

**AN ANALYSIS OF ENGLISH TEACHER STRATEGIES IN TEACHING  
VOCABULARY DURING COVID-19 IN SMPN 1 BABAT IN ACADEMIC  
YEAR 2020/2021**

THESIS



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FACULTY OF EDUCATION AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY,  
MALANG

OCTOBER, 2021

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TEACHING VOCABULARY DURING COVID-19 IN SMPN 1 BABAT  
IN ACADEMIC YEAR 2020/2021**

THESIS

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for the  
Degree of English Language Teaching (S.Pd.) in the English Education Department



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FACULTY OF EDUCATION AND TEACHER TRAINING  
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OCTOBER, 2021

# APPROVAL SHEET

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*Assalamu'alaikum Wr.Wb*

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Malang, 12/October/2021



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**LEGITIMATION SHEET**  
**AN ANALYSIS OF ENGLISH TEACHER STRATEGIES IN TEACHING**  
**VOCABULARY DURING COVID-19 IN SMPN 1 BABAT IN ACADEMIC YEAR**  
**2020/2021**

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**MOTTO**

***“Learn how to light up the world without burning yourself down”- K.  
Tolnoe***



## **DEDICATION**

The most important thing is prostration and gratitude to Allah SWT and Prophet Muhammad who has given us an abundance of grace and blessings. Thank you for giving me the strength, knowledge and path to complete this thesis.

This thesis entitled *An Analysis of English Teacher's Strategies in Teaching Vocabulary during Covid-19 in SMPN 1 Babat in Academic Year 2020/2021* is dedicated to my beloved parents, Mucharrom and Dini Agustiningrum who always give me their support, attention, and love. Also for my lovely advisor who has guided to finish this thesis. Also for all my best friends who always give me much help to finishing this thesis. And the last by not least I would like to thank for myself because I can finish college and survive until now.

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*In the name of Allah, the most gracious and the most merciful.*

Alhamdulillah rabbi'l Alamin. The researcher would like to express most proud gratitude to Allah S.W.T, for blessing and mercies for completing this thesis entitled “An Analysis of English Teacher’s Strategies in Teaching Vocabulary during Covid-19 in SMPN 1 Babat in Academic Year 2020/2021” which was then handed over as final assignment to get bachelor’s degree (S.Pd). Shalawat and salam are delivered to our beloved prophet Muhammad SAW who has brought the human being from darkness into the lightness.

During the writing this thesis, the researcher realizes that received much assistance, suggestion, and advice from the number person. Without the suggestion, advice, and assistance of this people, this thesis would never have existed.

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Teaching Faculty of the State Islamic University of Maulana Malik Ibrahim Malang.

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6. To the School where the writer collected the data, SMPN 1 Babat especially Mrs. Sukarni and Mrs. Yayuk
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9. To all TBI members for so much love and support to completing this thesis.
10. To all member of BTS that give me so much motivation with their music to finishing this thesis.

Regarding the content of this thesis, the writer was keenly aware that there are many flaws and mistakes that needed to be corrected. Therefore, constructive criticism and advice are expected by the writer to correct such flaws. With this thesis, the writer hopes that she can offer a contribution that benefit the readers, especially in the field of education.

Malang, October 08<sup>th</sup>, 2021

The researcher

A handwritten signature in black ink, consisting of several overlapping, fluid strokes that form a cursive representation of the name.

Intan Apriliana Kusumaningrum

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## ARAB-LATIN TRANSLITERATION GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on the joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia no. 158 of 1987 and no. 0543 b/U/1987 which can be broadly described as follows: Huruf

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ‘
ذ = z	غ = g	ي = y
ر = r	ف = f	

### A. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

### B. Diphtong Vocal

او = aw

اي = ay

او = û

اي = î

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## **LIST OF ABBREVIATION**

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Abbreviation	Meaning
EFL	English for Foreign Learners
ESL	English for Second Language
Covid-19	Corona Virus Disease 2019

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## ABSTRAK

Kusumaningrum, Intan Apriliana. 2021. An Analysis of English Teacher's Strategies in Teaching Vocabulary during Covid-19 in SMPN 1 Babat in Academic Year 2020/2021.

Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. A. Nurul Kawakip, M.Pd, MA

**Kata Kunci:** Strategi Pengajaran, Kosakata, Pembelajaran Online

Kosakata didefinisikan sebagai kumpulan semua kata yang dipahami oleh seseorang atau semua kata yang kemungkinan akan digunakan oleh orang tersebut untuk menyusun kalimat baru. Kosakata merupakan hal penting yang harus dipelajari dan diperhatikan, oleh karena itu guru harus memiliki strategi yang baik dalam mengajarkan kosakata. Strategi guru juga sangat menentukan pemahaman siswa. Di tengah pandemi COVID-19, seluruh kegiatan belajar mengajar dilakukan di rumah dengan sistem online untuk mengurangi risiko penularan COVID-19. Oleh karena itu, guru harus memiliki strategi yang baik agar siswa dapat memahami dan meningkatkan pembelajaran kosakata dengan baik di rumah.

Penelitian ini menggunakan pendekatan kualitatif. Peneliti akan fokus pada strategi guru dalam kegiatan pembelajaran bahasa Inggris selama pandemi. Subjek penelitian adalah salah satu guru di SMPN 1 Babat. Peneliti hanya fokus pada tiga guru karena pengalaman mereka yang sudah mengajar lebih dari 30 tahun. Dalam penelitian ini peneliti melakukan wawancara dengan guru bahasa Inggris di SMPN 1 Babat. Wawancara akan dilakukan secara online melalui google form. Teknik analisis data dalam penelitian ini adalah analisis deskriptif. Data dianalisis dengan *Organizing* dan *Familiarizing* dan *Interpreting and Representing*. Lokasi penelitian ini berada di SMPN 1 Babat. SMPN 1 terletak di Jl. Raya Bedahan No.1, Bedahan, Kec. Babat, Kabupaten Lamongan, Jawa Timur.

Hasil penelitian ini menunjukkan bahwa guru menggunakan empat strategi dalam mengajar kosakata selama Covid-19, yaitu menggunakan kamus, video, teks bacaan dan gambar. Strategi tersebut digunakan untuk membantu siswa meningkatkan kosakata. Guru juga menggunakan lebih dari satu strategi dalam satu pertemuan ini bertujuan agar siswa dapat dengan mudah memahami materi yang disampaikan.

## ABSTRACT

Kusumaningrum, Intan Apriliana. 2021. An Analysis of English Teacher's Strategies in Teaching Vocabulary during Covid-19 in SMPN 1 Babat in Academic Year 2020/2021.

Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. A. Nurul Kawakip, S.Pd, MA

**Keywords:** Teaching Strategy, Vocabulary, Online Learning

Vocabulary is defined as the set of all words that understood by the person or all words which are likely to be used by the person to construct new sentence. Vocabulary is an important thing that must be learned and considered, therefore teachers must have a good strategy in teaching vocabulary. The teacher's strategy also greatly determines student understanding. In the midst of the COVID-19 pandemic, all teaching and learning activities are carried out at home with an online system to reduce the risk of COVID-19 transmission. Therefore, the teacher must have a good strategy so that students can understand and improve their vocabulary.

This research uses qualitative approach. The researcher will focuses on the teacher's strategies on English learning activity during pandemic. The research subject is one of the teacher in SMPN 1 Babat. The researcher just focused in three teachers because of they are seniors English teachers in that school and has experience teaching English around 30 years. In this study the researcher carry out interviews with English teacher in SMPN 1 Babat. Interview will be done once for teacher and interview was done through online by google form. The technique of data analysis in this research is descriptive analysis. The data were analyzed by organizing and familiarizing, and interpreting and representing.

The results of this study indicate that teachers use four strategies in teaching vocabulary during Covid-19, namely using dictionaries, videos, reading texts and pictures. These strategies are used to help students improve vocabulary. The teacher also uses more than one strategy in one meeting so that students can easily understand the material presented.

## التجريد

كوسومانينجروم، إيتنان أفريقيا، 2021. تحليل الاستراتيجيات معلم اللغة الإنجليزية في تدريس المفردات خلال Covid-19 بمدرسة المتوسطة الحكومية الأولى بابات في العام الدراسي 2021/2020.

البحث الجامعي. قسم تدريس اللغة الإنجليزية اللغة العربية، كلية علوم التربية والتعليم جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: الدكتور الحاج أحمد نور الكواكب الماجستير.

كلمة الإشتارية: الاستراتيجيات التعليم، المفردات، تعليم على الانترنت

يتم تعريف المفردات على أنها مجموعة من كل الكلمات التي يفهمها الشخص أو كل الكلمات التي من المحتمل أن يستخدمها الشخص لبناء جمل جديدة. المفردات هي شيء مهم يجب تعلمه والاهتمام به ، لذلك يجب أن يكون لدى المعلم استراتيجية جيدة في تدريس المفردات. وكذلك تحدد استراتيجية المعلم لها حقا مدى لفهم الطلاب. و في خضم جائحة COVID-19 ، يتم تنفيذ جميع أنشطة التدريس والتعلم في المنزل باستخدام نظام عبر الإنترنت لتقليل مخاطر انتقال COVID-19. فلذلك ، يجب أن يكون لدى المعلم استراتيجية جيدة حتى يتمكن الطلاب من فهم وتحسين تعلم المفردات بشكل جيد في المنزل.

تستخدم هذا البحث بمدخل النوعي. ستركز الباحثة على استراتيجيات المعلم في أنشطة تعلم اللغة الإنجليزية أثناء الوباء. موضوع لهذا البحث هو أحد المعلمين في مدرسة المتوسطة الحكومية الأولى بابات. تركز الباحثة فقط على معلم واحد فقد وهذا كما توصيات الشؤون الأكاديمية والمناهج الدراسية في مدرسة المتوسطة الحكومية الأولى بابات. في هذه الدراسة، أجرت الباحثة مقابلة مع معلم اللغة الإنجليزية في مدرسة المتوسطة الحكومية الأولى بابات. وسيتم إجراءات المقابلة عبر الإنترنت عبر نموذج جوجل. تقنية تحليل البيانات في هذا البحث هي التحليل الوصفي. وتم تحليل البيانات بطريق التنظيم والتعريف والتفسير والتمثيل. الموقع لهذا البحث في مدرسة المتوسطة الحكومية الأولى بابات. ويقع مدرسة المتوسطة الحكومية الأولى بابات في طريق بدهان العام رقم 1 ، بدهان ، مقاطعة بابات، منطقة لامونجان، جاوا الشرقية.

تشير نتائج هذا البحث إلى أن المعلم يستخدم أربع استراتيجيات في تدريس المفردات خلال Covid-19 ، وهي استخدام القواميس ومقاطع الفيديو وقراءة النصوص والصور. تُستخدم هذه الاستراتيجية لمساعدة الطلاب على ترقية المفردات اللغوية والقيام بالواجبات ومساعدة المعلم في تقديم المواد. بالإضافة إلى قدرة الطلاب على ترجمة الكلمات بشكل صحيح، سيعرفون أيضا كيفية نطق الكلمات بشكل صحيح. كما أن تكييف الفصل الدراسية عبر الإنترنت ليس بالأمر السهل نسبة للمعلم لأنه سيكون من الصعب للغاية التحكم لدى الطلاب للدراسة بشكل جيد ، ولكن باستخدام المعلم الاستراتيجية من خلال توفير الراحة والتحفيز والتعاون مع أولياء الأمور حتى يتابع الطلاب التعليم بشكل جيد

## **CHAPTER 1**

### **INTRODUCTION**

This chapter is an introduction to the research. It describes how and why the writer chooses this topic. The basic details of the research are described as following topics: background of the study, research questions, research objective, significance of the study, limitation of the study and operational definition of key terms.

