CHAPTER IV

RESEARCH FINDING

Data presentation and research finding are presented in this chapter based on data gathered during investigation. It involves about some strategies in teaching vocabulary which are used by the teacher during Covid-19 Pandemic such as using Dictionary, Video, Reading Text and Showing Picture,

A. Data Presentation

In this data presentation, the researcher presented the data based on the result of interview. To answer the research questions, in July 19th and 25th 2020 the researcher conducted online interview by using Google form.

1. Teachers' Strategies In Teaching Vocabulary During Covid-19 Pandemic

Based on the government instruction because of Covid-19 pandemic, here the researcher cannot do investigation in the school directly. The researcher looked for another way to collect the data. The researcher made several questions in Google form and sent the link to the teacher and students via WhatsApp. After getting the response from the interviewee, the researcher found that there are four strategies. Start from 22th April 2020, MTsN 8 Tulunggaung required the students to study at home because of Covid-19 Pandemic. So the teacher taught the students via online by using Google form and WhatsApp as the platform and the teacher used four strategies to teach Vocabulary. The data related with the

teacher's strategies in teaching Vocabulary during Covid-19 pandemic will be presented below.

a. **Teaching Vocabulary by Using Dictionary.**

During learning process via online, the teacher asks the students to study independenly by giving some duty. When the students feel difficulty in finishing the duty because they don't know about the words, the teacher asked the students to use dictionary to look for the meaning. After finishing the duty, the students must send it to the teacher via WhatsApp. Based on the online interview, it was found that the teacher used dictionary as the strategy in teaching vocabulary. There are some data related with interviewing the teachers.

Based on the interview with the teacher (Mr. M),

"Ya, saya meminta siswa menggunakan kamus(Co1) *saat menyelesaikan tugas" (Yes, I asked the students to use dictionary when finish the duty.*

The students can answer the question from the teacher because they understand the meaning of the questions. When the students don't know about the meaning of words, the teacher asked to use dictionary so they can finish the duty.

Based on the interview with the teacher (Mr. F),

"Iya, saya menyuruh siswa untuk membuka kamus ketika belajar bahasa Inggris" (Yes, I asked the students to open dictionary when studying English)

When students want to master in English, they must understand the meaning of every word. Here the teacher asked the students to open dictionary for helping them in studying English.

There are several reasons from the teachers why do they ask their students to use dictionary. The reasons are because the teachers want to the students can understand the meaning of vocabulary and it can help them in answering the duty correctly. There are some data related with interviewing the teachers.

Based on the interview with the teacher (Mr. M),

"Alasannya dengan membuka kamus anak bisa terbantu dalam mengerjakan tugas yang diberikan oleh guru dengan benar". (The reason is by open dictionary it can help the students to do the duty from the teacher correctly)

The teacher implemented this method to help the students to do the duty. Because they know about the meaning of words by open dictionary so that they can answer correctly.

Based on the interview with the teacher (Mr. F),

"Alasanya dengan menggunakan kamus akan sangat membantu mempermudah anak memahami kosakata

bahasa inggris". (The reason is by using dictionary it will very help for the students to understand the vocabulary easily)

By using dictionary the students who have difficulty in vocabulary will be easily in understanding vocabulary. The students will know about new vocabulary that they don't know before after open the dictionary.

In implementing this strategy there are easiness that have been felt by the teacher. The easiness that was gotten by the teachers after the students using dictionary are they can know about the meaning of vocabulary, the duty can send on time and the teachers can be easily in giving material. There are some data related with interviewing the teachers.

Based on the interview with the teacher (Mr. M),

"Tugas yang saya berikan bisa tepat waktu dikumpulkan dan anak bisa mengetahui arti kosakata yang saya berikan". (My duty which I give to the students can be send on time and the students can know the meaning of the vocabulary)

The easiness of this strategy is the students can send the duty on time because they know about the meaning so they can know what the teacher means.

Based on the interview with the teacher (Mr. F),

"Mudah dalam menyampaikan materi agar dapat diterima anak didik". (It is easy in conveying material in order to can be accepted by students)

When the teacher explains about the topic, the teacher can convey material easily because the students understand about the meaning from dictionary.

