) setelah belajar bahasa inggris dengan ibuk B itu apa adek mendapatkan kata kata dalam bahasa inggris yang tidak adek ketahui. ?
I.S.3.6	:	Oiya kak, kemampuan kosa kata kami meningkat kak, banyak kata kata yang dulunya kami tidak tahu menjadi tahu kk.
R	:	Ooooo, baik dek mungkin hanya itu, terima kasih sudah mau membantu kk ya dek.
I.S.3.7	:	Iya kak ,sama sama kak.

THE ACTORS		UTTERANCES
R	:	Assalamu'alaikum de
I.S.3.8	:	Walaikum salam kak

When she finishing the interview, the researcher asked to the informant who also studied with the teacher 1. She suggested the researcher to interview the next informant.

Reflective Note: using picture, using dictionary, giving classroom test, exemplification.

Informant 4

Descriptive Note: The researcher saw the students sit infront of the class, then she approaches her and then the researcher introduces herself to the students, and asked her readiness to interview her and then interviewed her in front of the class. The interview was done on Monday, October 19th 2015 in the class room at 11.00 a.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Maaf dek namanya siapa?
I.S.4.1	:	(**.S.4**) kak
R	:	Adik belajar bahasa inggris dengan siapa?
I.S.4.2	:	Miss mami kak.
R	:	Menurut adi bagaimana strategy ibuk tu dalam mengajar bahasa inggris kusunya dalam meningkatkan kosakata dek?
I.S.4.3	:	Ibuk tu blajarnya asik kak, menyenangkan, banyak strategy xo yang digunoan dek ibuk tu kak..
R	:	Contoh menyenangkannya itu seperti pa dek? Ado ndak dek dalam belajar itu ibuk tu menyuruh menggunakan kamus dek, trus seperti pengunaan gambar tu dek ?? ada gak dek?
I.S.4.4	:	**Ado menggunakan kamusnyo kak .**
R	:	Bisa kasih contoh gak dek , misalnya belajar tentang greeting card kan dek, announcement nah itu strategy ibuknya seperti apa dek?
I.S.4.5	:	Kayak penggunaan 5W + 1 H tu untu pengumuman kak, siap tu ibuk tu nyuruh nyari contoh pengumuman surang di rumah kak, kayak dari siaran TV, lewat internet, Koran io lo gai kak, pokok e banyak lah kak.
R	:	Ooo. Sewaktu belajar tu ado ndak dek ibuk tu memperlihatkan video, atau gambar tu dek. Ada seperti itu?
I.S.4.6	:	**Ado kak.**
R	:	Sewaktu pembelajaran tu , ado ndak ibuk (B) meberikan tugas atau kayak test tu dek?
I.S.4.7	:	**Ado kak.**

THE ACTORS		UTTERANCES
R	:	nah, setelah ibuk (B) mengajar tentang suatu materi apa adik dapat pengetahuan yang baru atau kosakata yang tidak adik ketahui?
I.S.4.8		Ado kak, banyak,
R		Mungkin itu jo yang kk tanyoan nyo dek, tarimo kasih yo diak, assalamualaikum
I.S.4.9	:	Walaikum salam kak

Reflective Note: looking up dictionaries, exemplification, using video using picture, giving classroom test.

Informant 5

Descriptive Note: When the researcher comes to informant house, she cheating with her fiends while reading book. Then the researcher introduces her name and told her aim come to her house. Then the informant interviewed her in there, the interview was done on Sunday, October 25th 2015 in the informant house at 12.00 a.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Benar ini dengan (**S.5**) kan?
I.S.5.1	:	iya kak
R	:	Apa benar (**S.5**) belajar bahasa inggrisnya dengan buk **C**
I.S.5.2	:	Ya kak
R	:	Hmm, kalau dalam bahasa inggris tu kan ado kosakata tu mah, baa sih ibuk MD tu mengajarkan English tu supayo kosa kata (**S.5**) banyak?
I.S.5.3	:	Io kak, ado.
R	:	Ado ndak semacam strategy yang digunoan dek ibuk **C** tu?
I.S.5.4	:	Ado kak, kayak mengunoan kamus. Kadang kadang ibuk tu yang ma agiah tau artinyo gai kak, kalau kami lah payah bana mancarinyo kak.
R	:	Ooo. Jadi pakai kamus yo (S.5)? Ha, selain menggunoan kamus tu ado ndak strategy yang lain tu (S.5)? Kayak gambar atau baa gtu?
I.S.5.5	:	Manggunoan gambar ado kak,
R	:	Kalau buliah kak tau gambar apo tu (S.5)?
I.S.5.6	:	**Patang tu gambar harimau kak, awak di suruahnyo dek ibuk mendeskripsikan tentang harimau tu kan kak, cirri cirinyo, aa makanannyo, dimaa tingganyo, dari mano inyo berasal kak, siap tu wak descripsikan kamuko.tu ibuk tu banyak mambaok contoh contoh gamabrnyo kak.**

THE ACTORS		UTTERANCES
R	:	Jadi katiko mandeskripsikannyo wak gunoan gambar e nyo tu?
I.S.5.7	:	**Iy kak, wak tunjuak gambarnyo tu kak. Partamo kan di agiahnyo contoh dek ibuk tu baa caronyo dulu mah kak.**
R	:	Kayak penggunaan audio tu ado gai (**S.5**)?
I.S.5.8	:	**Ado kak, patang tu ibuk tu pakai lagu gai kak. Di suruahnyo kami mancari kato2 yang ndak wak tau di kamus kak. Beko nak kak, ibuk tu manulisan liriknyo dimuko tu kami di suruah dek ibuk tu malaguannyo tu mengikuti ibuk tu kak.**
R	:	Kayak persentasi tu ado di pakainyo dek ibuk I.T.3 tu gai (**S.5**)?
I.S.5.9		Ad kak. Tu yang bagian speaking tu kak. Misalnyo , **samolah kayak gambar tu kak, a, tu kami di suruah nyomambacoan di muko kak.**
R		Ooo, kayak teks tadi tu (**S.5**) a ado ndak ibuk tu mentranslatenyo secara keseluruhan ndak?
I.S.5.10		**Ado kak, kan kami ndak tau kasado artinyo do nak kak, tu ibuk tu yang mambacoannyo, jadi kami lebih paham gitulah kak. Ado patang tu kami belajar tentang announcement gai kak. Di situ kami di suruahnyo ek ibuk tu mambuek surang cntoh teks announcement tu kak, beko kalau lah betul di ceklisnyo dek ibuk , kalau salah suruah ulangnyo dek buk gae kak.**
R		Mungkin hanya itu nyo (**S.5**) mkasih yo
I.S.5.11		Yo kak , samo samo

Reflective Note: using dictionary, using picture, translation, exemplification, using video, classroom test.

Informant 6

Descriptive Note: When the researcher comes to informant house, she sitting in front of her house. Then the researcher introduces her name and told her aim come to her house. Then the informant interviewed her in there, the interview was done on Sunday, October 25th 2015 in the informant house at 12.45 p.m by using recorder.

THE ACTORS		UTTERANCES
R	:	ASSAlam (**S.6**).
I.S.6.1	:	Wass kak
R	:	Patang ko (**S.6**) balajar bahasa inggris nyo samo buk **C** nak? Ado ndak ibuk tu dalam meningkatkan kosa kata tu menggunakan strategy apo gtu?
I.S.6.2	:	Yo kak, ado kak.

THE ACTORS		UTTERANCES
R	:	Kayak pot u (**S.6**)? Kayak gambar ado?
I.S.6.3	:	**Ado kak, patang tu ibuk tu menggunoan gambar jerapah**.
R	:	Selain gambar tu apo yang ado lain (S.6)? Kayak kamus ado?
I.S.6.4	:	**Ado kak, kami mancari kato kato nan payahtu di suruah dek ibuk C mancarinyo di kamus gai kak.**
R	:	Kalau bentuk permainan ado gai (**S.6**)
I.S.6.5	:	**Ado kak. Patang tu quiz kak.**
R	:	Kayak apo tu (**S.6**)?
I.S.6.6	:	Yang lah wak pelajari tu nak kak a. di ulang dalam quiz kak, beko sia yang dapek nyo tunjuak tangan, siap tu dapek nilai lo dari ibuk tu gai kak.
R	:	Ooooo.
I.S.6.7		**Tu patang tu kami belajar mengirim surek kakawan tapi pakai bahasa inggris gai kak. Lah siap wak nak, beko wak bacoan di kursi wak jo nyo kak.**
R	:	Hmmm, itu jo nyo **S.6** makasih yo
I.S.6.8	:	Iyo kak samo samo

When she finishing the interview, the researcher asked to the informant who also studied with the teacher 3. She suggested the researcher to interview the other students.

Reflective Note: using dictionary, using picture, translation, exemplification, using video, classroom test.

Informant 7

Descriptive Note: When the researcher comes to informant house, she sitting in dinning room with her mother. Thus the researcher introduces herself and told her aim come to her house. Then the informant interviewed her in there, the interview was done on Sunday, October 25th 2015 in the informant house at 13.15 p.m by using recorder.