#### **1.1 Background of the study**

Learning English as foreign language has become a strategy and tool for human development in the history of world education. In Indonesia, English has become an obligation for students to learn as a condition for school graduation. That means English has become a basic requirement in the field of education. In the world of teacher education, it plays a very important role, it can be said that teachers are role models for their students. Teachers in interactive teaching have not only educational and vocational roles but the teachers must be designer, programmer, researcher, manager, innovator, and teacher in one time (Illic, 1999). The teacher is executant of education and will be the partner during teaching learning activity with students.

Teaching learning activity is not easy especially teaching English in many different levels skill. Teacher must have creativity and use effective strategies to make students understand and also the teacher must be selective to choosing materials in order to make students interested. Strategies can make learning easier, faster, enjoyable, self-directed, more effective, and transferable to new situations (Oxford, 1990).

Teachers can play many roles in the classroom. Rebecca Oxford et al. (1998) found that teacher roles are often the best. Described in the form of a metaphor: the teacher as a manufacturer, the teacher as a doctor, the teacher as a judge, the teacher as a gardener and others.

Vocabulary is defined as the set of all words that understood by the person or all words which are likely to be used by the person to construct new sentence.

Vocabulary is the words that people understand both their meaning and usage.

Someone must have sufficient vocabulary to understand what is read and heard, to speak and write the right words that could be understood by others.

Mahmud Nurdin (2009) in his book claimed that vocabulary is one of the part that is very important in mastering English skill that is speaking, writing, reading, and listening. The greatest amount vocabulary that we memorize the faster we master an English. According to Richards (2002), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Jackson and Amvela (2000) said that the terms of vocabulary, lexis, and lexicon are synonymous.

Vocabulary is very important for beginner learners. The beginner learners start to learn vocabulary since they are in elementary school. Since elementary school, the students learn about four skills such as reading, speaking, listening, and writing. And learn about three components such as pronunciation, grammar, and vocabulary. English can be improved with good vocabulary mastery because it can affect language skills. Given the increasingly advanced development of science and technology, the

demand to be able to master a foreign language as a communication tool is a necessity. Having sufficient vocabulary is one of the requirements for mastering English.

The importance of vocabulary mastery, is not enough to trigger the practice of ELT to place great emphasis on vocabulary teaching because it is found that vocabulary teaching seems to be neglected in learning English in Indonesian context (Cahyono and Widiati, 2008). This seems unfortunate considering the fact that for a country in which English is a foreign language, like Indonesia, teaching English is very likely to face many obstacles and challenges and they particularly deal with vocabulary. For instance, in the wide implementation of teaching English through Genre Based Approach (GBA), in which English is dominantly taught through several kinds of texts, students are inevitably required to read the texts and also understand what the texts are about. In this stage, one of the most crucial problems comes up is students are still lack of vocabulary. This fact confirms Kweldju (2004) and Priyono (2004) studies who found that students' limited vocabulary has been the main problem in learning English in EFL context. This problem may have something to do with how teachers and students perceive vocabulary teaching and vocabulary learning as well as how vocabulary is taught and learned in ELT classroom.

In this research, the researcher chooses SMPN 1 Babat to conduct this research. SMPN 1 is located in Babat Lamongan. It can be said that this school is the favorite one in Babat. In this school, English is one of the subjects that is highlighted. The student often take part in the English competition like speech, telling story and debat.



Since March, 2<sup>nd</sup> 2020, Indonesia shaken with a COVID-19. This virus first appeared in Wuhan, China until now. Due to COVID-19, all of system in Indonesia are disrupted especially in educational system. Almost all school and university in Indonesia were closed this regulation has been set by the President of the Republic of Indonesia as of date of March 11, 2020. And all of learning and teaching activity doing at home with online system in order to reduce the risk of transmission from COVID-19.

This situation made the educational system must be changed on a large scale. With this situation teachers and students must adapt to new learning method. The teacher should have a new learning system and how teachers can properly design the material. So, the students can continue to learn with interest and not boring and the most important thing is that students can understand the material presented by the teacher. Also, the teacher should think clearly about the strategy that teacher should use in pandemic situation and online system.

The study that related to this research is Fitri Yani (2016) conducted research on the analysis of teacher teaching strategies and different student learning styles in the English teaching and learning process. The aim of this research is to find out how English teacher formulate and implement teaching strategies in teaching English and the process of learning styles. Based on the result of this research, it shows that the teacher uses several strategies to cover up differences in students learning styles. The strategy is used by examine the students' character, the learning objectives that the students wants to achieve and the learning materials characteristic.

Bakti (2017) conducted a study on “Vocabulary Learning Strategies Used by Junior High School Students”. The goals of this study is to determine what vocabulary learning strategies are most frequently adopted by junior high school students when learning English. The researcher used descriptive method to conduct this study the researcher was given questionnaire and interview. The participants chose vocabulary learning strategies which were practical, fast, and simple but helpful in discovering and remembering new words, such as guessing the meaning from context, asking the teacher for definition, studying the meaning with their friends, underlining the important words, and using media.

Aisyah (2017) conducted a study by the title “the vocabulary teaching and vocabulary learning: perception, strategies, and influence on students’ vocabulary mastery”. In this research the researcher found that the perception on vocabulary teaching and vocabulary learning, both teacher and student gave positive perception towards vocabulary teaching and vocabulary learning. Strategies used by students to learn vocabulary, the study found that in initially finding the meaning of unfamiliar words, students mostly used Determination Strategy compared to Social strategy. Meanwhile, in retaining the vocabulary into long term memory, students mostly employed Metacognitive strategy, followed by Memory, Cognitive, and Social strategy as the least frequent vocabulary learning strategy.

Those researches had the sameness to establish a study on strategy in teaching English. Although each study had different strategy which is used by the researcher. The first study talk about teaching strategies and different learning style in English teaching and the researcher found that the teacher used several strategies to cover up

different learning style. The second study is talk about strategies that used by student in vocabulary learning and the students used several strategies such as guessing the meaning from context, asking the teacher for definition, studying the meaning with their friends, underlining the important words, and using media. And the third study is talk about perception, strategies, and influence on students' vocabulary mastery. The researcher found that the perception on vocabulary teaching and vocabulary learning, both teacher and student gave positive perception towards vocabulary teaching and vocabulary learning. Based on the previous study above, the researcher also establish a research about strategy in teaching vocabulary but in different condition and different viewpoint. The researcher uses descriptive qualitative as the research method.

Besides, this research related with Qur'anic verse from At-Taubah verse 122 which read:

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْتَفِرُوا كَافَّةً ۚ فَلَوْلَا نَفَرَ مِن كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا فِي الدِّينِ وَ لِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ

The meaning of the verse is: And it is not proper for the believers to all go (to the battlefield). Why don't some from each of them go to deepen their religious knowledge and to warn their people when they have returned, so that they can take care of themselves.

The main part of this verse is 'Why don't some from each of them go to deepen their religious knowledge' related to the importance of studying even in critical conditions. According to the explicit meaning of this verse, the obligation to seek knowledge which is emphasized in the sight of Allah is in the field of religious

knowledge. However, religion is a living system that covers all aspects and aspects of human life. Therefore as Muslims we are required to seek knowledge so that we can take care of ourselves.

Based on the explanation above the researcher is interested to investigate and find what the strategy that should teacher used in teaching vocabulary mastery during pandemic. Therefore, the researcher want to know and try to observing this a researcher entitled “**An Analysis of Teacher Strategies in Teaching Vocabulary during Covid-19 in SMPN 1 Babat in Academic Year 2020/2021**”

## **1.2 Research Question**

Based on the background of the research, the researcher formulates some question:

1. What are the teacher strategies in teaching English vocabulary during COVID-19 pandemic?
2. How does the teacher implement those strategies in teaching vocabulary?

## **1.3 Research Objective**

The objective of the study are:

1. To explore the teacher strategies in teaching vocabulary during COVID-19 at SMPN 1 Babat
2. To describe how does the teacher implement those strategies in teaching vocabulary?

## **1.4 Significance of the Study**

### **1. Theoretical Benefit**

This study will give an information based on the teacher’s strategies in teaching vocabulary during COVID-19 pandemic. Also, this research provides an

advantage description for future research that wants to study the same case, so this research provides useful information and useful references for the next study.

## **2. Practical Benefit**

### **1. For teacher**

The researcher expectancy that the result of this research will be helpful for the other teacher in teaching vocabulary learning process during pandemic, so the teacher can conduct the activity in teaching learning process become more effective even through online platform.

### **2. For students**

By using teacher strategy during covid-19 the researcher hopes that students will get the value and catch the material clearly in teaching and learning process and students will not feel compelled to learn English.

## **1.5 Limitation of the Study**

In this study, the researcher will focuses on the teacher's strategies in teaching vocabulary during COVID-19 at SMPN 1 Babat in the academic year 2021/2022. The subject of this research will be three of English teachers who taught during the COVID-19. The researcher just focused in one teacher because she is the senior English teacher in that school and has experience teaching English for 23 years.

## **1.6 Definition of Key Terms**

By the listed of the key terms, it makes the researcher and readers will be easier to understand. The following key terms such as teaching strategy, English, and teacher strategy.

### **1. Vocabulary**

Vocabulary may be a list of words and their combination particularly language (Joklova, 2009). Vocabulary may be a set of words that belongs to somebody or another entity or is an element of a selected language. A personality's vocabulary defines as a group of all words translated by that person or all words that may be employed by that person to construct a brand new sentence.

## **2. Teaching Strategy**

Smilansky (1968, 1990) as cited in Perry (2001) described teaching strategies as a way for a teacher to play with children. Furthermore, OECD (2010) also defined teacher strategy as a combination of the processes by which teachers manage the classroom and use all facilities to improve student understanding. Issac (2010) described that strategy is process or the way how the teacher teach.

## **3. Online Learning**

Online learning is the form of distance learning or distance education, this system has been used in America, and has been be the largest sector of learn of distancing in recent years (Bartley & Golek, 2004).

## **CHAPTER II**

### **LITERATURE REVIEW**

The researcher will present the theoretical framework that relates to the topic that is the definition of vocabulary, teacher strategy, kind of teacher strategies, teaching method, strategies in teaching vocabulary, and online learning.

#### **Theoretical Framework**

##### **2.1 Definition of Vocabulary**

Vocabulary is a set of words know to a person or other entity, or part of a particular language. Vocabulary is defined as the set of all words that understood by the person or all words which are likely to be used by the person to construct new sentence. Vocabulary is the words that people understand both their meaning and usage. Someone must have sufficient vocabulary to understand what is read and heard, to speak and write the right words that could be understood by others.

Mahmud Nurdin (2009), in his book claimed that vocabulary is one of the part that is very important in mastering English skill that is speaking, writing, reading, and listening. The greatest the amount vocabulary that we memorize the faster we dominate an English. According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Jackson and Amvela (2000:11) say that the terms of vocabulary, lexis, and lexicon are synonymous.

The vocabulary of language always changes and grows. As life become more complex, people devise or borrow new words to describe man's activities. No one

knows exact numbers of words in the English vocabulary today. From the interpretation above, we can conclude that vocabulary is the core component of language proficiency that consists of a set of lexeme, including single words, compound words, idioms; provides much of the basis for how well learners speak, read, listen, and write; and has similarities with the term “lexis” and “lexicon”.

## **2.2 Definition of Teaching Strategy**

Teaching strategy is a very important role to assist the student to learn. This is same with Herrell and Jordan (2012) statement that clarify strategy as the oncoming that can be used over curricular areas to assist the learning of students which may be used only on opportunity. Haidir and Salim (2012) claim the word strategy is frequently analyze by technique or method, which mean is the way to deliver message to students in the form of learning materials to achieve learning goals.

