

EXPLORING STRATEGY IN TEACHING VOCABULARY (Qualitative Case Study Of Member Quarantine And TOT Program Of LIBAM IAIN Parepare)

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Abstract

This research was carry out at LIBAM IAIN Parepare. Problem in this research is that the strategy used by instructors in the Quarantine and TOT program by LIBAM IAIN Parepare has not been revealed in increasing the vocabulary of the participants. This study aims to describe the strategies used by activity of instructors in increasing vocabulary in the program.

This type of research is qualitative research. The research subjects were instructors and participants in the Quarantine and TOT by LIBAM IAIN Parepare, totaling 22 people. The sampling technique was carried out by the snowball sampling method. The key instrument in this research is the researcher himself. The data collection technique chosen by the researcher is interview. To test the validity of the data, the researcher conducted Source Triangulation between the instructors and the participants. Data analysis techniques were carried out by referring to Miles and Huberman, namely data reduction, data display and data conclusion.

The results of the research showed that the strategy used by the instructors in increasing the vocabulary of Quarantine and TOT by LIBAM IAIN Parepare was 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).

Keywords: *Strategy, presentation strategies, practice strategy, strategy for strategies training*

Introduction

English is spoken wherever as a world language. English assumes a significant part all around the world as a language of correspondence utilized in numerous everyday issues like trade, collaboration, governmental issues, science and development. English has turned into the language that many individuals all over the planet use to impart and propose to one another. , should be dominated. People need everyday work-out and coordinated effort with others all through their lives. English goes past training, filling in as a media language in all parts of advertising with different nations, including optional, corporate, social, and worldwide exchange.

Educating is in excess of a bunch of techniques, showing great means tending to a bunch of targets for a specific gathering of understudies at one point in the school year, utilizing specific assets, inside a specific time span, in a specific school and local area setting. It implies fostering understudies' ability and techniques for acquiring, simultaneously they get familiar with the substance of the educational program. Previously, vocabulary educating and learning were in many cases given little need in second language programs, but as of late there has been a restored interest in the idea of vocabulary and its job in learning and instructing.

In Indonesia, English has been thinking about as a global language, which is utilizing from one side of the planet to the other. English has been embracing as an obligatory subject at school. It begins from middle school up to University. It really intends that, English as an unknown dialect is shown in Indonesian schools. Individuals understand that showing English at this level turns out to be vital and need a lot of concern.

Vocabulary is important to give the understudy something to hold tight, while learning structure, yet it is regularly not a concentration for learning itself. Vocabulary is a center part of language capability and gives a significant part of the premise to how well students talk, tune in, read and compose. Without a broad vocabulary and methodologies for securing new vocabulary, students frequently accomplish not exactly their true capacity and might be deter from utilizing language learning valuable open doors around them like paying attention to the radio, paying attention to local speakers, involving the language in various settings, perusing, or sitting in front of the TV. Not all vocabulary can be learning through cooperation and revelation Medias. Regardless of whether such Medias are conceivable, be that as it may, they are not the most practical all of the time. As a matter of fact, all language parts are significant, however the main one in language educating is vocabulary as Colaman says that vocabulary is the main part in language instructing. Vocabulary, as expressed by Hatch is a rundown or set of words for a specific language or a rundown or set of words that singular speaker of language could utilize. Ur expresses that vocabulary can be characterized generally as the words educators show in the unknown dialect.

Discussing the most common way of dominating vocabulary need to bargain the approaches to enhancing vocabulary. To find out about how understudies ace the vocabulary the educator will examine at the dominating of derivational words that can be utilized to advance vocabulary. Since without knowing the determination of the words that understudies will be confounded to pick what is the appropriate and the right word that they need to take in their composition, talking, tuning in and understanding abilities. By knowing and comprehend the induction of the words, it will assist with organizing the sentences well and ready to put the right words to each sentence. What's more, the outcome the sentences will straightforward for the perusers or individuals who read it.