THE ACTORS		UTTERANCES
R	:	(**S.7**) kan?
I.S.7.1	:	Iyo ni
R.	:	Guru bahasa inggrisnyo buk **C** kan? Tau (**S.7**) dengan kosa kata?
I.S.7.2	:	Laii ni
R	:	Ado ndak (**S.7**) ibuk tu mengajarkan nyo tu pakai strategy tu, ad kayk pkai kmus ?
I.S.7.3	:	**Adopakai kamusnyo ni.**

THE ACTORS		UTTERANCES
R	:	Baa strategy ibuk tu t u (**S.7**)
I.S.7.4	:	**Pakai teks jo kta kata sulit ni.**
R	:	Ado ndak ibuk tu manulisan kato kato yang ndak (S.7) ketahui di papan tulis gai?
I.S.7.5	:	Lai ni
R	:	Hmm, kalau kelas Sembilan ada belajar tentang teks procedure?
I.S.7.6	:	Ado ni. Yang membuat sesuatu tu nak ni
R	,	Io, bisa agiah contoh nyo uni ciek
I.S.7.7	:	**Kayak membaut kotk pensil tu ni, di agihnyo dek ibuk tu contoh kotak pensil tu, siap tu di ajaannyo kami ni.**
R		Kayak dialog tu ado gai (**.S.7**)
I.S.7.8	:	**Ndak ni, cuman mambacoan di tampek duduak jo nyo ni**
R		Ado yang lain (S.7)?
I.S.7.I	:	Ndak ni
R		Oo, yo lh (S.7) ,aksih yo
I.S.7.J		Yo ni, samo smo

To got more information the researcher asked to the informant 7 to tell about the next students as the informant of this research.

Reflective Note: using dictionary, using picture, translation, exemplification, classroom test.

Informant 8

Descriptive Note: When the researcher comes to informant house, the informant watching television. Then the researcher introduces her name and told her aim come to her house. Then the informant interviewed her in there, the interview was done on Sunday, October 25th 2015 in the informant house at 13.35 p.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Benar namanya (**S.8**)
I.S.8.1	:	YO kak
R	:	Beljar bahas inggris dengan ibuk **C**?
I.S.8.2	:	Yo
R	:	Belajar samo buk **C** do d agiah nyo kosakata gai?
I.S.8.3	:	lai
R	:	Kayak apo strategy ibuk nyo tu **S.8?** Ado ndak ibuk tu kayak menggunakan gmbr gaei (**S.8**)?
I.S.8.4	:	**lai , Contohnyo patang tu ibuk tu majaan tentang ikan, ibuk tu menggunaakan gambar ikan ni,cari bagian bagian ikan, tapi ndak di giahnyo kato kato dek ibuk tu**

		do ni, kami di suruh nyo mncari kato kato gmbar tu dlm kamus. Umpmonyo sirip nak ni, tu sirip tu aa bahasa inggrisnyo.
R	:	Oo jadi di suruahnyo dek ibuk mancari dalam kamus, berarti **S.8** lai tau tu a ce bagian bagian ikan tu dalam bahasa inggrisnyo?.
I.S.8.5	:	Lai
R	:	Ooo, selain tu ado ndak strategy yang lain, kayak penggunaan audio listening tu?
I.S.8.6	:	Lai, patang tu ibuk **C** magiah teks ni,
R	:	setelah tu di pangaan teks tu(**S.8**)
I.S.8.7	:	Suruh cari isinyo
R	:	Apo kayak teks rumpng yo (**S.8**)
I.S.8.8	:	**Iyo**
R	:	Kalau permainan ado ndak (**S.8**)
I.S.8.9		Ndak.
R		Kyak mantranslate atau mengartikan kato kato tu do ndak (**S.8**)
I.S.8.10		**Lai ni, kdang pakai lagu gi ni,**
R		Ooo, ado lgu gai tu
I.S.8.11		Iyo ni, tapi jarangnyo ni, sakali sakalinyo
R		Ooo, berarti ado kan, hm ado ndak (**S.8**) strategy yang lainnyo?
I.S.8.12		ndak do rasonyo do ni fatma
R		Ooo, mkasi ya (**S.8**)
I.S.8.13		Yo ni, samo – samo

When she finishing the interview, the researcher asked to the informant who also studied with the teacher 3. She suggested the researcher to interview the informant 9

Reflective Note: using dictionary, using picture, translation, exemplification, using video, classroom test.

Informant 09

Descriptive Note: The researcher saw the students cheating on her chair and she came in, then she approaches her and then the researcher introduces herself to the students,and asked her readiness to interview her and then interviewed her in that room.the interview was done on Wednesday, November 03th 2015 in the school at 11.05 p.m by using recorder.

THE ACTORS		**UTTERANCES**
R	:	Assalammu'alaikum dik?
I.S.9.1	:	Walaikum salam kak.
R	:	Boleh minta tolong kan dek
I.S.9.2	:	Ya kak
R	:	Adek ni namanya siapa?

THE ACTORS		UTTERANCES
I**.S.9.3**	:	Nama saya (**S.9**) kak
R	:	Oh iya. Adik ne belajar bahasa inggri dengan ibuk **D** kan?
I.S.9.4	:	Iya kak
R	:	Apa apa aja strategy yang biasnya di pakai ibuk tu dalam meningkkatkan kosa kata bahasa inggrisnya dek?
I.S.9.5	:	Banyak kak. Kayak pakai kamus. **Kalau ndak tau artinyo nak kak, Caliak di dalam kamus kak.beko tugasnyo mambuek surek undangan dalam binder kak**
R	:	Ooooo,,, kayak pakai gambar baa dek?
I.S.9.6	:	**Ado kak,, pakai gambar yang di agiahan dek ibuk D tu, contohnyo gambar orang sedang bekerja, gambar jam , siap tu cerita bergambar dalam kayak teks dongeng tu gai kak.**
R	:	Ooo…. A ndak dek, di suruah cari gambar tu dek ibuknyo di rumah?
I.S.9.7	:	**Ad kak, kayak gambar greeting card, label tu announcement gai kak.**
R	:	Ooo,,, selain tu ado ndak dek strategy yang lainnyo?
I.S.9.8	:	**Ad kak, kayak umpamonyo kami dak tau maknanyo do kak, tu ibuk tu peragakan dengan melangkah kak.**
R		Oooo…gesture tu dek, ado yg lain dek
I.S.9.9	:	Ndak kak.
R	:	Makash dek

Reflective Note: using picture, using dictionary, using gesture.

Informant 10

Descriptive Note: when the researcher come to her class, she was sitting then she approaches her and then the researcher introduces herself to the students,and asked her readiness to interview her and then interviewed her in that room.the interview was done on Wednesday, November 03th 2015 in the class at 12.05 p.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Assalammu'alaikum dik?
I.S.I0.1	:	Walaikum salam kak.
R	:	Boleh minta tolong kan dek
I.S.I0.2	:	Ya kak
R	:	Adek ni namanya siapa?
I.S.I0.3	:	Nama saya **S.I0** kak
R	:	Oh iya. Adik ne belajar bahasa inggri dengan ibuk **D** kan?
I.S.I0.4	:	Iya kak
R	:	Menurut adek belajar sama ibuk **D** bahgaimana dek
I.S.I0.5	:	**Pakai gambar kak, kamus kak, kamus tu di pakai waktu**

THE ACTORS		UTTERANCES
		ibuk tu maagiah teks tapi ado kato sulit yang dak tau artinyo, cari di kamus kak.
R	:	Gambar apo tu diak?
I.S.I0.6	:	**Gambar kartu selamat, binatang gambar pengumuman.**
R	:	Ooo,,,selain gambar ado yg lain diak?
I.S.I0.7	:	**Ad kak,, pakai langkah kayak yang di kiecekan dek kawan tadi kak. Tu pakai projeck akhir gai kak, buek greeting card tu dalam binder**
R	:	Ooooo, baik dek mungkin hanya itu, terima kasih sudah mau membantu kk ya dek.
I.S.I0.8	:	Iya kak ,sama sama kak.
R	:	Assalamu'alaikum de
I.S.I0.9	:	Walaikum salam kak

When she finishing the interview, the researcher asked to the informant who also studied with the teacher 4. She suggested the researcher to interview the other students.

Reflective Note: using picture, using dictionary, using translation, using gesture, classrroom test.

Informant 11

Descriptive Note: When the researcher come to her class, she was sitting then she approaches her and then the researcher introduces herself to the students,and asked her readiness to interview her and then interviewed her in that room.the interview was done on Wednesday, November 03th 2015 in the class at 14.05 p.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Assalammu'alaikum dik?
I.S.11.1	:	Walaikum salam kak.
R	:	Apa adik belajar dengn ibuk **E**?
I.S.11.2	:	Ya
R	:	Kalau boleh tau apa aja strategy yang bias di gunakan ibuk tu dek?
I.S.11 .3	:	Biasonyo pkai kamus kak. ***Ado kak, pakai kamus kalau menemukan kata kata sulit, kayak pakai gambar gai kak, tapi yang paliang acok tu pakai kamus kak.***
R	:	Oh iya. Gambar aa tu ?
I.S.11.4	:	Gambar orang, text, orng dlam kegiatan sehari harinyo, banyak lah kak
R	:	Ooo,,, pakai video ado ibuk tu gai diak?games gai ?
I.S.11.5	:	Games lai kak. Ndak kak, gambar jo kamus jo nyo kak.
R	:	Ooo, mokasih diak

THE ACTORS		UTTERANCES
I.S.11.6		Yo kak

To clearer and to got more information the informant suggested informant 12 as the next informant

Reflective Note: using dictionary, using picture.

Informant 12

Descriptive Note: when the researcher come to her class, she was sitting then she approaches her and then the researcher introduces herself to the students,and asked her readiness to interview her and then interviewed her in that room.the interview was done on Wednesday, November 03th 2015 in the class at 14.15 p.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Assalammu'alaikum dik?
I.S.12.1	:	Walaikum salam kak.
R	:	Boleh minta tolong kan dek
I.S.12.2	:	Ya kak
R	:	Oh iya. Adik ne belajar bahasa inggri dengan ibuk **E** kan?
I.S.12.3	:	Iya kak
R	:	Apa apa aja strategy yang biasnya di pakai ibuk tu dalam meningkkatkan kosa kata bahasa inggrisnya dek?
I.S.12.4	:	Banyak kak. Kayak pakai kamus. **Kalau ndak tau artinyo**
		nak kak, Caliak di dalam kamus kak
R	:	Ooooo,,, kamus tu baa tu dek?
I.S.12.5	:	**Samo jo yang dikecekan dek kawan tadi tu kak, ibuk tu memang manyuruah kami manggunoan kamus, mancari arti, nyo kak, misalnyo ado kato sulit tu disuruah dek ibuk mancarinyo dulu dalam kamus kak, kalau ndak sobok baru di tolongan dek ibuk tu kak. Tu ibuk tu bnayak maagiah contoh**
R	:	Ooo…. A ndak dek, di suruah cari gambar tu dek ibuknyo di rumah?
I.S.12.6	:	**Ado kak, gambar tentang teks yang dipellajari tu kak. Kayak report. Tu materi tntang aa report tu, tu cari gambarnyo kk**
R	:	Ooo,,, selain tu ado ndak dek strategy yang lainnyo?
I.S.12.7	:	Ndak ado rasonyo do kak
R	:	Makash dek

When she finishing the interview, the researcher asked to the informant who also studied with the teacher 4. She suggested the researcher to interview the other students.