As stated by Djamarah and Zain (1997), there are four basic strategies in teaching and learning process:

1. Identify and decide the specifications and qualification of changes in attitude and personality of students as supposed.
2. Choosing a teaching and learning approach system build upon the aspiration and stare of life of the community.
3. Selecting and decide procedures, methods, and learning techniques that are considered the most proper and effective so that the can be used as guidelines by teachers in implementing their teaching and learning process.
4. Establishing minimum limits for success and norms or standards and criteria for success so that teachers can guide them in carrying out their duties, and



can evaluate the results of teaching and learning activities, which will then can be used as feedback to enhance learning.

Event tough teaching is a series of events teacher's experienced to educate and want to change of student's behavior. It brings about changes in students' thoughts, feelings and action. This helps them to adapt their environment.

Brown (2000) claims that teaching means lead and facilitating learning, enabling students to learn, regulating learning situations. Learning doesn't have to be with the teacher. They can use anything like from books, social media, or from other source which they can act as teacher.

### **2.3 Kind of Teaching strategies**

#### **1. Inquiry Based-Learning**

Inquiry-based learning is an approach to teaching and learning that places participants' ideas, question and observation at the center of the learning experience. Education plays an active role throughout the process by building a culture in which ideas are challenged, tested, redefined and seen irreparably valued, moving children from questioning position to a position of understanding and further questioning (Scardamalia, 2002).

Inquiry-based learning should follow the following principles, including:

1. The first principle is that learners are at the center of the whole process, while instructor, resources, and technology are adequately organized to support them.
2. The second principle, all learning activities revolve around information processing skills.

3. The third principle, the instructor facilitates the learning process, but also learn more about the characteristics of learners and the inquiry-based learning process.
4. The fourth principle, emphasizes the evaluation of information and conceptual understanding, and not on the actual content of field.

There are several steps that must be followed by teacher included:

1. Asking question
  2. Analyze and describe it
  3. Describe findings verbally or in writing
  4. Thinking about the information and knowledge that will be obtained.
2. Cooperative Learning

According to Roger cited by Huda (2013), cooperative learning is a group learning activity organized by the principle that learning must be based on changing information socially between groups. Slavin (2005) stated that cooperative goal structure creates a situation in which group members can achieve personal goals is if their group can be successful.

According to Hamdani (2011) in cooperative learning, special skills are taught so that students can work well in groups to become good listeners, and are given activity sheets containing questions or tasks that are planned to be taught. Cooperative learning is a great way to build a students' knowledge and social life. According to Waluya, Winayawati, and Junaidi (2012) explain that the cooperative learning is a learning model that

prioritizes cooperation, namely collaboration between students in cooperative learning to improve values such as honesty, cooperation, mutual respect, responsibility, tolerance, and self-sacrifice (Zakaria, 2013).

### 3. Differentiated Instruction

Differentiated Instruction or Differentiated learning or Differentiated Teaching was first introduced by Carol Ann Tomlinson. According to Tomlinson (2000), Differentiated Instruction (DI) is not a strategy, program, or “something” It is the way to thinking. A philosophy of how to respond to student differences by adapting teaching to meet student needs. In another book, Tomlinson (Butler and Lowe, 2008) argues that Differentiated Instruction is learning tailored to the needs of students with the aim of maximizing the potential of each student.

Differentiated Instruction is a way to customize learning based on student need. So, to apply it, there are three steps that must be followed, namely gathering information about students, designing Differentiated Instruction, and implementing Differentiated Instruction in learning.

## 2.4 Teaching Methods

Vikoo (2003), discusses the type of teaching methods and describes them teaching methods can be presented in three main categories:

### 1. Cognitive development methods

The term cognitive comes from the cognition, which has the equivalent of knowing. In broad sense, cognitive (cognition) is the acquisition, organization, and use of knowledge. In subsequent developments, the term

cognitive became popular as one of the human psychological domains which includes every mental behavior related to understanding, consideration, information, processing, problem solving, deliberate, and belief. The mental domain which is centered in the brain is also associated with conation and affection which is related to the realm of taste (Muhibbin, 2012).

Here, if the focus of instructional objective is to develop intellectual students' skills, then cognitive development teaching methods are recommended for teaching. This method help students to understand, analyze, synthesize, and evaluate information. This helps students develop good cognitive capability. Though the cognitive development method is basically educational.

## 2. Affective development method

Affective development is about attitudes and values. Attitude is the relationship of perception and behavior in terms of a fields of psychology. Attitude is a way of reacting to a stimulus or situation should be faced. Attitude involves some knowledge of the situation, but the most essential aspect of attitude is the presence of feeling or emotions, a tendency towards actions related to knowledge.

The affective domain, Karthwohl divides it into five categories or levels, namely: Receiving, responding, valuing, organizing, and practice (characterization). And in developing this affective realm the teacher is of course very dependent on subjects and grade levels, and each subject has affective indicators in the learning outcomes curriculum.

## 2.5 Strategies in Teaching Vocabulary

(Brown 2001) stated that no teaching strategy is better than others in all circumstances, so you have to be able to use a variety of teaching strategies, and make rational decisions about when each of the teaching strategies is likely to be most effective. Teacher strategies is plan of the teacher of the teacher designed learning process in achieving learning proposes. There are many kinds of strategies that used by the teacher in their teaching learning process. According to Larsen and Freeman (2000) some of the kinds of techniques in language teaching are: The direct method, the grammar-Translation method, the silent way, community language learning, audio-lingual method, total physical response, cooperative learning, content and task-based, communicative language teaching.

Mothe (2000) stated that teacher can use the innovative strategies to present vocabulary in the classroom including:

- a) Teaching words in the context: Teachers can create an interesting, vivid, plausible and student-relevant context. “Understanding is an essential prerequisite for teaching vocabulary as it both attracts students' attention and generates feedback. It is easy to understand, the teacher has to start by acquiring the target vocabulary.
- b) Dictionary: The teacher should encourage students to look up words in the dictionary. Dictionary work was arduous but necessary, and ESL college students need to learn how to use the dictionary in practice.

- c) Associated vocabulary: The teacher can easily teach all of these words together. For example, it is easier to teach words like orange, banana, grape, lemon, pineapple, mango, and watermelon together in the context of “fruit” than it is to teach these words individually.
- d) Showing picture: Graphics, pictures, and maps can be used to improve students' understanding of a particular word or concept. There are some good picture dictionaries out there. The teacher must use these dictionaries. For example, use a picture of a "fish", words related to the fish such as gills, eyes, spine, cold blood, water, large, small, etc. Some words work well with pictures, especially nouns. This can also be a great way to introduce related blocks of words that are often used in foreign language teaching, such as: B. class or house related nouns and verbs.
- e) Etymology: The etymology of a word is often much easier to understand than the simple linguistic symbol and its current semantic meanings. Therefore, if we are teaching a completely strange English word, we can ask students to look it up in a dictionary or elsewhere. Look it up or surf the web to find the source. Interesting stories behind the birth of a word can be a very good reminder for students to remember the word in question. Therefore, learning the etymology of a word will undoubtedly help you understand new words.
- f) Synonyms and antonyms: Synonyms enrich the student's vocabulary and provide instant alternative words. These can be effective because they are based on words and phrases that students already know. Adjectives often

have multiple symptoms, and phrasal verbs generally have a nonverbal verb equivalent. Invite students to come up with five new words, then ask students to spell them out, using their meanings and synonyms. For antonyms, students were asked to make lists of opposing words. Two groups were formed; one group gave a word while the other group asked for an opposite word, for example, harsh / blunt, rude / polite, flexible / rigid, generous / mean, etc. Opposite word for them as "blunt".

- g) Reading words aloud: Reading words aloud is also very useful for students to improve their command of vocabulary. Sounds can be an easy way to illustrate words that describe sounds, such as: B. hissing, scratching and ringing. You can make the tones yourself or bring audio tapes or CDs for students to listen to and write the words they hear. The situation can be made easy and interesting if the English teacher chooses the vocabulary, marks the vocabulary and uses different techniques in the classroom.
- h) Crossword puzzle: Provides a fun way to review vocabulary. Students can solve the puzzles in pairs in class, as a race with other students or at home as a homework assignment. The teacher can also design a "word puzzle", also known as a "word puzzle". Cross asks the students to work in groups to find and circle the words in the puzzle. The teacher can also insert multiple versions of the word into the puzzle, only one of which is spelled correctly. The word with the correct spelling.
- i) Showing video: Select a video segment that contains a range of actions or visual details. Give students a list of target vocabulary words and ask them

to create a paragraph that includes as many words as possible. This activity is best done after students watch the video. As you learn to use more vocabulary correctly, you will see improvements in your writing and speaking.

- j) Role-Play: It creates the presence of a real life situation in the classroom. It is important in classroom communication because it gives students the opportunity to practice communicatively in different social contexts and in different social roles. The teacher can ask students to speak freely or talk about daily activities.

Anuthama (2010) claimed that the teacher can apply innovative methods to teach vocabulary using the ripple effect, word-wall approach, and use of color.

- a) Ripple effect: The teacher can help students understand that most words in English have more than one meaning. These meanings of a word are often related. There is almost always a central meaning with all the other meanings that arise from it and with the help of imagination and association. Meanings can be linked to one another. For example the central meaning of "green", the color of the growing grass. This meaning is expanded to describe everything that has that color, such as "green", "vegetation", "green fly", "green signal" etc. "green revolution", "green ribbon", etc.
- b) Word-wall approach: On the word wall, students are able to see, touch, hear, say and write the words, resulting in increased vocabulary



retention and an enthusiasm for learning vocabulary. Create connections between new and familiar words. It can be used in response to meaningful contexts or to build relevant contexts around new words. Equally important, Word Wall encourages active student participation, a key to effective learning in general.

- c) The use of color: Word coloring helps students focus on the task and increases the time and attention students devote to learning each word. Underlining words or decorating with crayons is an activity no student can go wrong with, and the sense of achievement is extremely encouraging for everyone. Pencil-colored texts and exercises appear more familiar or personal to the students and are much easier to work through than clean texts as they work through the material.

On the other hand, Shen Weiwei (2003) said that effective vocabulary learning strategies can be illustrated by the dimensions and dynamics of a 5R model: receiving, recognizing, retaining, retrieving and recycling in four language skills of options for finding new words. You can discover new words either by accident or on purpose through the four main language skills, audio or visual materials, and from teachers, native speakers, or other students. Students must use high resources of contextualization.

In incremental recognition, learners generally make an effort, consciously or unconsciously, to find and identify new words in order to recognize them. By holding back, learners can then guess or analyze the

meaning of words through morphological elements they have seen before, associate or create a picture of the new words from the sound or shape. Then the students recall the words from their memory and the last one recycled into four language skills.

## **2.6 Online Learning**

One of the uses of the internet in education is distance learning or distancing learning. There are various terms to express ideas about distance learning using the internet, namely: online learning, internet-enabled learning, virtual learning, virtual classroom or web based learning (Sihaan, 2003). Brown (2002) states that online learning is a learning activity that utilizes the internet network as a method of delivery, interaction and facilitation and is supported by various other forms of learning services.

According to Siahaan (2003), there are three online learning functions for classroom learning activities namely as follows:

1. Supplement

As a supplement, if students have the freedom to choose, whether to use online learning materials or not, in this case there is no obligation for students to access online learning materials.

2. Complement

As a complement, if the online teaching material is programmed to complement the learning material that students receive in the classroom. Online learning materials are programmed to be reinforcement or remedial material for students in participating in conventional learning

activities.

### 3. Substitution

As a substitution, online learning material is programmed to replace learning material that students receive in class

Haughey (Hardjito, 2002) explains that there are three forms of online learning as the basis for developing a learning system using the internet, namely: web courses, web centric, and web enhanced courses.

