
The Teacher's Strategies in Teaching Vocabulary to 8th Grade Students at MTS Raudlatutta'allum

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Abstract

This research explores the effectiveness of incorporating digital tools and resources in vocabulary instruction. The study focuses on the importance of vocabulary acquisition in language proficiency and effective communication skills. The research findings suggest that while the memorization technique is effective in improving vocabulary, it can be time-consuming. Therefore, the study emphasizes the need for contextual learning, word families and associations, active learning strategies, and specific vocabulary strategies. The research provides educators with effective strategies for teaching vocabulary, informs curriculum design, supports differentiated instruction, encourages active learning, and suggests integrating technology in vocabulary instruction. The study utilizes a descriptive qualitative research method, employing interviews as the data collection instrument. The research highlights the perspectives of teachers on strategies to improve students' vocabulary, with the memorization technique being recognized as beneficial but challenging to implement within the curriculum. The conclusion of the research underscores the significance of vocabulary acquisition and offers valuable insights for educators to enhance vocabulary instruction and support students' language development.

Keywords: Vocabulary instruction, vocabulary acquisition, language proficiency, effective communication, active learning, contextual learning, technology integration.

INTRODUCTION

In the realm of education, vocabulary acquisition plays a vital role in enhancing students' language proficiency and communication skills. According to Baharudin and Ismail (2014), vocabulary acquisition is an important component of communicative competence and is a core element in language mastery. As student progress through their academic journey, it becomes increasingly important for educators to employ effective strategies that foster vocabulary development. This mini-research aims to investigate the strategies utilized by teachers in teaching vocabulary to eighth-grade students at MTS Raudlatutta'allum

The acquisition of vocabulary is a multifaceted process that extends beyond the mere memorization of words. It involves understanding the meaning, context, and usage of words, as well as their connections to other words and concepts. Recognizing the significance of vocabulary in language learning, teachers at MTS Raudlatutta'allum have implemented specific strategies to assist their students in effectively learning and expanding their vocabulary repertoire.

By exploring the strategies employed by teachers at MTS Raudlatutta'allum, this study aims to shed light on the diverse methods utilized to enhance vocabulary acquisition among eighth-grade students. The findings from this research will not only provide valuable insights into the teaching practices at the school but also contribute to the existing body of knowledge regarding effective vocabulary instruction.

Understanding the strategies employed by teachers to facilitate vocabulary learning is crucial for several reasons. Firstly, it allows educators to reflect upon their instructional practices, identifying strengths and areas for improvement. Secondly, it enables the sharing of successful strategies among teachers, fostering a collaborative environment for professional development. Finally, understanding the impact of these strategies on students' vocabulary acquisition can inform the development of evidence-based instructional approaches, ultimately benefiting the overall learning outcomes of the students.

To achieve the aim of this research, a comprehensive investigation will be conducted through observations, interviews, and analysis of instructional materials utilized by teachers at MTS Raudlatutta'allum. By examining these factors, we aimed to identify the various strategies employed, their frequency of use, and their perceived effectiveness from the perspectives of both teachers and students.

In conclusion, this research aimed to explore the strategies employed by teachers at MTS Raudlatutta'allum in teaching vocabulary to eighth-grade students. By investigating these strategies, we hoped to contribute to the field of education by providing valuable insights into effective vocabulary instruction. The findings from this study have the potential to inform instructional practices, promote collaboration among educators, and ultimately enhance the vocabulary acquisition of students at MTS Raudlatutta'allum.

METHOD

The research method chosen for this study is descriptive qualitative research. This approach allows for an in-depth exploration and understanding of the teacher's strategies in teaching

vocabulary at the eighth grade in MTS Raudlatutta'allum. Through qualitative research, the researcher can gather rich and detailed information about the teacher's perspectives, experiences, and practices (Loughran and Berry, 2005).

The instrument used to collect data for this research is an interview. The interview consists of 10 questions specifically designed to gather insights into the teacher's strategies for teaching vocabulary. The questions were open-ended and allowed the teacher to elaborate on their approaches, techniques, and experiences. The interview questions tailored to the research question and aimed of the study, ensuring they cover relevant aspects of the teacher's strategies and their effectiveness in supporting students' vocabulary learning.

The interview questions aimed to gather comprehensive information about the teacher's strategies, techniques, challenges, and successes in teaching vocabulary to eighth-grade students. The responses would be provided valuable insights into the teacher's practices and contribute to a deeper understanding of effective strategies for vocabulary instruction at MTS Raudlatutta'allum.