Reflective Note: using dictionary, classroom test, using picture.

Informant 13

Descriptive Note: when the researcher come to her class, she was sitting then she approaches her and then the researcher introduces herself to the students,and asked her readiness to interview her and then interviewed her in that room.the interview was done on Friday, October 06th 2015 in the classroom at 10.45 a.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Maaf namonyo siapo diak??
I.S.13.1	:	Walaikum salam kak, S13
R	:	Adiak ko blajar samo ibuk **F** kan?
I.S.13.2	:	Io kak
R	:	Hmmm **F**, ado ndak ketika belajar bahasa inggris tu ibuk **F** menggunakan kayak kmus gitu dek?
I.S.13.3	:	Ado,,manggunoan kamus untuk mancari kato kato sulit kak. Kami di wajibkan dek ibuk tu baok kamus kak.
R	:	Oo, kayak apo strategynyo tu dek. Di materi bagian yang manonyo?
I.S.13.4	:	Kami kan kebanyakan belajar tentang teks kan kak, beko di agiah teks s**iaptu cari kata kata yang menurut awak sulit di dalam kamus kk.**
R	:	Selain itu ada gc diak? Kayak gambar?
I.S.13.5	:	**Ado kak, gambar tu dibagian dek ibuk k wak surang 2 kak, kadang dari gambartu wak bacarito kak.**
R		Kalau penugasan tu ado dek?
I.S.13.6		**Banyak kk, kadang tugas di sekolah, kadang tugas di rumah**,
R	:	Ooo,,, strategy yang lainnyo ado ndak dek
I.S.13.7		Ndak ado kayaknyo do kak.
R	:	Maksih dek
I.S.13.8	:	Yo kak, samo samo

To got more information the informant suggested informant 12 as the next informant

Reflective Note: using picture, using dictionary, using classroom text, exemplification.

Informant 14

Descriptive Note: when the researcher come to her class, she was sitting then she approaches her and then the researcher introduces herself to the students,and asked her readiness to interview her and then interviewed her in that room.the interview was done on Friday, October 06th 2015 in the class by using recorder.

THE ACTORS		UTTERANCES
R	:	Maaf namonyo siapo diak??

THE ACTORS		UTTERANCES
I.S.14.1	:	Wass kak, S14
R	:	Ooo,,, S14 kelas brapa
I.S.14.2	:	Kelas 7.b kak
R	:	Kalau kelas 7.b blajarnya sama siapa S14?
I.S.14.3	:	Samo ibuk **F**
R	:	Kalu blajar jo ibuk tu, biasonyo ibuk tu gunoan strategy apo diak?
I.S.14.4	:	Ado,,manggunoan kamus untuk mancari kato kato sulit dalam teks yang di agiah dek ibuk kak.
R	:	Oo, kayak apo strategynyo tu dek. Di materi bagian yang manonyo?
I.S.14.5	:	**Beko di bagian teks kak, umpaamonyo teks procedure kan, nah cari sendiri di dalam kamus . kita tu harus tahu tentang apa apa saja yang berkaitan dengan text**
R	:	Kayak permainan ado ndak dek?
I.S.14.6	:	Ndak kak, **ibuk tu acok pakai gambar jo nyo kak, macam macam lah gambanyo kak, kayak gambar keluarga gai kk.**
R	:	Ooo, tugas tugas ado dek?
I.S.14.7		**Ado kak, tu pasti di agiahnyo dek ibuk tu kak.**
R	:	Maksih informasinyo dek
I.S.14.8	:	Yo kak, samo samo

As the next informant, the researcher need recommended from the informant. She suggested to meet the informant 15.

Reflective Note: using picture, using dictionary, using classroom test.

Informant 15

Descriptive Note: The researcher interviewd informant when the class ended. Then the researcher approaches her and introduces herself. When students readiness to interview the researcher take her phone to record the interview result. The interview was done on Monday, November 09th 2015 in school at 10.05 a.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Maaf namonyo siapo diak??
I.S.15.1	:	Wass kak, S15
R	:	Ooo,,, S14 blajar samo ia
I.S.15.2		Ibuk G
R	:	ado ndak ketika belajar bahasa inggris tu ibuk G menggunakan kayak kmus gitu dek?
I.S.15.3	:	**Ado,,manggunoan kamus untuk mancari kato kato sulit kkak**

THE ACTORS		UTTERANCES
R	:	Oo, kayak apo strategynyo tu dek. Di materi bagian yang manonyo?
I.S.15.4	:	**Beko di bagian teks kak, tu teks tu wak cari artinyo wak jwek pertanyaannyo, kata kata sulit tu cari di kamus kak,,,,.**
R	:	Selain itu ada gc S15? Kayak gamabr gitu atau yang lainnyo?
I.S.15.5	:	**Lai kak, pakai gambar family tapi gambarnyo melalui video kak..**
R	:	Selain tu ado ndak dek? Kayak permainan?
I.S.15.F		**Lai kak, manyusun kata kk ka,**
R	:	Maksih dek
I.S.15.G	:	Yo kak, samo samo

When she finishing the interview, she suggested the researcher to interview the other students.

Reflective Note: using picture, using dictionary, using video, using games.

Informant 16

Descriptive Note: The researcher interviewd informant when she ended the interview with informant 15 ended. Then the researcher approaches her and introduces herself. When student readiness to interview, the researcher takes her phone to record the interview result. The interview was done on Monday, November 09th 2015 in school yard at 10.45 a.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Namonya sia dek?
I.S.16.1	:	S 16 kak.
R	:	Ooo,,, S 16 kelas brapa
I.S.16.2	:	Kelas 7.b kak
R	:	Kalau kelas 7.b blajarnya sama siapa S 16?
I.S.16.3	:	Samo ibuk **G kak**
R	:	Kalau samo ibuk, **G**, ado ndak ketika belajar bahasa inggris tu menggunakan kayak kmus gitu dek?
I.S.16.4	:	**Lai, wak terjemahan kak**
R	:	Oo, manggunoan gambar gai dek?
I.S.16.5	:	**Lai,,**
R	:	Contohnyo apo tu dek?
I.S.16.6	:	**Ado kak belajar tntang binatang**…
R	:	Selain tu ado yag lain dek?
I.S.16.7		**Belajr tentang keluarga, orang kak.tu ibuk tu**

		manggunoan kayak gambar ayah, ibuk, kaka, adik kak,
R	:	Ooo, selain tu dek, kayak video gitu
I.S.16.8	:	**Ado kak, belajar tentang orang tadi tu melaui video yang di d agiah ibuk tu kak,**
R		Selain tu ado yang lain ndak dek?
I.S.16.9		Rasonya ndak kk.

As the next informant the informant before suggested her friend.

Reflective Note: using dictionary, using picture, using video.

Informant 17

Descriptive Note: The researcher interviewd informant when she ended the interview with informant 16 ended. Then the researcher approaches her and introduces herself. When students' readiness to interview, the researcher takes her phone to record the interview result. The interview was done on Monday, November 09th 2015 in the school at 10.55 a.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Maaf, apa benar namanya S17?
I.S.17.A	:	Iya kak
R	:	Ooo,,, S17 kelas brapa?
I.S.17.B	:	Kelas 7.9 kak
R	:	Kalau kelas 7.9 blajar bahasa inggrisnyo sama siapa S17?
I.S.17.3	:	Samo MR. H kak.
R	:	**ooo, kalau belajar samo Mr ado ndak kayak menggunakan gambar gtu?**
I.S.17.4	:	**Ada**
R	:	Bisa di terangkan gak kayak apa materinya? Contohnya…kayak langsung di praktekkn di depan kelas ado kosa katanya?
I.S.17.5	:	**Ada kok,,, langsung praktekkan di depann kelas .** **Bisa kak, contohnya, tentang materi tentang jam, kemudian bulan**…
R		Ooo… nanti dilihatkan gamabr jam , bulannya ya?
I.S.17.6		Hahah,, jam jo nyo kak…
R	:	Ooo kayak penggunaan kamus itu ada?
I.S.17.7		**Ada**
R	:	Trus oo. misalnya dalam sebuah teks kan, kan nanti ada kata kata sulitnya itu Mrnya yang Nunjukin atau cari sendiri?
I.S.17.8	:	**Kadang kadang ado yang cari di kamus ado yang cari surang kak**
R		Ooo,,,, jadi mr tu yang menerangkan, mengartikan kata kata yg tidak diketahui
I.S.17.9		iya

THE ACTORS		UTTERANCES
R		Hmmm, y udah makasih ya dek
I.S.17.10		Ya kak,

Informant 17 suggested other students as the informant, she is informant 18.

Reflective Note: using picture, using games, using test, using dictionary.

Informant 18

Descriptive Note: The researcher interviewed informant when she ended the interview with informant 15 ended. Then the researcher approaches her and introduces herself. When her readiness to interview, the researcher takes her phone to record the interview result. The interview was done on Monday, November 09th 2015 in school yard at 11.25 a.m by using recorder.