#### 1. Web Course

The web course is the use of the internet for learning purposes, all writing materials, discussions, consultations, assignments, exercises and exams are completely delivered via the internet.

#### 2. Web Centric Course

Web centric course is learning with some of the learning materials and exercises delivered via the internet, while the exam as consultation, discussion, and exercise is done face-to-face.

#### 3. Web Enhanced Course

The web enhanced course is the use of the internet for education to support the improvement of the quality of teaching and learning activities in class, in this form the main learning activity is face-to-face activities in clas

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter the researcher will explain the methods of this research. It consist of research design, subject of the study, research instrument, data collection, and data analysis.

#### **1.1 Research Design**

This research is supposed to describe the teacher strategy in teaching English during pandemic. This research uses qualitative approach. The researcher will focuses on the teacher's strategies on English learning activity during pandemic, it will describe based on the teacher strategies in SMPN 1 Babat. Qualitative research is used to analyze and describe the capability and uniqueness that used by teacher in English class.

The researcher uses the case study because this research is centered on a very particular interest, the research seeks the detail of the interaction with its contexts. In this research, the particular interest is the teaching and the learning of the researcher observes and draws on the phenomenon as clearly as possible without manipulation. Qualitative research is process of inquiry that aimed to understanding human behavior by building complex, holistic picture, of the social and cultural settings in which such behavior occurs. It does so by analyzing words rather than numbers, and by reporting the detailed views at the people who have been studied. Such inquiry is conducted in settings where people naturally interact, as applied to specially designed laboratories or clinical/experimental settings. Qualitative research seeks to

understand the what, how, when, and where of an event or an action in order to establish its meaning, concepts, and definitions, characteristics, metaphors, symbols, and descriptions (Angrosino, M.V.2007).

So, it could be seen that qualitative attempt to describe a phenomenon of social in establish of words. The major purpose of descriptive research is to describe the condition of view as it stand today. In simple terms, this fact-finding investigations, in descriptive research, conclusion can be accepted, but does not establish cause and effect relationship.

### **3.2 Subject of the study**

The subject of this research chosen based on the uniqueness of the case. In this research chooses the subject that related on English education. Because the researcher will investigate the teacher's strategy in teaching learning process, the subject will be the English teacher in SMPN 1 Babat. The researcher just focused in three teachers because of they are seniors English teachers in that school and ha experience in teaching English around 30 years. According to Hightower et al. (2011: 5), Quality teachers learn for life in their subjects, teach hard, and reflect on their teaching practice. They transfer knowledge of their subject matter and learning process through good communication, diagnostic skills, understanding of different learning styles and cultural influences, knowledge of child development and the ability to deploy a range of techniques abroad to meet the needs of students.

### **3.3 Research Instrument**

The research instrument in this study was the researcher herself. Researchers as a human instrument, function to determine the focus of research, select informants as

data sources, collect data, assess data quality, analyze data, interpret data and make conclusion on their finding (Sugiyono, 2010). Lincoln and Guba (1985) explain that human as data collection instruments provide the advantages of being more flexible and adaptive and can use all senses they have to deal with something.

#### **1.4 Data Collection**

In this study the data would be collected used interview, documentation, and questionnaire. The researcher spent one month in data collection from the 28<sup>th</sup> of July to the 28th of August

##### **1. Interview**

In this research, interview or question and answer discussion are the best ways to learn or dig deep information from the subject that which will be researched. An interview is discourse that purpose to gather information in a description about the relationship of the subject to be interviewed. Schostak (2006) cited that the interviews are extended conversation to get depth information about specific topic or subject, and through which phenomena can happen and be analyzed of the meaning carried by the interview.

Due to the corona virus, interviews still carried out using an online system. The interview design and question statement will influence the depth and freedom of the subject response. Several interviews were pushing long and detailed reports while others are designed to gain short reports and specific response. There is three general interview types including: structured, semi-structured, and unstructured interview (Edwards & Holland, 2013).

In this study the researcher carry out structured interviews with English teacher at SMPN 1 Babat. Interview was done through online by google form. Interview were established to gain responses and accurate information about the strategies that used in teaching English class. The function of interview of this study is to verify data and assure that is highly valid. Before doing the interview the researcher organize some question the number of the questions is 17 and all of them are open-ended question because the researcher want to get the detail data.

## **2. Documentation**

Document can serve a variety of purpose as part of research effort. Document research method refers to the analysis of document that conceive information about the scenario under consideration. It used to observe, categorize and analyze physical sources, most generally written documents, in the social, public of digital. Writes the documentation research can be practiced by (1) Guidelines for documentation which conceive the outlines or categories which you want to look up data. (2) Check-list research using the documentation method was used by the researcher to gain the data in establish of photos which would be proof that the researcher worthy to hold the researcher. In this study, the researcher asked lesson plan as data amplifier.

## **3. Questionnaire**

In order to validate the data, the researcher share questionnaire to the students. There are nine questions and all of them are closed-ended question.

The use of questions here aims to verify the validity of the data. According to Creswell (2007) Verification in qualitative research is an assessment of the accuracy of a finding. Here the researcher will conduct online interview twice using google form. The function of this questionnaire is to verify the data that is assessing the accuracy of the finding by crosschecking to the students as members of the class.

### **3.5 Data Analysis**

The technique of data analysis in this research is descriptive analysis. Using this technique, the researcher collects, arranges and presents the data. The qualitative method is a kind of research without using any calculation or statistic procedures. Data analysis in qualitative research is a time-consuming and difficult process. It is a process by which researchers systematically search for and organize their data to increase their understanding of the data and enable them to present the results to others. Meleong (2010) states that “data analysis is a process of manage data, organize data into good basic patterns, categories and units

#### **1. Organizing and Familiarizing**

The researcher must become familiar with the data through data management, reading and re-reading notes and transcripts, organizing the data, immersing the data, describing and highlighting, and listening to audio tapes repeatedly. The data collected through understanding the transcripts the researcher organizes the data in the google form and video and audio formats are not used in the interview as the interview is done online using the google form. The respondent's answers are transcribed directly by the researcher



without changing the words or phrases because he may accidentally change the meaning or meaning of what is written and avoid possible prejudice. The researcher familiarizes herself with the transcripts by reading the transcript and rereading it after the interviewee's answers have been put into practice. And it can be ready for analysis.

## 2. Interpreting and Representing

Interpretation involves highlighting meaning, telling the story, providing an explanation, and developing plausible explanations. The representation includes the representation of the data in graphics, pictures, diagrams, figures or frames. In the final step, the researcher writes the reports and reports the data by subject or case and demonstrates it through descriptive details. In narrative research, the researcher explains the general meaning of the story. Then show the results and come to a conclusion.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

The presentation of data and research findings are presented in this chapter based on the data collected during the investigation. It involves about several strategies in teaching vocabulary used by teachers during the Covid-19 Pandemic.

#### **4.1 Finding**

In this finding the researcher collected data based on the interview result. To answer the research questions. In July 28<sup>th</sup> 2021 the researcher conducted the interview by using google form. The researcher provide some questions the number of the questions is 17 and all of them are open-ended questions because the researcher want to get the detail data

##### **4.1.1 Teacher's Strategies in Teaching Vocabulary**

Due to the increasingly widespread spread of COVID-19, the government established PPKM policy which resulted in researchers not being able to directly conduct investigations at school and researchers collected data via google form and sent it to the teacher via WhatsApp. After getting response. Start from 24<sup>th</sup> April 2020, SMPN 1 Babat required all of students to study via online because of covid-19. So teachers conduct the teaching and learning by using online platform that is WhatsApp, it chosen because WhatsApp is the most accessible application, making it easier for teachers and students to do virtual learning. Based on the data the researcher found that the teacher's used

several strategies in teaching vocabulary and the strategies will be presented as follow:

### **1. Teaching Vocabulary Using Dictionary**

The first strategy is using dictionary to improve student's vocabulary. During online learning process the teacher ask the students to finish the task. When students find it difficult to answer question because they have difficulty to find the meaning of the word, the teacher will ask the students to open their dictionary so they will know the meaning of the world. After they finish their assignment the students will sent it through WhatsApp. Based on this data, the teacher used dictionary as the strategy to teach vocabulary. There are data based on interviews with teachers 1,2, and 3.

Teacher 1 : Yes, I require students to use dictionary to do assignment and look up vocabulary.

Teacher 2 : Yes, I use a dictionary when teaching English.

Teacher 3 : Yes, I require students to use dictionary when learning English.

They also explained that the students can easily do the task because they understand the meaning of each words. When the students do not know the meaning of the words the teacher will ask the students to open their dictionary.

There are the reasons why the teachers ask the students to use dictionary because the students still have limited of vocabulary and to make it easier for them to do assignments they must know the meaning of vocabulary.

Teacher 1 : The reason is because many students still have limited vocabulary. Moreover, during the pandemic, there is rarely interaction with teachers and their friends.

Teacher 2 : Familiarize students to find new vocabulary and find solutions to problems they face.

Teacher 3 : So that students can understand the meaning of words and can do assignments well.

By using dictionary the students who have lack of vocabulary will be easy in understanding the task. The students will know the new words that they do not know after opening the dictionary.

The difficulty of using dictionaries when online learning is not an obstacle for teachers because currently students can search for new vocabulary through smartphones.

Teacher 1 : In the modern era, which is all digital, students can use the internet to search for any words if they find difficulties in learning.

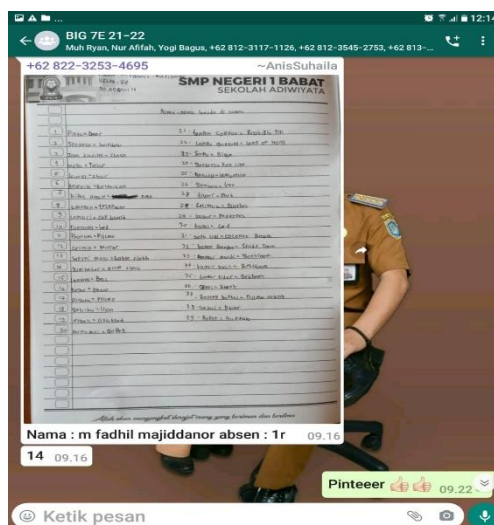
Teacher 2 : There is a little difficulty that is when the child does not have a dictionary.

Teacher 3 : There are no difficulties when using the dictionary.

When the students do not have vocabulary they can use their smartphone to search vocabulary and can be fast to send assignment to their teachers.

The research result in this study the teacher used dictionary for the strategy to improve student's knowledge about vocabulary and also the students can translating the new words with easily by using dictionary. So the students can do assignment with correct answer and can understand the

material easily. In addition they studied at home they can use offline or online dictionary.



**Figure 4. 1** student's assignment to write vocabulary

This is the student's task to look up nouns around and then translate them into English using a dictionary. The teacher asks students to look for nouns around them then students have to list the nouns then using a dictionary students have to translate them into English.

## 2. Teaching Vocabulary Using Video

Second strategy is teaching vocabulary by using video. In teaching via online the teacher must have creativity to make the learning more interesting. Even though already using a dictionary for learning, the teacher also sends videos to students so they can understand the material better. By watching the video the students can study independently at their home. The video that sent by the teacher is video that related to the topic that is being studied. The teacher asked the student to find the new words

in that video. Then the students can remember the vocabulary and they can improve their vocabulary too. Based on the result of interviewing the teacher, she also used video as the strategy in teaching vocabulary.

Teacher 1 : Yes I also use video but see the situation and material to be delivered.

Teacher 2 : Yes I also use videos when needed.

Teacher 3 : Yes I use video but not in every meeting.