It holds back nothing ace four language abilities, specifically: tuning in, talking, perusing and composing: and there language parts which are sentence structure, and vocabulary. The parts are severely expected to dominate well with the goal that one will actually want to capably convey English. Among other part, vocabulary has an incredible capability supporting other part of English. In educating and realizing those abilities, students must be know about vocabulary first. Vocabulary is the fundamental of correspondence as we can not convey effectively without knowing the words we need to utilize. Thus, vocabulary dominance plays a significant part for the four language abilities. Language students need to dominate vocabulary however much as could reasonably be expected on the grounds that they generally use words to communicate their thoughts and use it in tuning in, perusing, talking and composing.

Nobody can not intricate and move thoughts well to another and without adequate quantities of vocabulary. Then again, some won't totally comprehend what others are composing to convey in the event that his vocabulary dominance is low, but an individual actually can participate in correspondence without superb language structure or elocution. It shows that vocabulary hold a significant key of language for of correspondence. Then again, instructor should give sorts of technique likewise to help and to expand the understudies' vocabulary. What's more, it tends to be persuade the understudies to be authority in vocabulary.

Some of gathering have been work on English abilities from the fundamental

until the development level. Exceptionally for the fundamental level, the educators or instructors start from working on the vocabularies. One of association in IAIN Parepare in particular LIBAM IAIN Parepare who further develop English has a few techniques or systems in educating vocabulary. One of second in individual from LIBAM is choice program for new part specifically "Quarantine and TOT".

One of the most objective of the educator in Quarantine and TOT is creating authority in vocabulary in light of the fact that the vast majority of individual from LIBAM IAIN Parepare from English division as well as from the other branch of IAIN Parepare. Obviously, they do not have a fundamental in that frame of mind from the essential exceptionally in vocabulary.

Applying various methodologies in educating and growing experience is definitely not another thought for a teacher. From essayist's casual perception, there are some English educator actually confounded how to instruct vocabulary to the understudies. The essayist additionally found that numerous understudies experienced issues when learning English, especially in that language. From the author's point of view, language is one of the important linguistic aspects to focus on English. Good language makes it easier for students to understand the explanations. As language learners use the language, their ability to teach the language improves. That said, people who don't like the language will struggle with the skill. The class considers that so many students are isolated and don't know a thing or two about many vocabulary words.

Primer perception done by the specialist on LIBAM's exercises shown that 60% individual from LIBAM are still break of vocabulary. They just know it yet some of the time they how to accurately recall those vocabularies. In the Quarantine and TOT program has methodology how to authority in vocabulary.

Method

In this session the researcher used qualitative method. In the literature of social science and applied professional fields, such terms as interpretative, naturalistic, constructivist, ethnographic, and fieldwork are variously employed to design the broad collection of approaches that we call simply qualitative research. The reason why the researcher chooses qualitative research methods because to focus on identifying,

documenting, and knowing (by interpretation) the strategy of teaching vocabulary by the instructors of Quarantine and TOT program of LIBAM IAIN Parepare.

This research conducted in program of LIBAM IAIN Parepare namely “Quarantine and TOT” placed in campus of IAIN Parepare. The researcher took the data in the instructor of Quarantine and TOT program of LIBAM IAIN Parepare.

The number of instructors are 10 and participants are 12. In this research the writer uses only one of the instruments, the non-test instrument. The researcher is integrally involved in the case as the instrument and does the observation in the class by interviewing some instructors and participants.

After collecting the data from interview of instructors and participants in this study, the data analyzed qualitative case study. In analyzing the data, The researcher will analyze the document by using an analysis procedure: data collection, data reduction, data display, and conclusion.

Result

Based on the data analysis, there are several strategies in improving participant’s vocabulary of Training of Trainer (TOT) Program of LIBAM IAIN Parepare. They are: a) Presentation Strategies, b) Practice Strategies, c) Strategies for Strategy Training.