THE ACTORS		UTTERANCES
R	:	ASSAlam adik namanya siapa?
I.S.18.1	:	Wass kak, S18
R	:	Ooo,,, S18 kelas brapa
I.S.18.2	:	Kelas 7.9 kak
R	:	Kalau kelas 7.9 blajarnya sama siapa S18?
I.S.18.3	:	Samo MR.H kak
R	:	Hmmm, MR H ya, ado ndak ketika belahjar bahasa inggris tu Mr. H tu menggunakan kayak gambar gitu dek?
I.S.18.4	:	**Ada kadang – kadang**
R		Kalau permainan dek?
I.S.18.5		**Ada kak, main scrable, menyusun kata**
R	:	Oo, kayak apo strategynyo tu dek. Di materi bagian apo?
I.S.18.6	:	**Misalnya jam, nanti di bikin gambar jam oleh MRnya kak.**
R	:	Selain itu ada gc S18?
I.S.18.7	:	Ada kk, tapi kata Mr tu. Kalau sudah hapal tidak usah pakai kamus, tapi kalau tidak tahu baru kita yang mencari surang kk
R		Jadi kalau adk ini menemukan kata sulit itu di cari dikamus dulu ya di, gc langsung kan gurunya yang ngasih tahu artinya?
I.S.18.8	:	Gc kak. Kalau lah ndak tau bana baru di Tanya sama Mr, Mr nanti yang bantu kk.
R	:	Ooo… adik ne kan materinya ada tentang orang kan ? ada di perlihatkan gmbar orgnya?
I.S.18.9		Mungkin blum kak…

THE ACTORS		UTTERANCES
R		Ooo..ya udah …makasih ya dek
I.S.18.10		Ya kk

When the interview finishes, the researcher still need more information, thus her asked to the informant 18 that her still need some of the students and the she suggested to met them in the canteen.

Reflective Note: using dictionary, using picture, using games.

Informant 19

Descriptive Note: The researcher interviewed informant when she ended the interview with informant 18 ended. Then the researcher approaches her and introduces herself in the canteen. When her readiness to interview, the researcher takes her phone to record the interview result. The interview was done on Monday, November 09th 2015 in canteen at 12.25 p.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Maaf namonyo siapo diak??
I.S.19.1	:	S19
R	:	Ooo,,, S19 kelas brapa
I.S.19.2	:	Kelas 7.b kak
R	:	Kalau kelas 7.b blajarnya sama siapa S14?
I.S.19.3	:	Samo ibuk I
R	:	Hmmm, I., ado ndak ketika belajar bahasa inggris tu I.tu menggunakan kayak kmus gitu dek?
I.S.19.4	:	**Ado,,manggunoan kamus untuk mancari kato kato sulit kkak. Abis tu pakai gerakan**
R	:	Oo, kayak apo strategynyo tu dek. Di materi bagian yang manonyo?
I.S.19.5	:	**Beko di bagian teks kak, kata kata sulit tu cari di kamus.**
R	:	Selain itu ada gc S19? Kayak gamabr gitu?
I.S.19.6	:	**Lai kak, pakai gambar family tapi gambarnyo melalui video kak..**
R	:	Selain tu ado ndak dek?
I.S.19.7		Ndak ka,
R	:	Maksih dek
I.S.19.8	:	Yo kak, samo samo

To complete about the information from informants before, the researcher met the informant 20.

Reflective Note: using dictionary, using picture.

Informant 20

Descriptive Note: when the researcher come to the class room, she was studying and reading book, then the researcher approaches her and introduces her name. When her readiness to interview, the researcher takes her phone to record the interview result. The interview was done on Tuesday, November 10th 2015 in the classroom at 10.10 a.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Namonya sia dek?
I.S.20.1	:	S.20 kak.
R	:	Ooo,,, S20 kelas brapa
I.S.20.2	:	Kelas 7.b kak
R	:	Kalau kelas 7.b blajarnya sama siapa S14?
I.S.20.3	:	Samo ibuk I kak
R	:	Kalau samo ibuk, I ya, ado ndak ketika belajar bahasa inggris tu I.T.9tu menggunakan kayak kmus gitu dek?
I.S.20.4	:	Lai,
R	:	**Oo, manggunoan gambar gai dek?**
I.S.20.5	:	**Lai,,**
R	:	Contohnyo apo tu dek?
I.S.20.6	:	**Ado kak belajar tntang binatang…**
R	:	Selain tu ado yag lain dek?
I.S.20.7		**Belajr tentang keluarga, orang kak.tu ibuk tu manggunoan kayak gambar ayah, ibuk, kaka, adik kak,**
R	:	Ooo, selain tu dek, kayak video gitu
I.S.20.8	:	**Ado kak, belajar tentang orang tadi tu melaui video yang di agiah ibuk tu kak,**
R		Selain tu ado yang lain ndak dek?
I.S.20.9		Rasonya ndak kk.

Reflective Note: using dictionary. using picture, video.

Informant 21

Descriptive Note: when the researcher finishing interview the teacher 10, she went to cindua mato field to got more information from her students. The researcher went to cindua mato field because the student of this school played in this area. The interview result between the researcher with the informant was done on November 10th 2015 in the Cindua Mato field at 10.25 a.m by using recorder

THE ACTORS		UTTERANCES
R	:	assalam adik namanya siapa?
I.S.21.1	:	Wass kak, nama saya I.S.21 kak.
R	:	Ooo,,, S21kelas brapa
I.S.21.2	:	Kelas 8.6 kak
R	:	Kalau kelas 8.6 blajarnya sama siapa S21?
I.S.21.3	:	Samo Ibuk J kak.
R	:	Ooo, Samo Ibuk J,,, ado ndak S21 Ibuk J menggunakan strategy dalam mengajarkan kosa kata? Misalnyo kayak manggunon gambar gtu?
I.S.21.4	:	Ada kak.
R	:	Bisa di contohan ndak S21?
I.S.21.5	:	**Misalnyo gambar sseorang sedang melakukan aktivitas kerja kak.**
R	:	Oooo, jadi gambar sesorang sedang melakukan pekerjaan ya S21?
I.S.21.6	**:**	**Ya kak.**
R	:	Kalau ketika ibuk tu memberikan sebuah teks kan , trus di sana ada terdapat kata kata sulit, nah strategy apa yang biasa di gunakan oleh ibuk?
I.S.21.7		**Caliak di dalam kamus kak**
R	:	Ooo, jadi setiap belajar bahasa inggris itu selalu menggunakan kamus ya S21, ada tidak paki permainan?
I.S.21.8	:	**Iyaa..ada, itu menyusun kata kak**
R		Hmm, mgkin hanya itu, maksih S21.
I.S.21.9		Ya kak, samo2

The informant 21 suggested other students to get more information.

Reflective Note: using picture, using dictionary, using games.

Informant 22

Descriptive Note: when the researcher finishing interview the teacher 10, she went to cindua mato field to got more information from her students. The researcher went to cindua mato field because the student of this school played in this area. The interview result between the researcher with the informant was done on November 10th 2015 in the Cindua Mato field at 10.35 a.m by using recorder.

THE ACTORS		UTTERANCES
R	:	Assalamualaikum dik, nama siapa?
I.S.22.1	:	S22 kak..
R	:	S22 kelas brapa?
I.S.22.2	:	Kelas 7.7 kak
R	:	Kelas 7.7 ya, belajar bahasa inggrisnya sama siapa?

THE ACTORS		UTTERANCES
I.S.22.3	:	Samo mami J kak.
R	:	Ooo, Samo mami T10,,, kalau kelas 7 tu biasanya sekarang materinya tentang apa?
I.S.22.4	:	Tentang hewan kak.
R	:	Ooo, ado ndak dek ibuk tu menggunakan strategy nya menggunakan gambar dalam mengajar tentang hewan tu?
I.S.22.5	:	**Ado sih kk, kayak gambar hewan**
R	:	Kalau nanti ada teks kan, ada ibuk tu kayak menggunakan listening gtu dek?
I.S.22.6	:	Ngak kak.
R	:	Nantikalau adk adik ini menemukan kata kata yang sullitkan, ada gc strategy yang digunakan oleh ibuk tu?
S.22.7		**Ado kk, cari di kamus kk. Kami selalu membawa kamus kk**.
R	:	Selain itu ado ndak S22? Kayak video gai? Atau permaiann?
I.S.22.8	:	**Lai kak, video yang ado pakai gambar kak, tapi permaninan menebak jo manyusun kata kak.**
R		maksih S,22
I.S.22.9		Ya kak, samo2

Reflective Note: using picture, using video, using dictionary.