Teachers have their own reasons why she give videos to students when delivering material. The reason is because the students can directly pay attention and absorb the material easily.

Teacher 1 : Because when using the video strategy students can directly understand and absorb the material clearly.

Teacher 2 : For variations in learning so that students do not feel bored when studying at home.

Teacher 3 : So that learning is varied and not monotonous.

The difficulty when teacher using video as a learning strategy is limitations of data internet, so video learning can be disrupted.

Teacher 1 : The difficulty is when there are children who do not have internet data and economic limitations, the strategy with video can be disrupted.

Teacher 2 : There are still those who find it difficult to learn full English learning videos because of the lack of students' vocabulary.

Teacher 3 : There are no difficulties when using videos.

Not all students have smartphones and internet data that supports downloading videos so they will find it difficult to follow the lesson. Therefore, internet data speed is very influential in carrying out this strategy.

Based on the findings of the researcher in this method, the teacher uses this strategy to facilitate the presentation of the material. Because with videos students will be more interested in studying at home. This strategy is also very helpful for students in increasing vocabulary. However, the problem is internet data for students, so this strategy is not often used

### **3. Teaching Vocabulary Using Reading Text**

The third strategy is teaching vocabulary using reading text. Because of the learning process doing in online teachers can not directly read the text for the students. Based on the interview with.

- Teacher 1 : Yes I use reading text in learning.  
 Teacher 2 : Yes, I use reading text when teaching English.  
 Teacher 3 : Yes I use reading text.

One of the English skills that must be considered by the teacher is reading, because students must pronounce it fluently. By providing reading texts students can improve their skills in vocabulary, reading and pronunciation.

Teachers also have reasons why they provide reading texts and ask students to take notes when students read the text. The reason is because the teacher wants students to be able to interpret the English text into Indonesian so that students will be easy to understand the text.

- Teacher 1 : To introduce vocabulary and that students are able to spend more time interpreting texts in Indonesian so that they understand the contents of the text.  
 Teacher 2 : Because reading text is one of the mandatory materials and must be in accordance with basic competencies”

Teacher 3 : Because reading text is an important component that must be conveyed according to the material to be taught.

The teachers will give a text for example the topic is procedure text, narrative text or descriptive text when delivering material in English class the teacher can ask students to read the text but because the learning process is carried out with online system, the teacher will know that students are reading the text at home is by asking questions about the text and then sending it via WhatsApp.

The teacher also experienced difficulties when implementing this strategy. The difficulty experienced by the teacher after asking students to read the text is when students do not understand the text given by the teacher and continue to ask questions and when the teacher explains sometimes there are some students who do not respond or sometimes do not pay attention and this is about signal interference and low internet data.

Teacher 1 : The difficulty is that each students are different, some are diligent, some sometimes don't pay attention when I share texts on WhatsApp, some don't have internet data, some keep asking because they don't understand the text.

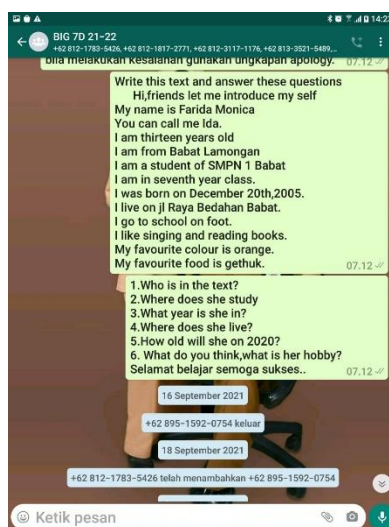
Teacher 2 : Because there are many students who cannot attend class well, the material in the reading text cannot reach the students properly.

Teacher 3 : Because there are still students who sometimes do not have good internet data or smart phones so that the material is not absorbed properly.



To open the WhatsApp, the students must have data internet. The students can not follow the class if they do not have data internet or have trouble in connecting to the internet. So, the students sometimes late to send the assignment on time.

The research finding in this method is that the teacher applies this strategy by using the text the teacher can measure the students' ability to read the text in English. When the teacher often gives reading texts the students can read the words fluently and clearly because they are already familiar with the words. By providing reading texts, students can increase their vocabulary at home by finding and translating new words in the text.



**Figure 4. 2** Students' assignment using Reading text

In this section the teacher gives an introduction text to students then asks students to understand the text and asks students to answer the available questions then when finished students have to send it back via WhatsApp.

#### 4. Teaching Vocabulary Using Pictures

The fourth strategy is by using pictures, it would be nice if the teacher could show the actual object to the students when explaining something. Teacher do not need to explain further when they can directly show the meaning of the picture. In this case, the teacher shares pictures to students via WhatsApp. Based on online interview the teacher used pictures as strategy in teaching vocabulary.

Teacher 1 : Yes I use pictures in learning.

Teacher 2 : Yes, I use pictures as media.

Teacher 3 : Yes, I use pictures in teaching English.

The teacher send the pictures through WhatsApp the students should know the meaning of the pictures.

The reason why teachers give pictures to their students when doing the learning process. Because the teacher wants students not to feel bored while studying at home and pictures are effective for increasing vocabulary.

Teacher 1 : Pictures are one of interesting teaching tools for students to make it easier to understand the material.

Teacher 2 : As a learning media to be more varied.

Teacher 3 : Facilitate learning so that students quickly understand the meaning of a word.

When students study independently at home they want the teacher to provide interesting strategies. By giving pictures to students, hopefully it will reduce students' boredom so that they will do their best in learning.

The difficulties experienced by the teacher when implementing this strategy. Not all students can translate the picture because they do not understand the meaning of the picture and not all students like learning by using pictures and also the quality of the smartphone is not good, making students sometimes difficult to understand the picture. Data related to interviews with teachers.

- Teacher 1 : Not all students can understand the picture and not all students have smartphone that support this strategy.
- Teacher 2 : There are no difficulties when using pictures in learning.
- Teacher 3 : I don't find it difficult to use pictures in teaching.

Sometimes there are indeed some students who cannot understand the meaning of the images provided by the teacher and the inadequate quality of smartphones can be an obstacle in this strategy.

The research finding in this method is that the teacher applies this strategy by showing pictures so that students immediately know the meaning by looking at the visual object of the picture. They will not be bored while studying by using pictures at home if the pictures are full of color. Students will find it easier to translate and describe images because they can capture the meaning so that they can increase their vocabulary during learning through interesting online media.



**Figure 4. 3** Students' assignment using picture

Here the teacher asks the students to use the student's self-image and then asks them to make an introductory sentence. This strategy is done so that students do not feel bored when doing online learning.

#### **4.1.2 Teacher's Strategies in Implementing Vocabulary**

In implementing strategies in lessons the teacher does not only use one strategy when learning English, but the teacher uses multiple strategies such as when teaching reading text the teacher will also use a dictionary as a support.

Teacher 1 : When learning, I use multiple strategies so that children can understand quickly and can do assignments when I send reading texts, children can open a dictionary.

Teacher 2 : Depending on the material sometimes only one strategy sometimes also combine strategies.

Teacher 3 : Yes, I use multiple strategies in learning English.

In learning the teacher does not only use one strategy but also uses other strategies as a support so that students can easily understand the material presented even though the learning is done online.

The research finding in this study is that the teacher does everything possible so that students can understand the material, including using several strategies in one meeting. because every strategy requires support so that it can be optimal, such as when teaching reading text the teacher can also use pictures so that students feel interested in learning. So that students feel comfortable when learning through online, the teacher also provides motivation so that students can follow the lesson well and always do the task well. Collaborating with parents is very important to be able to monitor students during learning.

## **4.2 Discussion**

Based on research finding the researcher found that teacher used several strategies to teach vocabulary. The researcher will discuss the findings from online interviews that have been presented in previous chapters that concern to teacher's strategies in teaching vocabulary in SMPN 1 Babat during Covid-19.

### **4.2.1 Teacher' Strategies in Teaching Vocabulary**

Based on the way the teacher presents online learning, it can be said that based on the strategy used, the teacher uses the Grammar-Translated Method in teaching vocabulary such as Dictionary, Video, Reading Text, and Picture. It will present bellow.

## **1. Teaching Vocabulary Using Dictionary**

The data has been explain in the finding by the researcher. The teacher always asks students to translate each word using a dictionary when students do not know the meaning. Students must study independently and study hard because teachers can only carry out limited strategies in teaching students online by translating words using a dictionary at home to maintain and improve students' vocabulary mastery. According to Tores and Ramos (2003) the dictionary is a tool to control achievement. Dictionaries are tools that can help language learners to measure their own knowledge, and to increase strengths in spelling, pronunciation, grammar and meaning.

Nakamura in Koca et all (2014), stated that dictionaries are a source of information for language learners, giving them knowledge about vocabulary, dictionaries also provide the most important things such as meaning, pronunciation, part of speech, collocation and structure.

According to the data in finding, the teacher in SMPN 1 Babat use the dictionary as a strategy more often than other strategies. Dictionaries greatly influence students to be able to find out the right meaning of words. The teacher can easily convey the material when students understand what the words in the material mean. The teacher uses this strategy to develop students' knowledge of

vocabulary. In addition to students being able to interpret words correctly, they will also get a way of how to pronounce words correctly.

## **2. Teaching Vocabulary Using Video**

Video is one of the platforms that can be used in online teaching. Videos can help teachers in carrying out learning and help students to understand the material during online classes. The learning strategy using video is used by teachers in teaching vocabulary during Covid-19. Then the students can remember the vocabulary and they can improve their vocabulary. Using video also can make students interest and enjoy with the material.

Based on the data that has been collected by the researcher, the use of video does not work in teaching vocabulary because many students do not understand the meaning even though there is a lot of vocabulary that can be learned. This strategy does not really help in vocabulary mastery even though the students are interested. Students can understand the topic through the images shown in the video even though they do not understand the meaning of the words one by one from the video. They will not know the meaning of the words one by one. They also require high internet data. It can be said that video is not the most frequently used when learning English online at SMPN 1 Babat because it requires a smartphone that supports and has high internet data so that the video can be

viewed optimally. Videos cannot be used optimally by the teacher in learning activity.

According to Mothe (2002), the teacher can select parts of the video that show a series of actions or visual details. Provide vocabulary lists to students and ask students to make paragraphs from existing vocabulary. The teacher can use this strategy to improve student vocabulary by analyzing the vocabulary then make paragraphs. The teacher must make the students interested so, student can easily understand the material and complete their assignments well despite studying at home.

Unfortunately, in the middle of this semester the teacher did not emphasize this strategy too much because the teacher felt that the video was still lacking due to the limited vocabulary of the child, therefore this strategy could not be optimized properly.

### **3. Teaching Vocabulary Using Reading Text**

Based on the findings, the teacher also uses reading texts for teaching vocabulary with an online system. This strategy is also considered able to improve vocabulary and pronunciation mastery. With this reading text, students are asked to translate words, read and answer questions. When the teacher often gives reading texts the students can read the words fluently and clearly because they are already familiar with the words.



According to Mothe (2002), Reading texts is very important so that students are familiar with new vocabulary helps them to learn to translate vocabulary and improve pronunciation when they read the text. The teacher will also ask questions after the students read the text. Vocabulary is the most important aspect in language communication so the teacher must focus on the vocabulary that will be taught to students.

Based on the data obtained by the researcher, reading text is the most frequently used strategy when learning English while studying at home. Here the role of the dictionary is also very important when students want to translate reading texts. The teacher will provide reading texts according to the material to be delivered such as procedural texts, descriptive texts and others. Students must understand the content of the text in order to be able to answer the questions that will be given by the teacher. Reading texts can also improve other English skills, not only learning vocabulary. Reading text that is given to the students are taken from English book.