The difficulties were also felt by the teacher when implementing this strategy. The difficulty that was gotten by the teachers when they asked the students use dictionary is when the students don't have dictionary at home because it will make the students do incorrect answer and send it late. There are some data related with interviewing the teachers.

Based on the interview with the teacher (Mr. M),

"Kesulitannya ketika anak tidak mempunyai kamus dirumah jadi anak tidak bisa mengumpulkan tepat waktu karena sebagian mengirimnya terlambat dan dalam menjawab masih ada beberapa yang salah" (The difficulty is when the students don't have dictionary at home so they cannot send the duty on time and sometimes the answer is still wrong)

The students must have their own dictionary so they can do the duty as soon as possible. When the students don't have dictionary it will retard for sending the duty. Because they don't know the meaning the answer perhaps will be wrong.

Based on the interview with the teacher (Mr. F),

"Tidak semua siswa mempunyai kamus" (not all the

students have dictionary)

During study at home the teacher asked the student to use dictionary. When they don't have dictionary, it will be difficult for students in understanding the topic or material. The students should have their own dictionary at home because that is important.

The research finding in this method is the teacher implemented this strategy by using dictionary to help the students in translating and understanding the words so they can finish the duty correctly. By using dictionary the students will increase knowledge about new vocabularies and the teacher will be easily in conveying material. Even though they stay at home, they must have their own dictionary so they can send the duty on time.

b. **Teaching Vocabulary by Using Video.**

In teaching via online the teacher utilized interesting strategy in teaching Vocabulary. Besides the teacher asked the students to use dictionary the teacher also sent a video to the students to convey the topic, so they can study independently at home by watching the video. The video which was given to the students was based on the topic that is being studied. The students asked the students to find new

vocabulary for them in that video. Then the students can memorize the vocabulary so they can still increase their vocabulary mastery. Based on the online interview, it was found that the teacher used Video as the strategy in teaching vocabulary. There are some data related with interviewing the teachers.

Based on the interview with the teacher (Mr. M),

"Ya, saya mengirimkan sebuah video(Co2) *kepada siswa untuk menyampaikan topik yang sedang dipelajari". (I sent a video for students to convey the topic that is being studied).*

Sometimes the topic is difficult to be understood so the teacher can give explanation by giving video during the students study at home.

Based on the interview with the teacher (Mr. F),

"Ya, saya memberikan sebuah video ketika topik yang dipelajari akan lebih mudah jika dengan Vidio". (I give a video when the topic that is studied by the students will be easier by video).

The topic will be conveyed by the teacher as easy as possible if it use video. By giving video the students will be easy in understanding the material that has given by the teacher.

The teachers have their own reasons why they give video to the students when conveying material. The reasons are because video can be played more than one so they can enjoy in studying and video can reduce students' bored. There are some data related with interviewing the teachers.

Based on the interview with the teacher (Mr. M),

"Alasannya dengan diberikannya video anak merasa enjoy dan bila ada yang kurang jelas bisa memutar video berulang untuk belajar sehingga mereka bisa menambah kosakata mereka" (Yes, the reason is by giving video the students will feel enjoy and the video can be played more than once if there is unclear material so they can improve their vocabulary).

The students will feel enjoy when understanding the topic by watching the video, because when they don't really know what does it means they can play it again. Their vocabulary will also build up when they always replay the video.

Based on the interview with the teacher (Mr. F),

"Alasannya untuk mempermudah dalam penyampaian materi dan agar tidak jenuh" (Yes, the reasons are for make the students easily in conveying the material and in order to make the students are not surfeited).

The teacher doesn't need to give more explanation because the students can directly watch the video. The topic can be easier to understand so they will not be surfeited.

In implementing this strategy there are easiness that have been felt by the teacher. The easiness that was gotten by the teachers after the students using Video are the material or topic can be understood easily by the students and the teacher can give the explanation clearly. There are some data related with interviewing the teachers.

Based on the interview with the teacher (Mr. M),

"Dengan video materi yang saya berikan bisa mudah dipahami karena anak bisa menikmati" (By giving video the material which I give will be easy to understand because the students enjoy studying).

The topic can be conveyed easily because the students can enjoy when they study by watching the video. Beside that the students will be easier to understand the material.