Appendix 3 : Data Reduction

The researcher reduced the data based on the result of interview with I.T.1-10

Informant	Utterances	Categories(strategies)
I.T.1.	**I.T.1.2:** Satu tadi ado kan discussion, question answer, **using dictionary**. Tadi ado gai **kan showing video**, so we are combination, so that it is interesting for the students.	Looking up dictionaries and Using Video
I.T.2.	**I.T.2.7:**Misalnyaibuk **mengajarkan tentang greeting card kan, pertam tama ibuk perlihatkan gambar dari greeting card itu sendiri dulu,**	Using picture
	I.T.2.3 : Nah disitu ibuk **agiahan contoh contoh**, nah di awal pembelajaran tu wak agiahan reward gai.	Exemplification
	I.T.2.5 : Yaaa..pasti ado tu. tentu saja misalnya setelah mempelajari teks yang ibuk katakana tadi ibuk memberikan berupa tugas. Tapi tugasnya di rumah.	Classroom Test
	I.T.2.4: Ado **menggunakan kamus**	Looking up Dictionaries
I.T.3	**I.T.3.4:** Strategy tu banyak fatma. **Misalnya ibuk mengajar tentang teks report tentang ikan , tapi dek gambar ikan indak**	Using picture
	I.T.3.6: Tu di suruah inyo mancarinyo surang**. Temukan arti kato kato sulit tu dek inyo.**	Translation
	I.T.3.16: Ado, pemberian contoh tu berkaitan dengan explanation tu mah fatma, misalyo materi nyo tentang fish kan , nah ibuk tanyo iko gambar apo? Di jawabnyo fish	Exemplification
	I.T.3.13**: ibuk suruahnyo mancari kato kato sulitnyo, nah beko di atian secara bersama sama gai fatma, supaya mereka tahu arti dari kata teks itu.**	Classroom Test
	I.T.3.9: Ado fatma, tapi kalu materinyo report tu ndak bisa nyo do kan	Games
	I.T.3.7 : Ah siap tu ado pulo ibuk agiahan kato kato sulit siap tu **basuruah inyo mancari di kamus dan tuliskan ke papan tulis misalnya jawabannyo** live	Looking up Dictionaries

Informant	Utterances	Categories(Strategies)
I.T.4	**I.T.4.7**: **Ado pakai gambar, di LKS anak tu ado lo.kalau wak guru yang kreatif tu dak cukuik yang ado di LKS nk tu do, wak cari lo gambar yang lain kan, segala sesuatu yang berhubungan dengan teks itu.** **I.T.4.8**: **ibuk baokn contoh gambarnyo kan** , tu katonyo kartu undangan biaso jo nyo buk,	Using picture
	I.T.4.3: nah dalam teks tu ka ada latihannya misalnya apa saja ingredients untuk membuat kue baking? Apa langkahnya? Steps ndak tau, boleh kalau steps tidak tahu anak anak itu, . jalan aja kita , ibuk peragakan dengan melangkahkan kaki ibu, nah nanti anak kalau anka yang aktif itu bilang oh langkah buk?	Body Moving
	I.T.4.5: **ibuk berikan sebuah teks, temukan kata kata yang sulitnyo kan** **I.T.4.3**: kan masing masing anak itu di **wajibkan menggunakan kamus,aktif dia mencari,**	Looking up Dictionaries
	I.T.4.5: Ada, seperti dalam teks kan , **ibuk berikan sebuah teks, temukan kata kata yang sulitnyo kan, baru di agiah contoh yang berhubungan dengan materinyo tu.**	Exemplification
	I.T.4.11: **Nah di tengoknyo ka bawahkan, kalau ndak dalam contoh invitation card tadi tu, nah untuk proyeknyo beko inyo di suruah mabuek surang**, **tapi dalam binder ibuk suruah,**	Classroom Test
	I.T.4.5: , **jadi contohnyo tu harus rill, maksud rillnyo tu,yang dekat dengan kehidupannyo,** dekat dengan lingkungan anak anak tu.	Guessing From Context
I.T.5	I.T.5.6: **kadang ibuk gunaon kawannyo surang sebagai contohnyo, siap tu ado ibuk agiah kosakata yang sulit.**	Exemplification
	I.T.5.6: **Nah beko tugasnyo di descripsikan cirri cirri urang tu baa,tadi ibuk maajaannyo tentang**	Classroom Test

	I.T.5.3: **Ado, misalnya melalui permainan, gambar, tuu, yo permainan, gambar, a penggunaan kamus tu wajib bagi siswa tu mah.** I.T.5.8: **Biasonyo pakai kamus dulu kan, tu ibuk agiah gambar**	Using Picture **kulit kulit luarnyo jo baru.kan tadi materinyo tentang urang kan,**
	I.T.5.3: **Ado, misalnya melalui permainan, gambar, tuu, yo permainan, gambar, a penggunaan kamus tu wajib bagi siswa tu mah.** I.T.5.4: **Permaina beebentuk kata, abis tu siswa menebak kata tu, dan kata kata apo sajo yang berhubungan dengan itu.**	Games
	I.T.5.3: **Ado, misalnya melalui permainan, gambar, tuu, yo permainan, gambar, a penggunaan kamus tu wajib bagi siswa tu mah.** I.T.5.8: **Biasonyo pakai kamus dulu kan, tu ibuk agiah gambar**	Looking up Dictionaries
I.T.6	**I.T.6.4:** biasanya **melalui gambar**, **kadang penugasan**, misalnyo materi untuk minggu depan ibuk kasih kosa katanya sekarang, **anak anak tu mencari artinya dirumah jadi larinyo ka menterjemah kata kata tu kan**,	Using picture Classroom Test Translation
	I.T.6.5: **A ya . seperti penggunaan dictionary tadi tu.**	Looking up Dictionaries
I.T.7	**I.T.7.3: siswa atau peserta didik itu di beri huruf acak,kemudian siswa di minta menyusun huruf tadi menjadi kata yang bermakna,itu**	Games
	I.T.7.4: meminta siswa itu untuk selalu membawa kamus dalam belajar bahasa inggris	Looking up Dictionaries
	I.T.7.5: buku tu kan sudah bergambar, kadang kadang kalau gambarny kurang jalaeh atau ketek nak, ibuk printan gambar tu, tu ibuk fotokopian,nanti di bagikan ke masing masing siswanya, tanpa menggunaka infokus.	Using picture

Informant	Informant	Utterances
	I.T.7.6: jadi memang salah satu caranya untuk memahami itu teks ibuk menggunakn cara mentranslate atau menerjemahkan secara	Translation
I.T.8	I.T.8.4: **kalau di baco limo dalam satu hari tu yang 5 tu tinggal empat atau 3, berarti dapa t satu langsung dipraktekkan.itu salah satunyaa. Di baca 5 dalam satu hari** yang 5 itu dibaco satu besoknya tinggall 4 lagi. **Dapat satu langsung di praktekkan, Dapat satu langsung di praktekkan,** I.T.8.I: **tampil kelompok,ittu jo yang apak terapkannyo**	Classroom Test
	I.T.8.5: **seperti penggunaan scrabble, main scrabble,penggunaan kamus,**	Games and Looking up dictionaries
	I.T.8.7: **Iya di perlihatkan gambar jamnya**	Using Picture
	I.T.8.8: **Ada,,, video itu yang berkaitan dengan pembelajaran video karakter, video motivasi, ada videonya tu,,,video materi narrative tu ada videonya, ooo video** itu di amati ank, setelah di amati akn muncul pertanyaaN	Using video
I.T.9	I.T.9.6: Ada.. **nanti di kasih tugas , kalau kata kata yang agak umum mungkin cari dikamus, tapi kalau katnya jarang dan susah langsung ibuk yag kasi artinya,**	Classroom test and Looking up dictionaries
	I.T.9.7:Ibukgunakan video,,ya,,contohnya, my family,di perkenalkan secara kontektual	Video and Exemplifications
	I.T.9.8 **:Kalau kosakata pertama lewat gambar kan .run di praktekkan lari kan. Dengan konteks juga bisa, dengan kalimat, realia, real object. Ibuk lebih sering dengan mendemonstrasikan.**	Using Picture and Body Moving
I.T.10	**I.T.10.5: Ya, ada siswa di suruh nanti menebak nebak gambar,ada word guessing**	Games
	I.T.10.8: Ada,, itu kalau menggunakan kamus itu mereka wajib mmbawa kamus, tapi ada juga yang tidak membwanya	Looking up dictionaries

	I.T.10.10:Yaaaa,,,nanti di berikan gambarnya itu masing masing **I.T.10.5:Ya, ada siswa di suruh nanti menebak nebak gambar**	Using picture
	I.T.10.11 : Ada gunakan video tapi jarang	Using Video

The researcher did checking the trutwortiness with the students 1-22. They are as follows:

Informant	Utterances	Categories(strategies)
I.S.I.	**I.S.I.6: Manggunoan kamus kak. Abis tu ale yo….maagiah tugas gae kak, tu ado ibuk tu mambaok gambar gae kak.**	Using Picture, Looking up Dictionary, giving Classroom Test
I.S.2.	**I.S.2.7:** Itu kak, menggunakan kamus kk, pemberian tugas tu selalu dilakukan ibuk tu kak. Pakai vidio	using dictionary, giving classroom test
	I.S.2.8: Ada kak, yang lebih menyenangkan itu ketika ada kuis kak	using picture
I.S.3.	**I.S.3.4: Ibuk tu sering menngunakan gambar kak, kalau kami menemukan kata kata sulit kami di suruah mancari surang di kamus kak. Tu ibuk tu banyak maagiahan contoh contoh dulu kak.**	using picture, using dictionary, exemplification.
	I.S.3.5: Ada kak, tugas rumah dan tugas sekolah kak.	giving classroom test,
I.S.4	**I.S.4.4: Ado menggunakan kamusnyo kak .**	looking up dictionaries,
	I.S.4.6: Ado kak.	exemplification, using video using picture,
	I.S.4.7: Ado kak.	giving classroom test.
I.S.5	**I.S.5.4:** Ado kak, kayak mengunoan kamus. Kadang kadang ibuk tu yang ma agiah tau artinyo gai kak, kalau kami lah payah bana mancarinyo kak	Looking up Dictionary
	I.S.5.5: Manggunoan gambar ado kak,	Using Picture
	I.S.5.6: Patang tu gambar harimau kak, awak di suruahnyo dek ibuk mendeskripsikan tentang harimau tu kan kak, cirri cirinyo, aa makanannyo, dimaa tingganyo, dari mano inyo berasal kak, siap tu wak descripsikan kamuko.tu ibuk tu	Classroom Test