#### **4. Teaching Vocabulary Using Picture.**

Based on the findings of researchers. The picture will be given by the teacher via WhatsApp and ask students to guess the picture and the student must translate the meaning of the picture given by the teacher. This strategy is used so that students are more interested in learning and do not get bored quickly. This strategy

will challenge students to think creatively when guessing the vocabulary of the picture. By providing pictures, there will be a lot of vocabulary that students will get. One of the media that is easily understood by students is using pictures to introduce vocabulary to students.

According to Mothe (2002), pictures can be used to increase students' knowledge of certain words. The teacher must prepare pictures related to the words to be studied. For example, using the image of 'tiger', words related to tigers, such as fur, eyes, claws, cold blooded, land, big, etc. can be taught. Pictures can help students get to know vocabulary, especially nouns. Images can also be used in printed worksheets and flashcards, where images are matched against the word they represent.

Based on the research finding, pictures are not a strategy that is often used by teachers when teaching online because of the limitations of smartphones and students' difficulties in understanding pictures. The teacher will only explain the picture when introducing a vocabulary. This strategy aims so that students do not feel bored when studying at home.

#### **4.2.2 Teacher's Strategies in Implementing Vocabulary**

Based on the research findings, teachers use several strategies when teaching English because each strategy requires support in order to be optimal. When the teacher teaches using reading text, the teacher also

asks students to open a dictionary to look up the meaning of difficult words. This means that the teacher does not only use one strategy when teaching, this is done so that students quickly understand the material presented.

The use of video is less effective in teaching vocabulary even though they get a lot of vocabulary but not all students can know the meaning. Although students will easily understand the topic of the lesson by delivering more than one video, it does not really help students in increasing vocabulary. They will not know the meaning of each word because they can understand it by looking at the visual details of the video. High data internet is also a must have for students to download videos. It can be said that video is not the most frequently used strategy in teaching English teacher vocabulary at SMPN 1 Babat because the teacher sends videos to easily explain material during online learning. Video is not used well by the teacher in teaching vocabulary.

The dictionary is the most dominant strategy that is always used by English teachers at SMPN 1 Babat among other strategies. Because to find out the meaning of the word students must use a dictionary. The teacher uses this strategy to make students do the assignments given by the teacher well because students already understand the meaning of the word through a dictionary. In addition to students getting meaning, they will also get a way how to pronounce words correctly.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

Based on the research finding, researcher concludes that the teacher used several strategies to teach vocabulary. The first strategy is using dictionary the teacher asked the students to using dictionary during online learning activity to search the hard word that they didn't know about the meaning As Mothe (2002) claimed that exploring dictionary entries can be one of the most important and effective things to understand a word in depth. Traditionally it can be said that dictionaries are a way for students to understand words with their meanings and pronunciations. Mothe (2002) also claimed that for Teaching and learning vocabulary the dictionary is an important tool. In completing assignments from the teacher and translating words, the use of a dictionary will be very useful to increase students' knowledge of vocabulary. It can be said that the dictionary will always be used by teachers in teaching students online and offline.

Based on the obtained by the researcher, the dictionary is the most dominant strategy that is always used by teachers at SMPN 1 Babat among other strategies. Because to find out the meaning of the word students must use a dictionary. The use of video is less effective in teaching vocabulary even though they get a lot of vocabulary but not all students can know the meaning. Although students will easily understand the topic of the lesson by delivering more than one video, it does not

really help students in increasing vocabulary. They will not know the meaning of each word because they can understand it by looking at the visual details of the video.

The teacher also used reading text to teach vocabulary reading text also the most important component to increase students' vocabulary. When teacher send the reading text through WhatsApp the student must search the difficult word and search the meaning through dictionary these strategy can build up the students' vocabulary and the teacher will give a feedback with the correct meaning. The teacher also send a picture when online learning. This activity aims to make students not bored when memorizing vocabulary. Pictures are also used to challenge students to think creatively when describing pictures. Conditioning online classes is also not easy for teachers because it will be very difficult to control students to study well but teachers also use strategies by providing comfort, motivation, and cooperation with parents so that students always follow the learning well and students can be responsible for doing well in class.

## **5.2 Suggestion**

Based on the research finding and the conclusion, there are several suggestion presented for English teacher, Students, and future researchers.

### **5.2.1 English Teachers**

This research can increase the creativity and quality in teaching vocabulary in pandemic. This research can be used as a benchmark to improve the quality and creativity of teachers in teaching English language. The teacher's strategy must be applied because during the teaching and learning process the teacher must determine its goals.

### **5.2.2 Students**

Through the strategies used by the teacher in teaching vocabulary from the four strategies above, students better understand the material and enjoy study.

### **5.2.3 Future Researchers**

The author hopes that future researchers who are interested do the same research, Researchers hope that future researchers can do this research maybe with a different subject or object. Furthermore, perhaps, this research will provide inspiration and guidance for future researchers to more careful in conducting research, so that the results are better than this. So the results will be more profitable and can be applied in a wider area.

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## APPENDIXES

## Appendix 1 Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
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Nomor : 393/Un.03.1/TL.00.1/07/2021 28 Juli 2021  
 Sifat : Penting  
 Lampiran : -  
 Hal : Izin Penelitian

Kepada  
 Yth. Kepala SMPN 1 Babat  
 di  
 Lamongan

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Intan Apriliana  
 NIM : 17180015  
 Jurusan : Tadris Bahasa Inggris  
 Semester : Genap Tahun Akademik 2020/2021  
 : An Analysis of Teacher's Strategies in Teaching Vocabulary  
 Judul Skripsi : Mastery During Covid-19 in SMPN 1 Babat In Secondary School  
 in Academic Year 2030/2021

Lama Penelitian : 28 Juli 2021 sampai dengan 28 Agustus 2021

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**

Scan QRCode ini



untuk verifikasi



a.n. Dekan  
 Wakil Dekan Bidang  
 Akademik,

Muhammad Walid

Tembusan:

1. Ketua Jurusan Tadris Bahasa Inggris;

## Appendix 2 Interview Sheet

Date: August 19<sup>th</sup> 2021

No.	Content	Questions	Answers		
			Teacher 1	Teacher 2	Teacher 3
1.	Teaching experience	How long you have been teaching English in SMPN 1?	I have been teaching English in SMPN 1 for 23 years	I have been teaching English in SMPN 1 for 32 years	I have been teaching English In SMPN 1 for 22 years
2.	Teaching strategy	What strategies do you use in teaching English during this Covid-19 era?	Online learning	Online learning	Online learning
		What strategies do you use so that students can memorize the vocabulary in the material?	Qualitative approach	Using dictionary	Using picture
		Do you require all students to use a dictionary when learning?	Yes, I require students to use dictionary to do assignment and look up vocabulary.	Yes, I use a dictionary when teaching English	Yes, I require students to use dictionary when learning English
		What are your reasons for requiring students to use dictionaries when studying? And what is the reason that you do not require students to use a dictionary when learning?	The reason is because many students still have limited vocabulary. Moreover, during the pandemic, there is rarely interaction with teachers and their friends	Familiarize students to find new vocabulary and find solutions to problems they face	So that students can understand the meaning of words and can do assignments well

		Are there any difficulties for mothers like children who do not have a dictionary? And can you make sure your child uses all the dictionaries?	In the modern era, which is all digital, students can use the internet to search for any words if they find difficulties in learning	There is a little difficulty that is when the child does not have a dictionary	There are no difficulties when using the dictionary
		Is it when learning uses other strategies such as videos?	Yes I also use video but see the situation and material to be delivered	Yes I also use videos when needed	Yes I use video but not in every meeting
	Teaching Strategy	Why do you use video?	Because when using the video strategy students can directly understand and absorb the material clearly	For variations in learning so that students do not feel bored when studying at home	So that learning is varied and not monotonous
		What difficulties did you experience when using this strategy?	The difficulty is when there are children who do not have internet data and economic limitations, the strategy with video can be disrupted	There are still those who find it difficult to learn full English learning videos because of the lack of students' vocabulary	There are no difficulties when using videos
		Do you also use reading text in learning?	Yes I use reading text in learning	Yes, I use reading text when teaching English	Yes I use reading text

		Why do you use reading text?	To introduce vocabulary and that students are able to spend more time interpreting texts in Indonesian so that they understand the contents of the text	Because reading text is one of the mandatory materials and must be in accordance with basic competencies	Because reading text is an important component that must be conveyed according to the material to be taught
		Do you have difficulty using reading text?	The difficulty is that each student is different, some are diligent, some sometimes don't pay attention when I share texts on WhatsApp, some don't have internet data, some keep asking because they don't understand the text	Because there are many students who cannot attend class well, the material in the reading text cannot reach the students properly	Because there are still students who sometimes do not have good internet data or smart phones so that the material is not absorbed properly
		Do you also show pictures to students in learning?	Yes I use pictures in learning	Yes, I use pictures as media	Yes, I use pictures in teaching English
		Why do you show pictures to students?	Pictures are one of interesting teaching tools for students to make it easier to understand the material	As a learning media to be more varied	Facilitate learning so that students quickly understand the meaning of a word

		What are the difficulties that you teach by showing pictures to students when online?	Not all students can understand the picture and not all students have smartphone that support this strategy	There are no difficulties when using pictures in learning	I don't find it difficult to use pictures in teaching
		How do you overcome these difficulties so that students remain conducive and all students can understand the material?	Various ways and teaching tools that are comfortable, safe and attractive and obedient to the teacher to carry out their duties with full responsibility.	Depending on the material sometimes only one strategy sometimes also combine strategies	Yes, I use multiple strategies in learning English
		How many strategies do you use in one meeting?	When learning, I use multiple strategies so that children can understand quickly and can do assignments when I send reading texts, children can open a dictionary	Depending on the material sometimes only one strategy sometimes also combine strategies	Yes, I use multiple strategies in learning English

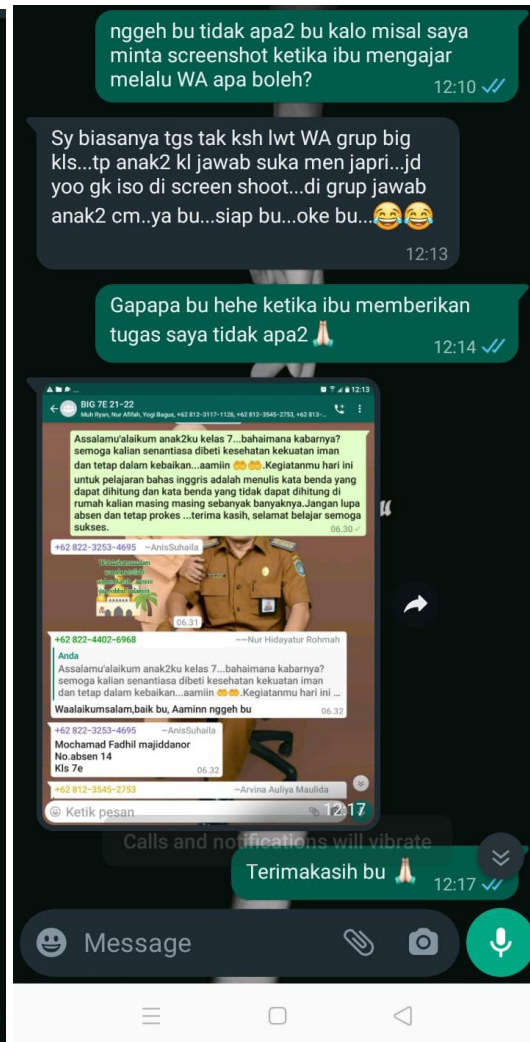
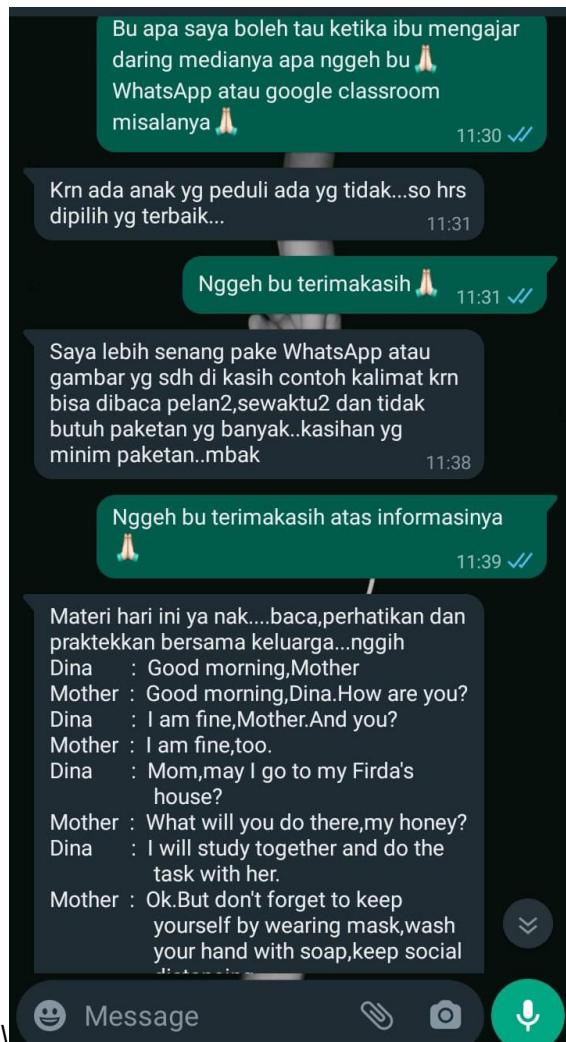
### Appendix 3 Student's Interview Guide