The information about instructor or instructors’ strategies in improving participant’s vocabulary of Training of Trainer (TOT) Program of LIBAM IAIN Parepare can be shown in the table 2 as follow:

Table 4.1 strategies in improving participant’s vocabulary of Training of Trainer (TOT) Program of LIBAM IAIN Parepare

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: “ <i>Firstly, I show the picture. It is about greeting card.</i> ”
	2. Body Actions	4	I.4: “ <i>if they do not know about</i>

	<p>3. Real Object or Video</p> <p>Verbal presentation strategy.</p> <p>4. Definition</p> <p>5. Translation</p> <p>6. Exemplification</p> <p>Audio presentation strategy like imitation of sound or having learners listens to a tape recording.</p>	<p>8, 9,10</p> <p>-</p> <p>3, 6, 7</p> <p>2,3,4,5,6,9</p> <p>-</p>	<p><i>the steps. I try to moving my foot on the walk."</i></p> <p>I.8: <i>"Yes, there are the video that related with teaching and learning process."</i></p> <p>I.3: <i>"Yes. I gave the material about jelly fish. I asked to found the difficult word and then find the meaning about the text together."</i></p> <p>I.5: <i>"Sometimes, I used them friends as the example in teaching process."</i></p>
2.	Practice Strategies		
	1) Classroom Test	2,3,4,5,6, and 8	I.8: I asked t the participant 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 participant 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 participant 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 instructor“ strategies in improving participant“ vocabulary.

Discussion

Based on the strategies suggested by Nation in teaching English vocabulary, not all strategies applied by English instructors Quarantine and TOT program of LIBAM IAIN Parepare. They are: definition, audio presentation, written repetition, semantic maps, word building and keeping vocabulary notes.

Moreover, there are many strategies applied by English instructor 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 instructor's 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 instructor 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 there are many strategies that can use by the English instructor in teaching vocabulary, such as using picture. In using picture strategy the teacher will give the picture to the participant and then the participant 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. 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 instructor is body movement (Gesture). Based on the data analysis the researcher found that the instructor using body movement when their participant cannot understand about something and the teacher try to help her participant to easier what the teacher mean by using gesture, mime or action. For example the participant did not 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 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 instructor 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.

The next strategy used by the English teacher in teaching vocabulary is using video. Using video can make participant easier when they learn about something. In this research the teacher use the video to make their participant interested to learning English. Based on the result of interview the instructor 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 instructor ask to the participant to translate from the mother language to target language. In this situation instructor asked to the participant 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 participant to tried to translate the text and find the meaning of the word. According to the subject, the participant needed to know the meaning of the words or unfamiliar vocabulary by translating it. The English instructors of Quarantine and TOT program of LIBAM IAIN Parepare languages when she expiyened words in teaching process. For example, the instructor used Indonesian translation in expiyening words meaning. The teacher gives illustration that the teacher used translation in expiyening words in teaching. From the illustration we could see that in expiyening 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 participant to translate the difficult words in the exercise, to know the meaning but when the participant could not translate it the teacher helped her

participant to translate it. Next is using exemplification strategy in teaching vocabulary. In this strategy the instructor 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 instructor give testing to the participant at the class when they learned about something. For example; practicing dialogue, examination and so on.

Other activities that support the participant“ 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 participant“ 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 participant, then asked them to describe the picture. So, other participant could understand or found the meaning of vocabulary based on the picture. Through that word games the participant 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 participant 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 participant to look up at dictionary. It was done by the teacher to help the participant become independent learner. This activity could be done by the participant not only at school but also at home when they found the difficult words. If the participant found some difficult word, the teacher asked the participant 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 participant used what they found in a dictionary so they could transfer meaning they found into something useful. Participant might be confused by

different meanings for the same word but later they would accustom to do it by themselves. From those ways, the participant 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 participant could easily learn vocabularies”. Harmer states that “dictionaries contain 2 wealth of information about words that participant 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 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 participant to make dialogue and practices it and word games are categorized in this strategy. Strategies for strategy training are teachers strategy in teaching that teaches participant become independent vocabulary learning. The strategies which are categorized into strategies for strategy training are the teacher asks her participant to look up at dictionary and keeping vocabulary notes.

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