	banyak mambaok contoh contoh gamabrnyo kak. **I.S.5.9:** Ad kak. Tu yang bagian speaking tu kak. Misalnyo , **samolah kayak gambar tu kak, a, tu kami di suruah nyomambacoan di muko**	
	I.S.5.7: Iy kak, wak tunjuak gambarnyo tu kak. Partamo kan di agiahnyo contoh dek ibuk tu baa caronyo dulu mah kak	Using picture.
	I.S.5.10: Ado kak, kan kami ndak tau kasado artinyo do nak kak, tu ibuk tu yang mambacoannyo, jadi kami lebih paham gitulah kak.	translation,
I.S.6	**I.S.6.3: Ado kak, patang tu ibuk tu menggunoan gambar jerapah**.	using picture, , exemplification, using video,
	I.S.6.4:Ado kak, kami mancari kato kato nan payahtu di suruah dek ibuk C mancarinyo di kamus gai kak.	using dictionary, translation
	I.S.6.5: Ado kak. Patang tu quiz kak.	Games
	I.S.6.7: Tu patang tu kami belajar mengirim surek kakawan tapi pakai bahasa inggris gai kak. Lah siap wak nak, beko wak bacoan di kursi wak jo nyo kak.	classroom test.
I.S.7	**I.S.7.3Adopakai kamusnyo ni.**	using dictionary
	I.S.7.7: Kayak membaut kotk pensil tu ni, di agihnyo dek ibuk tu contoh kotak pensil tu, siap tu di ajaannyo kami ni.	using picture, exemplification,
	I.S.7.8: Ndak ni, cuman mambacoan di tampek duduak jo nyo ni	classroom test.
I.S.8.	**I.S.8.4: lai , Contohnyo patang tu ibuk tu majaan tentang ikan, ibuk tu menggunaakan gambar ikan ni,cari bagian bagian ikan, tapi ndak di giahnyo kato kato dek ibuk tu do ni, kami di suruh nyo mncari kato kato gmbar tu dlm kamus. Umpmonyo sirip nak ni, tu sirip tu aa bahasa inggrisnyo**.	Exemplification, using picture, using dictionaries
	I.S.8.10: Lai ni, kdang pakai lagu gi	translattion

	ni,	
I.S.9	**I.S.9.5:** Kayak **pakai kamus**. Kalau ndak tau artinyo nak kak, Caliak di dalam **kamus kak.beko tugasnyo mambuek surek undangan dalam**	Using dictionaries Classroom test.
	I.S.9.8: Ad kak, kayak umpamonyo kami dak tau maknanyo do kak, tu ibuk tu peragakan dengan melangkah kak.	Gesture
	I.S.9.6: Ado kak,, pakai gambar yang di agiahan dek ibuk D tu, contohnyo gambar orang sedang bekerja, gambar jam , siap tu cerita bergambar dalam \kayak teks dongeng tu gai kak. **I.S.9.7: Ad kak, kayak gambar greeting card, label tu announcement gai kak.**	using picture, Exemplification
I.S.I0	**I.S.I0.5: Pakai gambar kak, kamus kak, kamus tu di pakai waktu ibuk tu maagiah teks tapi ado kato sulit yang dak tau artinyo, cari di kamus kak**.	using picture, using dictionary, using translation, ,
	I.S.I0.6: Gambar kartu selamat, binatang gambar pengumuman.	using picture,
	I.S.I0.7: Ad kak,, pakai langkah kayak yang di kiecekan dek kawan tadi kak. Tu pakai projeck akhir gai kak, buek greeting card tu dalam binder	using gesture, classrroom test.
I.S.11	**I.S.11 .3 :** Biasonyo pkai kamus kak. ***Ado kak, pakai kamus kalau menemukan kata kata sulit, kayak pakai gambar gai kak, tapi yang paliang acok tu pakai kamus kak.***	using dictionary,
	I.S.11.4: Gambar orang, text, orng dlam kegiatan sehari harinyo, banyak lah kak	using picture,
	I.S.11.5: Games lai kak. Ndak kak, gambar jo kamus jo nyo kak.:	Games
	I.S.12.4: Banyak kak. Kayak pakai kamus. **Kalau ndak tau artinyo nak kak, Caliak di dalam kamus kak**	using dictionary,

I.S.12	**I.S.12.6: Ado kak, gambar tentang teks yang dipellajari tu kak. Kayak report. Tu materi tntang aa report tu, tu cari gambarnyo kk**	using picture.
	I.S.12.5: Samo jo yang dikecekan dek kawan tadi tu kak, ibuk tu memang manyuruah kami manggunoan kamus, mancari arti, nyo kak, misalnyo ado kato sulit tu disuruah dek ibuk mancarinyo dulu dalam kamus kak, kalau ndak sobok baru di tolongan dek ibuk tu kak. Tu ibuk tu bnayak maagiah contoh	Exemplification
I.S.13	I.S.13.4: Kami kan kebanyakan belajar tentang teks kan kak, beko di agiah teks s**iaptu cari kata kata yang menurut awak sulit di dalam kamus kk.**	using dictionary, using exemplification.
	I.S.13.5: **Ado kak, gambar tu dibagian dek ibuk k wak surang 2 kak, kadang dari gambartu wak bacarito kak.**	using picture,
	I.S.13.6: **Banyak kk, kadang tugas di sekolah, kadang tugas di rumah**,	classroom test,
I.S.14	I.S.14.5: **Beko di bagian teks kak, umpaamonyo teks procedure kan, nah cari sendiri di dalam kamus . kita tu harus tahu tentang apa apa saja yang berkaitan dengan text**	using dictionary,
	I.S.14.6: Ndak kak, **ibuk tu acok pakai gambar jo nyo kak, macam macam lah gambanyo kak, kayak gambar keluarga gai kk.**	Using picture
	I.S.14.7: **Ado kak, tu pasti di agiahnyo dek ibuk tu kak.**	classroom test,
I.S.15	I.S.15.3: **Ado,,manggunoan kamus untuk mancari kato kato sulit kkak**	Using dictionary,
	I.S.15.4**Beko di bagian teks kak, tu teks tu wak cari artinyo wak jwek pertanyaannyo, kata kata sulit tu cari di kamus kak,,,,.**	Translation
	I.S.15.5: **Lai kak, pakai gambar family tapi gambarnyo melalui video kak..**	Using video

I.S.16	I.S.16.4: **Ada**	Using dictionaries
	I.S.16.5**Lai, wak terjemahan kak**	Translation
	I.S.16.6**Lai,,**	Using picture
	I.S.16.7**Ado kak belajar tntang binatang**	
	I.S.16.8: **Belajr tentang keluarga, orang kak.tu ibuk tu manggunoan kayak gambar ayah, ibuk, kaka, adik kak,**	
I.S.17	I.S.17.4: **Ado kak, belajar tentang orang tadi tu melaui video yang di d agiah ibuk tu kak,**	Using video
	I.S.17.5; **Ada. Bisa kak, contohnya, tentang materi tentang jam, kemudian bulan**	Exemplification
	I.S.17.7: **Ada kok,,, langsung praktekkan di depann kelas .**	Classroom test
	I.S.17.8 **: Kadang kadang ado yang cari di kamus ado yang cari surang kak.**	
I.S.18	I.S.18.6: **Misalnya jam, nanti di bikin gambar jam oleh MRnya kak.**	**Using picture**
	I.S.18.7: Ada kk, tapi kata Mr tu. Kalau sudah hapal tidak usah **pakai kamus,** tapi kalau tidak tahu baru kita yang mencari surang kk	Using dictionaries
I.S.19	I.S.19.4: **Ado,,manggunoan kamus untuk mancari kato kato sulit kkak. Abis tu pakai gerakan**	Using dictionaries
	I.S.19.5: **Beko di bagian teks kak, kata kata sulit tu cari di kamus**	
	I.S.19.6: **Lai kak, pakai gambar family tapi gambarnyo melalui video kak..**	Using picture and video
I.S.20.	I.S.20.5: **Lai,**	Using picture
	I.S.20.7: **Belajr tentang keluarga, orang kak.tu ibuk tu manggunoan kayak gambar ayah, ibuk, kaka, adik kak,**	Using picture.
	I.S.20.8: **Ado kak, belajar tentang orang tadi tu melaui video yang di agiah ibuk tu kak,**	Using video

I.S.21	I.S.21.5: **Misalnyo gambar sseorang sedang melakukan aktivitas kerja kak.**	Using picture
	I.S.21.7: **Caliak di dalam kamus kak**	Looking up dictionaries
	I.S.21.8: **Iyaa..ada, itu menyusun kata kak**	Games
I. S.22	I.S.22.5: **Ado sih kk, kayak gambar hewan**	Using picture
	S.22.7: **Ado kk, cari di kamus kk. Kami selalu membawa kamus kk**.	Looking up dictionaries
	I.S.22.8: **Lai kak, video yang ado pakai gambar kak, tapi permaninan menebak jo manyusun kata kak.**	Using video

To make it clear, the researcher classified in the table below:

Strategies	**Informant**	
Looking up Dictionary	I.T.1.B	Teacher 1
Showing Video		
Using Picture	I.T.2.G	Teacher 2
Exemplification	I.T.2.C	
Classroom Test	I.T.2.E	
Looking up Dictionaries	I.T.2.D	
Using Picture	I.T.3.D	Teacher 3
Translation	I.T.3.F	
Exemplification	I.T.3.H	
Classroom Test	I.T.3.M	
Games	I.T.3.P	
Looking up Dictionaries	I.T.3.H	
Using Picture	I.T.4.G	Teacher 4
Body Actions	I.T.4.H	
Looking up Dictionaries	I.T.4.C	
Exemplification	I.T.4.E	
Classroom Test	I.T.4.E	
Guessing From Context	I.T.4.K	

	I.T.4.E	
Exemplification	I.T.5.F	Teacher 5
Classroom Test	I.T.5.F	
Using Picture	I.T.5.C	
	I.T.5.F	
Games	I.T.5.C	
	I.T.5.D	
	I.T.5.H	
Looking up Dictionaries	I.T.5.C	
	I.T.5.C	
Using Picture	I.T.6.D	Teacher 6
Translation		
Classroom Test		
Looking up Dictionaries	I.T.6.E	
Games	I.T.7.C	Teacher 7
Looking up Dictionaries	I.T.7.D	
Using picture	I.T.7.E	
Translation	I.T.7.F	
Classroom Test	I.T.8.D	Teacher 8
	I.T.8.I	
Games	I.T.8.E	
Looking up dictionaries	I.T.8.E	
Using Picture	I.T.8.G	
Using video	I.T.8.H	
Looking up dictionaries	I.T.9.F	Teacher 9
Classroom test		
Using video	I.T.9.G	
Exemplifications		
Using Picture		
Body Moving	I.T.9.H	

Strategies	Informant	
Games	I.T.10.E	Teacher 10
Using picture	I.T.10.E I.T.10.J	
Looking up dictionaries	I.T.10.G	
Using Video	I.T.10.K	

Appendix 4 : Data Display

The researcher displayed the between teacher and students data based on the result of the data reduction.