Based on the interview with the teacher (Mr. F),

"Alasannya dapat menyampaikan materi tentang kosakata secara jelas dan mudah dimengerti" (It can convey the material about vocabulary clearly and it can easy to understand)

In teaching the teacher tried to make the students get the aim of the topic, so the teacher will convey the material clearly by

using Video. The teacher also can ask the students write the vocabularies with the meaning that there are in the video to build up student's vocabulary.

The difficulties were also felt by the teacher when implementing this strategy. The difficulties that were gotten by the teachers when they send a video to the students are if the students have low data internet and it's difficult when there are the students that have low reserve energy so it will need guidance. There are some data related with interviewing the teachers.

Based on the interview with the teacher (Mr. M),

"Kesulitannya bagi anak yang daya serapnya kurang perlu ketelatenan untuk diberikan bimbingan khusus dengan mengulan-ulang memutar video tersebut". (The difficulty is for the students who have low reserve energy, so it will need patience for giving guidance for replay the video more than once).

The students who have low thinking in understanding material need guidance from the parent when study at home. The parent has to replay the video from the teacher more than one until they understand about it.

Based on the interview with the teacher (Mr. F),

"Sebagian siswa kesulitan dalam mengakses video karena minimnya kuota internet" *(A part of students are difficulty to access the video because of the low internet)*

Not all the students can buy expensive data internet. So when they don't have high data internet they will get difficult in play or download the Video. The students should need Wi-Fi connection when play the video.

The research finding in this method is the teacher implemented this strategy by using Video to make the teacher easier in giving explanation about the topic because the students will feel enjoy. By using video the students can play it more than one so they will understand the topic clearly. Their vocabulary will also improve by replay that video. Good internet connection is very support when the teacher used video and the students need high data internet when they play the video.

c. **Teaching Vocabulary by Using Reading Text.**

The learning process cannot be implemented face to face in the school like usually. The teacher cannot directly monitor the students so the teacher asked the students to record when they read a text from the teacher. From listening the students' recording the teacher can know the students skill in pronouncing the English words at home. The students are also asked to translate the text so they can increase their

vocabulary from the text. Based on the online interview, it was found that the teacher used reading text as the strategy in teaching vocabulary. There are some data related with interviewing the teachers.

Based on the interview with the teacher (Mr. M),

"Ya. Saya memberikan sebuah bacaan(Co3) *dan siswa harus membaca, merekam dan menterjemahkan teks yang saya berikan". (Yes, I give a text and the students must read record and translate the text).*

Reading is one of English skill which must be paid attention by the teacher, because the students must pronounce fluently. By giving the reading text the students can increase their ability in vocabulary, reading and pronunciations.

Based on the interview with the teacher (Mr. F),

"Ya, saya meminta siswa untuk membaca text ketika materi pembelajaran bertema text dan meminta mengirim rekaman kesaya sebagai bukti bahwa mereka benar-benar membaca". (Yes, I ask the students to read text when the topic is about text and send the recording to me as proof that they have really read the text).

The teacher can give text while the topic is about procedure text, narrative text or descriptive text. When in the class the teacher can directly asked the students to read the text but

because the learning process did by online recording is the teacher way to know that the students read the text at home.

The teachers have their own reasons why they give reading text and ask the students to record while the students read the text. The reasons are because the teacher can directly give correction by voice note and to know students ability while they study at home. There are some data related with interviewing the teachers.

Based on the interview with the teacher (Mr. M),

"Alasannya supaya cara membaca kosakata yang diberikan bila membacanya kurang tepat bisa langsung membetulkan dan anak mengulangi membaca lagi serta merasa senang karena merasa dihargai". (My reason is when the students wrong in reading the text, I can directly correct and ask the students to read again. It can make the students feel happy because they feel respected).

While the teacher listened the recording the teacher can directly give correction by voice note via WhatsApp. The students will feel happy in repeating read the text correctly based on teachers' instruction.

Based on the interview with the teacher (Mr. F),

"Alasanya untuk mengetahui seberapa kemampuan siswa". (My reason is because it is for knowing the students ability).

By reading the students can find new vocabularies in the text. The teacher also will know students ability in pronounce the words by listening the record.

In implementing this strategy there are easiness that have been felt by the teacher. The easiness that was gotten by the teachers after asking the students to read the text are when the teacher often give reading text the students can read the words clearly and the teacher can know students ability in speaking. There are some data related with interviewing the teachers.