No	Questions	Student 1	Student 2	Student 3	Student 4	Student 5
1.	What do you think about online learning	pleasant	boring	Boring	pleasant	pleasant
2.	Does your teacher require you to use a dictionary?	Yes	Yes	Yes	Yes	Yes
3.	Do you also use a dictionary when doing assignments? and you guys can get new vocabulary?	Yes	Yes	Yes	Yes	Yes
4.	Has the English teacher ever given a video related to the material?	Yes	Yes	Yes	Yes	Yes
5.	Can you understand the material well by watching the video? and got new vocabulary?	Yes, but not many	Yes, a little	Yes	Yes	Yes
6.	Do English teachers use reading text when online?	Yes	Yes	Yes	Yes	Yes

7.	<b>Can you answer the questions well with the text given by the teacher? and got new vocabulary?</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
8.	<b>Do English teachers use pictures in learning activities?</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
9.	<b>Do pictures help you to remember vocabulary?</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>



## Appendix 4 WhatsApp with English Teacher



## Appendix 5 Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN JARAK JAUH

Berbasis **Penguatan Literasi** dan **Numerasi**

#### PERTEMUAN 1

Satuan Pendidikan : SMP Negeri....  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : VIII / Ganjil  
 Materi : Memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya  
 Waktu : 2x 30 menit JP (1 x Pertemuan)

#### A. Kompetensi Dasar:

- 3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *must*, *should*)
- 4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

#### B. Tujuan Pembelajaran :

- Melalui kegiatan **menyimak percakapan dari video** peserta didik dapat **menirukan contoh percakapan** yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan ucapan dan tekanan kata yang benar dari link video/youtube yang diberikan dengan sungguh-sungguh
- Melalui kegiatan **menyimak video yang sama** peserta didik dapat **menentukan pernyataan yang benar atau salah** berdasarkan situasi dalam video
- Melalui kegiatan **mengamati gambar** yang dilengkapi dialog peserta didik dapat **menuliskan kembali ungkapan-ungkapan** tentang keharusan, larangan dan anjuran ke buku catatan dengan mengerjakan tugas yang dishare melalui WAG/Line Group/Google
- Melalui kegiatan **mengamati gambar yang sama** peserta didik dapat **mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan** dengan mengerjakan latihan yang ditampilkan melalui WAG/Line Group/Google classroom dengan penuh tanggung jawab
- Melalui kegiatan **mencermati contoh dialog** tentang ungkapan keharusan, larangan dan anjuran peserta didik dapat **menuliskan kesimpulan** tentang apa yang telah dipelajari di buku catatan dengan cara **menjawab pertanyaan yang diberikan** dengan penuh tanggung jawab
- Melalui kegiatan **mencermati data-data yang diberikan** terkait dengan ungkapan keharusan, larangan dan anjuran peserta didik dapat **melengkapi jawaban singkat** dalam bentuk **numerasi sederhana**
- Melalui kegiatan **mencermati contoh dialog** tentang ungkapan keharusan, larangan dan anjuran peserta didik dapat **membuat video percakapan** dengan menggunakan ungkapan yang sedang dipelajari dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang tepat

**D. Media Pembelajaran:**

- \* WAG/Line Group
- \* Google class room
- \* Google form/quizizz
- \* Zoom meeting/google mee
- \* Youtube :
  - \* <https://www.youtube.com/watch?v=602Y6qVtsqc>
  - \* <https://www.youtube.com/watch?v=602Y6qVtsqc>

**E. Langkah-langkah Kegiatan Pembelajaran**

Kegiatan	Uraian Kegiatan	Alokasi Waktu
Pendahuluan	<p>a. Guru mengawali kegiatan pembelajaran online melalui WAG atau Google Classroom dengan menyapa dan menanyakan keadaan murid, dan meminta murid mengirim emoticon tunjuk jari 🙌 sebagai tanda kehadiran</p> <p>b. Guru bersama murid membuat dan menyepakati aturan yang harus dipatuhi bersama selama proses pembelajaran online berlangsung</p> <p>c. Guru memberikan informasi tentang kondisi dan perkembangan COVID-19, sehingga siswa harus belajar dari rumah</p> <p>d. Guru menjelaskan hal-hal yang akan dipelajari, kompetensi apa yang akan dicapai, serta model pembelajaran yang akan ditempuh.</p>	5 menit
Kegiatan Inti  Literasi(Memahami/C2)         Literasi (Menganalisa/C4)         Literasi (Memahami/C2)	<p>1. Peserta didik menyimak percakapan dari video dan menirukan contoh percakapan yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan ucapan dan tekanan kata yang benar dari link video/youtube yang diberikan dengan sungguh-sungguh  <a href="https://www.youtube.com/watch?v=602Y6qVtsqc">https://www.youtube.com/watch?v=602Y6qVtsqc</a>  <a href="https://www.youtube.com/watch?v=602Y6qVtsqc">https://www.youtube.com/watch?v=602Y6qVtsqc</a></p> <p>2. Peserta didik menyimak contoh percakapan tentang ungkapan keharusan, larangan dan himbauan dan menentukan pernyataan yang benar atau salah berdasarkan situasi dalam video</p> <p>3. Peserta didik mengamati gambar yang dilengkapi dialog dan menuliskan kembali ungkapan-ungkapan tentang keharusan ,larangan dan anjuran ke buku catatan dengan</p>	50 men\it

<p>Literasi (Menganalisis/C4)</p> <p>Literasi (Menganalisis/C4)</p> <p>Literasi (Menganalisis/C4)</p> <p>Numerasi/MemahamiC2)</p> <p>Literasi Kegiatan ketrampilan 4.1</p>	<p>mengerjakan tugas yang dishare melalui WAG/Line Group/Google</p> <p>4. Peserta didik mengamati gambar yang sama dan mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dengan menuliskan contoh-contoh ungkapan yang sedang dipelajari ke buku catatan dengan mengerjakan tugas yang dishare melalui WAG/Line Group/Google classroom dengan penuh tanggung jawab.</p> <p>5. Peserta didik mengamati gambar yang sama dan mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dengan menuliskan contoh-contoh ungkapan yang sedang dipelajari ke buku catatan dengan mengerjakan tugas yang dishare melalui WAG/Line Group/Google classroom dengan penuh tanggung jawab.</p> <p>6. Peserta didik mencermati contoh dialog tentang ungkapan keharusan, larangan dan anjuran dan menuliskan kesimpulan tentang apa yang telah dipelajari di buku catatan dengan cara menjawab pertanyaan yang diberikan dengan penuh tanggung jawab</p> <p>7. Peserta didik mencermati data-data yang diberikan guru terkait dengan ungkapan keharusan, larangan dan anjuran peserta didik dapat melengkapi jawaban singkat dengan bentuk numerasi sederhana</p> <p>8. Peserta didik mencermati contoh dialog tentang ungkapan keharusan, larangan dan anjuran dan membuat video percakapan dengan menggunakan ungkapan yang sedang dipelajari dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang tepat dengan menggunakan aplikasi pembuat video</p>	
<p>Kegitan Penutup</p>	<p>a. Guru memberikan umpan balik pada peserta didik. b. Guru membuat/menyampaikan rangkuman pelajaran tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yang telah dilaksanakan, kemudian menyampaikan garis besar materi pembelajaran berikutnya</p>	<p>5 menit</p>

	c. Guru menutup pembelajaran dengan salam dan menyampaikan pesan untuk terus menjaga protokol kesehatan di mana saja berada.	
--	--	--

**E. Penilaian:**

1. Penilaian sikap disiplin dan tanggung jawab peserta didik melalui pengamatan kehadiran peserta didik dan penugasan pada Pembelajaran jarak jauh.
2. Penilaian Pengetahuan
  - a. Penilaian proses : Keaktifan dan ketepatan waktu dalam menyerahkan tugas harian.
  - b. Penilaian hasil : Tes tertulis melalui google form (Quizizz).
3. Penilaian ketrampilan berbicara (role play) melalui video.

**LEMBAR KEGIATAN PESERTA DIDIK**

**Task 1: Listen to the dialog and repeat the dialog using right pronunciation**




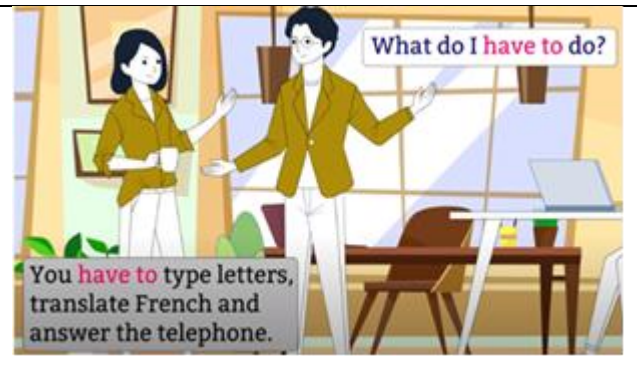
(<https://www.youtube.com/watch?v=ShhULh7mYyg>)

**Task 2 : State True or False based on the video**

NO	Questions	True	False
1	There are two people talking in the dialaog, Ms. Jennifer and his friend.		
2	The dialog is lasting in Jennifer Company.		
3	The worker is not asking about some obligations.		
4	Ms. Jennifer is telling about prohibition in her office.		
5	The worker shouldn't follow all rules in Ms. Jennifer office.		