No	Categories (strategies)	Data	
		(Teachers')	**(Students')**
1	Using picture	I.T.2.8	I.S.3.4 and I.S.4.6
		I.T.3.4	I.S.5.6 and I.S.6.3
		I.T.4.7	I.S.9.6 and I.S.I0.5
		I.T.5.3	I.S.11.3 and , I.S.8.4
		I.T.6.4	I.S.13.5 and I.S.14.4
		I.T.7.5	I.S.15.5 and I.S.16.5
		I.T.8.7	I.S.17.4 and I.S.18.4
		I.T.9.7	I.S.19.6 and I.S.20.5
		I.T.10.5	I.S.21.5 and I.S.22.5
2.	Using Dictionaries	I.T.1.2	I.S.I.6 and I.S.2.8
		I.T.2.4	I.S.3.4 and I.S.4.4
		I.T.3.8	I.S.6.4, and I.S.7.3
		I.T.4.5	I.S.9.5 and I.S.I0.5
		I.T.5.3	I.S.11.3 and I.S.12.4
		I.T.6.5	I.S.13.3 and I.S.14.6
		I.T.7.4	I.S.15.4and I.S.16.4
		I.T.8.5	I.S.17.8 and I.S.18.8
		I.T.9.5	I.S.19.4 and I.S.20.4
		I.T.10.7	I.S.21.7and S.22.7
3.	Showing video	I.T.1.2	I.S.2.7
		I.T.8.8	I.S.17.8 and I.S.15.5
		I.T.9.7	I.S.19.6 and I.S.20.8
		I.T.10.11	I.S.22.8
4.	Exemplification	I.T.2.3	I.S.3.4 and I.S.4.5
		I.T.3.8	I.S.5.6 and I.S.7.7
		I.T.4.5	I.S.9.6

		I.T.5.5 I.T.9.7	I.S.12.5 I.S.19.6 and I.S.20.7
5.	Translation	I.T.3.7 I.T.6.4 I.T.7.5	I.S.5.10 I.S.13.4 I.S.16.4
6.	Classroom Test	I.T.2.5 I.T.3.13 I.T.4.11 I.T.5.5 I.T.6.4 I.T.8.4 I.T.9.5	I.S.3.5 and I.S.4.7 I.S.5.6 and I.S.6.7 I.S.9.5 and I.S.I0.7 I.S.12.6 I.S.13.6 and I.S.14.7 I.S.17.5 and I.S.18.6 I.S.19.5 and I.S.20.7
7.	Games	I.T.3.16 I.T.5.3 I.T.7.3 I.T.8.5 I.T.10.5	I.S.6.5 I.S.11.5 I.S.15.F and I.S.18.5 I.S.21.8 and I.S.22.8
8.	Body Moving	I.T.4.3 I.T.9.7	I.S.9.8 and I.S.I0.7 I.S.19.4
9.	Guessing from Context	I.T.4.5	I.S.9.6

Appendix 5 : Data Conclusion

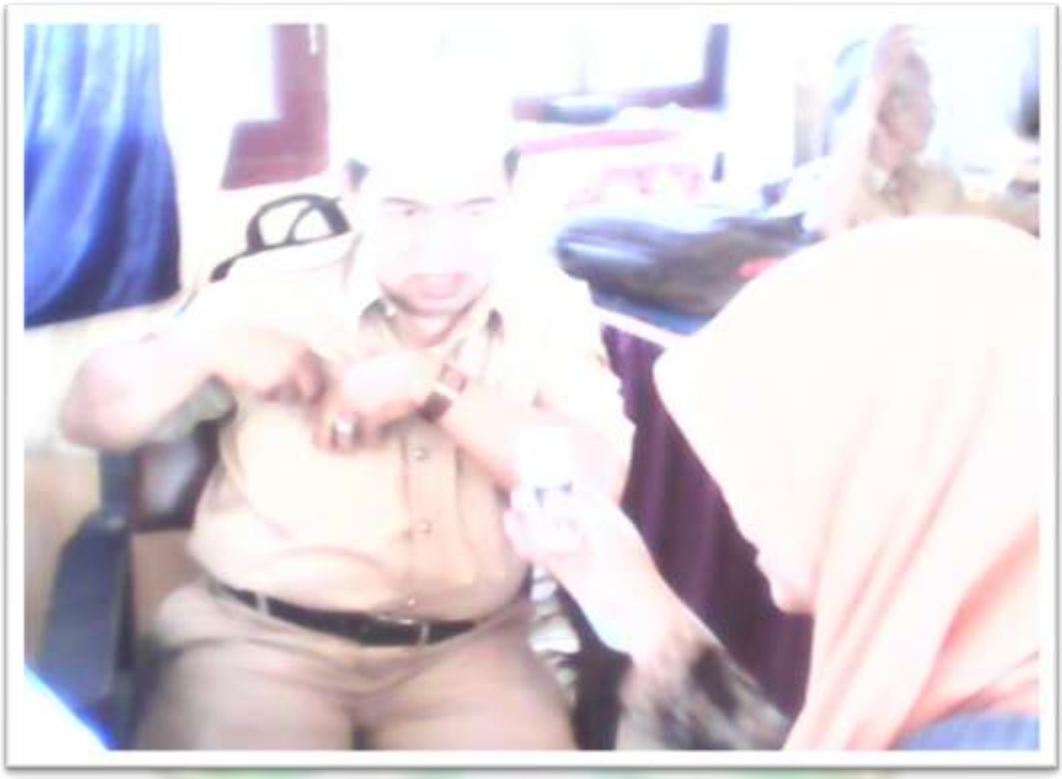
Data Conclusion

Teachers' Strategies in Teaching English Vocabulary are:

No	Informant	Strategies
1	I.T.2, I.T.3, I.T.4, I.T.5, I.T.6, I.T.7, I.T.8, I.T.9, I.T.10	Using picture
2	I.T.1, I.T.2, I.T.3, I.T.4, I.T.5, I.T.6, I.T.7, I.T.8, I.T.9, I.T.10	Looking up Dictionaries
3	I.T.1, I.T.8, I.T.9, I.T.10	Showing video
4	I.T.2, I.T.3, I.T.4, I.T.5, I.T.9	Exemplification
5	I.T.3, I.T.6, I.T.7	Translation
6	I.T.2, I.T.3, I.T.4, I.T.5, I.T.6, I.T.8, I.T.9	Classroom Test
7	I.T.3, I.T.5, I.T.7, I.T.8, I.T.10	Games
8	I.T.4, I.T.9	Body Movement
9	I.T.4	Guessing from Context

Based on the table above, the researcher conclude there are several strategies that applied by English teachers in junior high school in kecamatan Lima Kaum. They are: Using Picture, Looking up Dictionaries, Exemplification, Translation, Classroom Test, Games, Body Movement and Guessing from Context.

Appendix 6 : Document of the Research



CURRICULUM VITAE

Name : **Fatma Zulita Fetria S.Pd.I**
Place, Date of Birth : **Parambahan , July 24nd 1993**
Address : **Batusangkar**
E- Mail : **fhatma.zulhita@rocketmail.com**
Sex : **Female**
Marital Status : **Single**
Religion : **Islam**

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
BATUSANGKAR

Jl. Sudirman No.137 Kubu rajo Lima Kaum Batusangkar 27213, Telp. (0752) 71150, Ext 135, Fax. (0752) 71879
http://www.stainbatusangkar.ac.id e-mail: p3m.stainbatusangkar@gmail.com

Batusangkar, 13 Oktober 2015

Nomor : Sti.02/IX/TL.00/ 1647 /2015
Lampiran : 1 (satu) eksemplar
H a l : ***Mohon Penerbitan Surat Izin Penelitian***

Kepada Yth.
Bupati Tanah Datar
Cq. Kepala Kantor KESBANGPOL Kabupaten Tanah Datar

di

Batusangkar

Assalamu'alaikum Wr. Wb.
Dengan hormat,
Dengan ini disampaikan kepada Bapak/Ibu bahwa Mahasiswa yang namanya tersebut di bawah ini:

Nama / NIM	: Fatma Zulita Fetria / 11104008
Tempat, Tanggal Lahir	: Parambahan, 03 Februari 1990
NoKTP	: 1304044302900002
Jurusan	: Tarbiyah
Prodi	: Tadris Bahasa Inggris
Alamat	: Jorong Tigo Niniak Nagari Parambahan Kecamatan Lima Kaum Kabupaten Tanah Datar

akan melakukan pengumpulan data untuk proses Penulisan Laporan Hasil Penelitiannya sebagai berikut:

Judul	: ***Teachers' Strategies in Inproving Students' Vocabulary (A Study of the English Teacher in Tanah Datar Regency)***
Lokasi	: SMP di Tanah Datar
Waktu	: 14 Oktober s.d 14 Desember 2015
Dosen Pembimbing I	: Zulhermindra, M.Pd.
Dosen Pembimbing II	: Hendra Eka Putra, M.Pd.

untuk itu, diharapkan kiranya Bapak/Ibu berkenan menerbitkan surat izin penelitian dalam rangka pelaksanaan penelitian mahasiswa yang bersangkutan.