FINDINGS AND DISCUSSION

Findings

The findings of the study indicate that the teacher at MTS Raudlatutta'allum implements a memorization technique as a primary strategy to enhance students' vocabulary acquisition in the eighth grade. This technique involves multiple stages that guide students through the process of learning and applying new vocabulary. Firstly, students engage in pronunciation practice to ensure they can articulate the words correctly. Next, they proceed to memorize the vocabulary along with their corresponding meanings. Finally, students apply the memorized vocabulary by constructing sentences using the words they have learned.

The implementation of the memorization technique proves to be effective in improving students' vocabulary skills. By memorizing the vocabulary, students develop a deeper understanding of the words' meanings, which in turn facilitates easier retention and recall. The process of memorization helps solidify the connection between words and their definitions, allowing students to internalize the vocabulary more efficiently.

Furthermore, the study findings highlight that the memorization technique contributes to the students' ability to generate English sentences more quickly. Through their active involvement in memorization and sentence construction, students become proficient in utilizing the newly acquired vocabulary within meaningful contexts. This accelerated sentence formation not only

demonstrates their comprehension of the vocabulary but also enhances their overall proficiency in the English language.

Discussion

The utilization of the memorization technique in teaching vocabulary at MTS Raudlatutta'allum offers several advantages and considerations for effective vocabulary instruction. One notable advantage is the heightened enthusiasm displayed by students when exposed to the vocabulary memorization method. The active engagement in the learning process, combined with the visible progress in understanding and applying English vocabulary, stimulates students' motivation and interest. This increased enthusiasm fosters a positive learning environment and encourages students to actively participate, leading to enhanced vocabulary acquisition.

However, it is essential to acknowledge the potential drawback of this method, which is the time required for its implementation. The multi-stage process of pronunciation practice, memorization, and sentence construction necessitates a significant amount of instructional time. Incorporating this technique into the regular classroom schedule may pose challenges and require careful planning to ensure that other important areas of the curriculum are not neglected. Thus, educators should allocate sufficient time and strike a balance between vocabulary instruction and other essential learning objectives.

Additionally, the study findings shed light on the benefits of the memorization technique in terms of assessing students' abilities. As students actively engage in the memorization process and construct sentences using the learned vocabulary, their progress and proficiency become more evident. The teacher can readily observe individual students' development, identify areas that require further attention or support, and provide targeted instruction and personalized feedback. This facilitates a more effective assessment of students' vocabulary acquisition and enables instructional adjustments to cater to their specific needs.

In summary, the implementation of the memorization technique as a strategy for teaching vocabulary to eighth-grade students at MTS Raudlatutta'allum demonstrates positive outcomes. The technique's effectiveness lies in its ability to enhance students' understanding of vocabulary meanings, promote quicker sentence formation, and foster a supportive and engaging learning environment. Although the time required for implementation is a potential drawback, the benefits of increased enthusiasm, accelerated sentence construction, and improved assessment outweigh

the challenges. Future research could explore the integration of this technique with other instructional methods to develop a comprehensive and well-rounded approach to vocabulary instruction.

CONCLUSION

The conclusion of the research is that incorporating digital tools and resources can enhance vocabulary instruction. The study found that the memorization technique is effective in improving vocabulary, but it can be time-consuming. The research also highlights the importance of vocabulary acquisition in language proficiency and effective communication skills. It emphasizes the need for contextual learning, word families and associations, active learning strategies, and specific vocabulary strategies. The study provides educators with effective strategies for teaching vocabulary, informs curriculum design, supports differentiated instruction, encourages active learning, and suggests integrating technology in vocabulary instruction.

Based on the findings of this research, there are several suggestions for future research. Firstly, further investigation can be conducted to explore the long-term effects of incorporating digital tools in vocabulary instruction. This can include examining the impact on students' retention and transfer of vocabulary knowledge over time. Additionally, future research can focus on comparing the effectiveness of different digital tools and resources in vocabulary instruction, such as vocabulary apps, online games, or interactive websites. Furthermore, it would be beneficial to explore the effectiveness of vocabulary instruction strategies in different educational contexts and with diverse student populations. This can help identify any potential variations in the effectiveness of these strategies based on factors such as age, language proficiency level, or cultural background. Lastly, future research can delve into the integration of vocabulary instruction with other language skills, such as reading, writing, listening, and speaking. Investigating how vocabulary instruction can be effectively integrated into a comprehensive language curriculum can provide valuable insights for educators and curriculum designers. To sum up, this research highlights the effectiveness of incorporating digital tools and resources in vocabulary instruction. It emphasizes the importance of vocabulary acquisition in language proficiency and provides educators with effective strategies for teaching vocabulary. Future research can further explore the long-term effects of digital tools, compare different tools and resources, examine diverse educational contexts, and investigate the integration of vocabulary instruction with other language skills.

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