**Task 3 : Rewrite the dialog in the picture into its group (prohibition or obligation )**

<b>1</b>	 <p>I <b>must</b> stop smoking. It's really bad for my health.</p> <p>I think you should.</p>	<b>4</b>	 <p>Yes, what time do I <b>have to</b> start work?</p> <p>Welcome to Jennifer Company, John. Do you have any questions?</p>
----------	--	----------	---

<p>2</p>	 <p>Do I <b>have to</b> wear a uniform?</p> <p>No, you <b>don't have to</b> wear a uniform, but some people like to dress more formally.</p>	<p>5</p>	 <p>Yes, what time do I <b>have to</b> start work?</p> <p>You <b>have to</b> start work at 8 AM.</p>
<p>3</p>	 <p>Can I smoke?</p> <p>No, you <b>mustn't</b> smoke in the building. You <b>ll have to</b> go outside if you want to smoke.</p>	<p>6</p>	 <p>What do I <b>have to</b> do?</p> <p>You <b>have to</b> type letters, translate French and answer the telephone.</p>

Obligation :

Prohibition :

**Task 4 : Please write some sentences showing obligation, prohibition and advice/suggestion!**

<p>Obligation</p>	<p>1. ....</p> <p>2. ....</p> <p>3. ....</p>
<p>Prohibition</p>	<p>1. ....</p> <p>2. ....</p> <p>3. ....</p>
<p>Advice/ suggestion</p>	<p>1. ....</p> <p>2. ....</p> <p>3. ....</p>

**EXAMPLE OF DIALOG**

Rani : My school has some strict rules that should be followed the students. How about in your school?

Fira : It is quite the same, for example, in my school, all students have to come to school before 06.30 a.m.

Rani : Absolutely it is the same. So we must obey our school regulations without exception.

Fira : I do agree with you.

**Task 5: Please answer the following questions correctly, pay attention to underlined sentences in dialog!**

1. Must is used to talk about ....
2. Should is used to talk about....
3. Mustn't is used to talk about.....
4. Do you think **must** and **have to** have the same functions?  
Yes/No because ....
5. Write some examples of the expressions that we have learnt (using should , must/have to and mustn't)

**TUJUAN PEMBELAJARAN 6 BERBASIS PENGUATAN NUMERASI**

**Pay attention on the situation and the data to fill the blanks**

**Situation :**

Because of the limitation of the society movement (PPKM) during pandemic Covid 19, the teaching learning process of Kindergarten students of Permata Bunda school using shifting system as follow:

Days Class	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
<b>A CLASS</b>	50 % ( Even numbers)	50% (Odd numbers)	-	-
<b>B CLASS</b>	-	-	50% (Even numbers)	50% (Odd numbers)

Note :

A class : 12 Students

B class : 16 Students

**Task 6: Based on the situation and the data above, complete the blanks using right answer!**

1. 6 students of A class must attend in school on Tuesday (no 1 is done for you)

2. Students of B class number..., ..., ..., ... ,....., ..., ....., must attend in school on Thursday
3. Students of A class number ....., ....., ....., ....., ....., ....., must not attend in school on Monday
4. 8 students of B class with odd number (must/must not) attend in school on Wednesday
5. How many students of A class should attend in school on Monday ? .....
6. 6 students of A class with odd number (must/ must not) attend in school on Tuesday

**Task 7 :Choose one of these situations and create a dialogue in pairs using expressions of obligation, prohibition, or recommendation/ advice/ suggestion based on the situation given. Act out in front of your camera.**

**Situation:**

1. Suppose you want to go to the hospital and your friend tell you about the obligations, prohibitions and advices if you want to go there.
2. Suppose you want to go to the supermarket and your friend tell you about the obligations, prohibitions and advices if you want to go there.
3. Suppose you want to go to the zoo and your friend tell you about the obligations, prohibitions and advices if you want to go there.
4. Or you can create a dialogue by yourself and don't forget to use the expression of obligation, prohibition or recommendation/advice

**RUBRIK PENILAIAN SPEAKING SKILL**

ASPEK	CRITERIA				SCORE
	1	1	2	2	
FLUENCY	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluency	6 maks 1 minimal
PRONUNCIATION	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation	5 maks 1 minimal



ACCURACY	1 The serious errors present in speech makes the message difficult to understand	1 The error present in speech would frequently create confusion	1 The speech still understood although it consist of many errors	2 The errors present in speech are so minor so that the message would be easily comprehended	5 maks 1 minimal
CLARITY	1 Often mumbles or cannot be understood more than one mispronounced words	1 Speaks clearly and distinctly most of the time, no more than one mispronounced word	1 Speaks clearly and distinctly nearly all the time, no more than one mispronounced word	2 Speaks clearly and distinctly all the time, no more mispronounced words	5 maks 1 minimal
PERFORMANCE	0 Speaking in volume which is almost inaudible, no facial expression and not communicative	1 Mumbling, flat facial expression and less communicative	1 Speaking in soft voice, but can be understood, good facial expression and communicative enough	2 Speaking clearly and loudly, good facial expression and communicative	4 maks 0 minimal
Total score					25 maksimal score 0 Minimal score



Maximum Score = 25

Minimum Score = 0

Students Score =  $\frac{\text{Skor Perolehan}}{\text{Skor Maksi}} \times 100$

\*\*\*Good Luck\*\*\*

## Appendix 6 Disposition


**PEMERINTAHAN KABUPATEN LAMONGAN**  
**DINAS PENDIDIKAN**  
**SMP NEGERI 1 BABAT**


Jl. Raya No. 1 Telp. (0322) 451178 Babat - Lamongan  
 Email : info@smpn1babat.sch.id Website : www/smpn1babat.sch.id  
 NPSN : 20506364 NSS : 201050712023

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**LEMBAR DISPOSISI**


Surat dari : <i>Universitas Galun Negeri Malang</i>	Diterima Tanggal : <i>24/2/21</i>
Tanggal Surat : <i>24/2/2021</i>	Nomor Agenda : <i>311</i>
Nomor Surat : <i>593/Un.03.1/11.00.1/07/2021</i>	Diteruskan Kepada :
Perihal : <i>izin pembelajaran</i>	<ol style="list-style-type: none"> <li>1. <i>Pak Suhermi.</i></li> <li>2. <i>Pak Yaguh.</i></li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>

**ISI DISPOSISI**

*Mohon agar di fasilitasi dan di beri  
Akses.*

*[Signature]*

## Appendix 7 Instrument Validation Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM**  
**MALANG**  
**FAKULTAS ILMU TARBİYAH DAN KEGURUAN**  
 Jalan Gajayana 50, Malang, Jawa Timur  
<http://fitk.uin-malang.ac.id> email: [fitk@uinmalang.ac.id](mailto:fitk@uinmalang.ac.id)

---

Nomor : 1061/Un. 03.1/TL.001/01/2021 10 Oktober  
2021

Lampiran : -  
Perihal : Validasi Instrumen

Kepada  
Yth. Bapak/Ibu Maslihatul  
Bisriyah, M.TESOL di tempat

***Assalamualaikum Wr. Wb.***

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut: Nama : Intan Apriliana Kusumaningrum  
NIM : 17180015  
Program Studi : Tadris Bahasa Inggris - S1  
Judul Skripsi : An Analysis of English Teacher's Strategies in Teaching Vocabulary during Covid-19 in SMPN 1 Babat in Academic Year 2020/2021

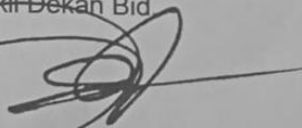
Dosen Pembimbing : Dr. A. Nurul Kawakip, M.Pd, M.A

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.


Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

***Wassalamu'alaikum Wr. Wb.***

a.n. Dekan  
Wakil Dekan Bid



Dr. Muhammad Walid,  
M.A



## Appendix 8 Instrument Validation Sheet

### Instrument Validation Sheet

**Validation Sheet Blueprint of Interview and Questionnaire Guide for Research entitled**  
**An Analysis of English Teacher's Strategies in Teaching Vocabulary during Covid-19 in SMPN**  
**1 Babat in Academic Year 2020/2021**

<b>Validator</b>	:	Maslihatul Bisriyah, M.TESOL
<b>Expertise</b>	:	English Academic Writing
<b>Instance</b>	:	Tadris Bahasa Inggris
<b>Validation Date</b>	:	14/10/2021

#### A. INTRODUCTION

This validation sheet is used to obtain an assessment from the validator (Mr/Mrs.) on the research instrument that is used in research. Every feedback is essential for improving the quality of the instrument used in this research. Research owes a lot of for willingness of validator in filling out this validation sheet.

#### B. GUIDANCE

Please give a score on each item of the statement using sign (A') in the column with the scale as follows: 1= very poor, 2=Poor, 3=Average

#### C. ASSESSMENT RUBRIC

No.	Indicator	Score					Feedback
1.	Research Instrument are well Constructed						
2.	Research instrument are based on previous theory/research instrument						
3.	Research instruments are relevant to obtaining research objective						
4.	Research instrument use good and correct language and punctuation						

5.	Research instrument require less effort to understand							
6.	Research instrument are communicative							
7.	Research instrument can help the researcher seek teacher's frequency in teaching							

#### D. Conclusion

Based on the assessment, it can be concluded that is instrument is:

*Please strikethrough (abcd) on the answers that do not match the conclusion.*

1. *This instrument can be used without revision*
- ~~2. This instrument can be used under several revision~~
- ~~3. This instrument cannot be used~~

Malang, October 13<sup>th</sup>, 2021  
Validator



Maslihatul Bisriyah M. TESOL  
NIP:

## Appendix 9 Thesis Consultation Logbook



KEMENTERIAN AGAMA  
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://tarbiyah.uin-malang.ac.id> email : psg\_uinmalang@ymail.com

**BUKTI KONSULTASI SKRIPSI**  
**JURUSAN TADRIS BAHASA INGGRIS**

Nama : Intan Apriliana Kusumaningrum  
 NIM : 17180015  
 Judul : AN ANALYSIS OF ENGLISH TEACHER STRATEGIES IN TEACHING VOCABULARY DURING COVID-19 IN SMPN 1 BABAT IN ACADEMIC YEAR 2020/2021  
 Dosen Pembimbing : Dr. A. Nurul Kawakib, M.Pd, M.A

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Skripsi
1	27/02/2021	BAB 1: Background of The Study	
2	01/03/2021	BAB 1: Revision	
3	27/03/2021	BAB II: Literature Review	
4	28/06/2021	BAB III: Methodology	
5	13/07/2021	BAB III: Interview	
6	26/08/2021	BAB IV: Research Finding	
7	13/09/2021	BAB IV: Research Discussion	
8	11/10/2021	BAB V: Conclusion and Appendix	

Menyetujui,  
 Dosen Pembimbing

Dr. A. Nurul Kawakib, M.Pd, M.A  
 NIP. 197507312001121001

Malang, 14 Oktober 2021  
 Mengetahui,  
 Ketua Jurusan TBI

Dr. H. Langgeng Budianto, M.pd  
 NIP. 19810202003122001

## Appendix 10 Curriculum Vitae

## CURRICULUM VITAE

**Nama** : Intan Apriliana Kusumaningrum  
**Tempat, Tanggal Lahir** : Lamongan, 26 April 1999  
**Jenis Kelamin** : Perempuan  
**Agama** : Islam  
**Fakultas, Jurusan** : FITK, Tadris Bahasa Inggris  
**Perguruan Tinggi** : UIN Maulana Malik Ibrahim Malang  
**Alamat Rumah** : Dsn. Suruhan Ds. Gembong Kec. Babat Kab. Lamongan  
**No. HP** : 083830214384  
**Alamat Email** : [intanapriliana26@gmail.com](mailto:intanapriliana26@gmail.com)  
**Nama Wali** : Mucharrom



Riwayat Pendidikan		
1	2004 – 2005	TK Al-Wardah 22
2	2005 – 2011	MI Ma'arif Gembong
3	2011 – 2014	SMPN 3 Babat
4	2014 – 2017	MAN 2 Lamongan
5	2017 – Sekarang	UIN Maulana Malik Ibrahim Malang

Malang, 13 Oktober 2021

Mahasiswa,

Intan Apriliana Kusumaningrum  
NIM. 17180021