Demikian disampaikan, atas bantuannya diucapkan terimakasih.

a.n. Ketua,
Kepala Pusat Penelitian dan Pengabdian pada Masyarakat

Ulya Hasani, SH., M.Hum.
NIP. 197503031999031004

Tembusan disampaikan kepada Yth.
1. Ketua STAIN Batusangkar (Sebagai Laporan)
2. Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (Sebagai Laporan)
3. Ketua Jurusan Tarbiyah STAIN Batusangkar.
4. Ketua Program Studi Tadris Bahasa Inggris STAIN Batusangkar.
5. Pertinggal

PEMERINTAH KABUPATEN TANAH DATAR
KANTOR KESATUAN BANGSA DAN POLITIK
(KESBANGPOL)
Jln. MT. Haryono No. 10Telp. (0752) 574400 Batusangkar 27281

SURAT KETERANGAN/REKOMENDASI
Nomor : 070/9¼ /KESBANGPOL/2015

Berdasarkan Permendagri Nomor 07 Tahun 2014 tanggal 21 Januari 2014 tentang perubahan atas Peraturan Mendagri RI No.64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitiandan surat Kepala P 3 M STAIN Batusangkar Nomor : Sti.02/IX/TL.00/1647/2015, tanggal 13 Oktober 2015 perihal Surat rekomendasi Penelitian, setelah dipelajari dengan ini kami atas nama Pemerintah Kabupaten Tanah Datar menyatakan tidak keberatan atas maksud Penelitian dengan lokasi di Kabupaten Tanah Datar yang akan dilakukan oleh :

Nama	: **FATMA ZULITA FETRIA**
Tempat/Tgl. Lahir	: Parambahan, 24 Juli 1993
Pekerjaan	: Mahasiswa
Alamat	: Nagari Parambahan, Kec. Lima Kaum
Kartu Identitas	: KTP. 13040444302900002
Maksud dan Obyek	: Izin Penelitian
Judul	: **"TEACHERS' STRATEGIES IN INPOROVING STUDENTS' VOCABULARY (A STUDY OF THE ENGLISH TEACHER OF JUNIOR HIGH SCHOOLS IN TANAH DATAR REGENCY)**
Lokasi Penelitian	: SMP di Tanah Datar
W a k t u	: 18 Oktober s.d 13 Desember 2015
Anggota	: -

Dengan ketentuan sebagai berikut :

1. Kegiatan Penelitian tidak boleh menyimpang dari maksud dan obyek sebagaimara tersebut di atas.
2. Memberitahukan kedatangan serta maksud Penelitian yang akan dilaksanakan dengan menunjukkan surat-surat keterangan yang berhubungan dengan itu kepada Pemerintah setempat dan melaporkan kembali waktu akan berangkat
3. Dalam melaksanakan Penelitianagar dapat berkoordinasi dengan instansi terkait.
4. Mematuhi semua peraturan yang berlaku dan menghormati adat – istiadat serta kebiasaan masyarakat setempat.
5. Bila terjadi penyimpangan/pelanggaran terhadap ketentuan-ketentuan tersebut diatas maka Surat Keterangan/Rekomendasi ini akan **DICABUT** kembali.
6. Surat Keterangan/Rekomendasi ini diberikan/berlaku mulai tanggal 18 Oktober s.d 13 Desember 2015.
7. Melaporkan hasil Penelitian kepada Bupati Tanah Datar Cq. Kantor Kesatuan Bangsa dan Politik Kabupaten Tanah Datar.

Demikianlah surat keterangan/ rekomendasi ini dikeluarkan untuk dipergunakan seperlunya.

Batusangkar, 15 Oktober 2015
An. KEPALA KANTOR KESBANGPOL
KABUPATEN TANAH DATAR
KASI KESATUAN BANGSA,

RONAL SATRIA, S.IP
NIP. 19880214 200701 1 001

Tembusan
Yth. : 1. Bupati Tanah Datar (sebagai laporan)
2. Dandim 0307 Tanah Datar di Pagaruyung.
3. KapolresTanah Datar di Pagaruyung.
4. Kepala Dinas Pendidikan Tanah Datar di Batusangkar.
5. Kepala P3M STAIN Batusangkar di Batusangkar.
6. Kepala SMPN terkait di Tanah Datar.
7. Yang Bersangkutan...

PEMERINTAH KABUPATEN TANAH DATAR
DINAS PENDIDIKAN
SMP NEGERI 3 BATUSANGKAR

SURAT KETERANGAN

Nomor : 400/374/SMP.3 Bsk-2015

Yang bertandatangan dibawah ini Kepala SMP Negeri 3 Batusangkar, dengan ini menerangkan Bahwa :

Nama	:	FATMA ZULITA FETRIA
NIM	:	11 104 008
Tempat/Tgl.Lahir	:	Parambahan/ 24 Juli 1993
Jurusan/Prodi	:	Tarbiyah/ Bahasa Inggris
Alamat	:	Parambahan, Kec Lima kaum

Telah melaksanakan Penelitian Pada SMP Negeri 3 Batusangkar guna penyelesaian Skripsi dengan Judul ***"TEACHERS' STRATEGIES IN IMPROVING STUDENTS' VOCABULARY (A STUDY OF THE ENGLISH TEACHER OF JUNIOR HIGH SCHOOLS IN TANAH DATAR REGENCY) DI SMPN 3 BATUSANGKAR"*** tanggal 13 dan 20 Oktober 2015.

Demikianlah surat keterangan ini diberikan untuk dapat dipergunakanseperlunya. Terimakasih.

Lima Kaum, 20 Oktober 2015

SMP N 3 BATUSANGKAR

HERLINA, S.Pd.MM
Nip. 19560606 198903 2 009

PEMERINTAH KABUPATEN TANAH DATAR
DINAS PENDIDIKAN
SMP NEGERI 4 BATUSANGKAR

Alamat : Jln. Berok Kubu Manganing Parambahan Kec. Lima Kaum Kab. Tanah Datar

"SURAT KETERANGAN
Nomor: 400 / 236 / SMPN.4. Bsk - 2015

Yang bertanda tangan dibawah ini Kepala SMP Negeri 4 Batusangkar Kec. Lima Kaum Kab. Tanah Datar Propinsi Sumatera Barat menerangkan dengan sesungguhnya bahwa :

Nama	: Fatma Zulita Fetria
Tempat / Tanggal Lahir	: Parambahan / 24 Juli 1993
Pekerjaan	: Mahasiswa
Kartu Identitas	: Kartu Mahasiswa, 11104008
Alamat	: Jorong Tigo Niniak Nagari Parambahan

Nama yang tersebut diatas telah melakukan Penelitian SMP Negeri 4 Batusangkar pada Tanggal Oktober 2015 dengan judul **" Teachers' Strategies In Improving Students' Vocabulary (a Study English Teachers' Of Junior High Schools' In Tanah Datar Regency) "**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya. Terimakasih.

Parambahan, 02 November 2015
Kepala SMPN 4 Batusangkar

SMP 4 BATUSANGKAR

Drs. BAKHTARUDDIN
NIP. 19580915 198303 1 013

PEMERINTAH KABUPATEN TANAH DATAR
DINAS PENDIDIKAN
SMP NEGERI 1 BATUSANGKAR

Jl. Sutan Alam Bagagarsyah No. 10 Batusangkar Telp. (0752) 71034 - 72459 Kode Pos: 27211

SURAT KETERANGAN

Nomor : 420/574 /SMP.01/MN-2015

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Batusangkar Kabupaten Tanah Datar dengan ini menerangkan bahwa yang namanya dibawah ini :

Nama	: FATMA ZULITA FETRIA
Tempat/tgl.Lahir	: Parambahan, 24 Juli 1993
Kartu Identitas	: KTP.13040444302900002
Pekerjaan	: Mahasiswi
Alamat	: Nagari Parambahan Kec. Lima Kaum
Maksud dan Objek	: Izin Penelitian
J u d u l	: "TEACHERS'STRATEGIES IN INPROVING STUDENTS' VOCABULZRY (A STUDY OF THE ENGLISH TEACHER OF JUNIOR HIGH SCHOOL IN TANAH DATAR REGENCY)
Tanggal	: 18 Oktober s/d 13 Desember 2015
Tempat	: SMP Negeri 1 Batusangkar

Bahwa nama yang tersebut di atas telah melakukan Penelitian di SMP Negeri 1 Batusangkar

Demikianlah surat keterangan ini kami berikan untuk dapat di pergunakan sebaik-baiknya.

Batusangkar, 20 November 2015
Kepala Sekolah,

SMP 1 BATUSANGKAR

PUJIWARMAN, S.Pd. Mat
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SURAT KETERANGAN

Nomor : 422 /412/ SMP.1 / PG – 2015.

Yang bertanda tangan di bawah ini :

Nama	: **Drs.JALINUS**
Nip	: 19680403 199203 1 007
Pangkat / Gol	: Pembina / IV.a
Jabatan	: Kepala SMP Negeri 1 Padang Ganting Kabupaten Tanah Datar

Dengan ini menerangkan bahwa :

Nama	: **Fatma Zulita Fetria**
Tempat / Tgl Lahir	: Parambahan / 24 Juli 1993
Alamat	: Jorong Tigo Niniak Nagari Parambahan Kecamatan Lima Kaum.
Pekerjaan	: Mahasiswi STAIN Batusangkar
NIM	: 11 104 008
Jurusan / Prodi	: Tarbiyah / Tadris Bahasa Inggris

Bahwa nama tersebut diatas telah melakukan Pengambilan Data untuk Penelitian pada SMP Negeri 1 Padang Ganting dengan Judul ***" Teacher"Strategies In Inporoving Students' Vocabulary (A Study Of The English Teacher Of Junior High Schools In Tanah Datar Regency)*** Pada tanggal 9 November 2015.

Demikianlah surat keterangan ini di buat untuk dapat diketahui dan dipergunakan sebagaimana mestinya.

Padang Ganting, 9 November 2015.
Kepala

Drs. Jalinus
Nip. 19680403 199203 1 007