Based on the interview with the teacher (Mr. M),

"Kemudahanya apabila anak disuruh membaca kata yang saya berikan lebih dari satu kali, mereka bisa langsung membaca dengan lancar dan benar". (The easiness is if the students are asked to read the text that I give to them more than once, they will directly read fluently and correctly).

The students will be able to read fluently when they have to read the words more than once. They will be used to pronounce the words clearly when they have been familiar with the words.

Based on the interview with the teacher (Mr. F),

"Saya dapat mengetahui kemampuan siswa dalam melafalkan kosakata utamanya speaking". (I can know

student ability in reading vocabulary especially in speaking).

When the students can spell the word smoothly, it will increase the students' competence in speaking. So to look it the teacher asked the students to read the text.

The difficulties were also felt by the teacher when implementing this strategy. The difficulties that were gotten by the teachers after asking the students to read the text are when the students have low hearing the teacher will repeat it several times and it is about trouble signal and low data internet. There are some data related with interviewing the teachers.

Based on the interview with the teacher (Mr. M),

"Kesulitannya dalam melafalkan kata anak ada yang kurang bila dibetulkan ada anak yang kadang tingkat pendengarannya kurang pas sehingga mengulang beberapa kali". (The difficulty is there in reading the wrong words, because when I correct it there is the students can not listen it clearly so I repeat it several times).

The teacher should find a place to give correction to the students, so the recording can be listened clearly. When the students have low in their hearing because the teacher can speak up fluently so it will not need to repeat several times.

Based on the interview with the teacher (Mr. F),

"Tidak semua siswa dapat mengirimkan rekaman tepat waktu karena mungkin kendala sinyal atau kuota internet". (Not all the students can send the recording because there is trouble signal or data internet).

For sending the recording, the students should have high data internet. The students cannot send the audio when they have trouble signal at home so not all the students can send the record on time.

The research finding in this method is the teacher implemented this strategy by using reading text is to know students ability in pronounce the words from students' recording. When the teacher often gives reading text the students can read the words fluently and clearly because they have been familiar with the words. By giving reading text the students can increase their vocabulary at home by looking for and translating new words in the text.

d. Teaching Vocabulary by Showing Picture

In giving explanation, it will be good when the teacher can show the real object to the students. The teachers don't need to explain more when they directly can show the meaning from the picture. Here the teachers gave a picture to the students via Whatsapp. Sometimes the teacher asked the students to describe the picture or directly translate the meaning of the picture. By writing story the students can

increase their vocabulary at home. Students' writing must be sent to the teacher as the duty. Based on the online interview, it was found that the teacher showed a picture as the strategy in teaching vocabulary. There are some data related with interviewing the teachers.

Based on the interview with the teacher (Mr. M),

"Ya, saya memberikan sebuah gambar(Co4) *untuk penambahan kosakata". (Yes, I gave a picture for increasing vocabulary).*

The teacher gave a picture to the students and from the picture the students must know the meaning of each picture so they can increase their vocabulary.

Based on the interview with the teacher (Mr. F),

"Ya, saya memberikan sebuah gambar dan meminta siswa untuk mendiskripsikan gambar ketika belajar dirumah" *(Yes, I gave a picture and asked the students to describe the picture when study at home).*

By giving picture to the students, the teacher hoped that it will help students in studying. From the picture the students can describe it so the students can use various vocabularies so they can increase their vocabulary.

There are several reasons from the teachers why do they gave their students a picture when do learning process. The reasons are because the teachers want to the students

don't feel bored when study at home and picture is effective to improve vocabulary. There are some data related with interviewing the teachers.

Based on the interview with the teacher (Mr. M),

"Alasannya supaya anak tidak jenuh, anak ada tantangan dan berusaha menjadi yang terbaik". (My reason is the students will not be bored, there is a challenge to do the best).

When students study independently at home they will hope that the teacher will give interesting strategy. By giving picture to the students, it will reduce students' bored so they will do the best in studying.

Based on the interview with the teacher (Mr. F),

"Alasannya karena media gambar efektif dalam menambahan kosakata baru". (My reason is because Picture is an effective way for increasing new vocabularies).

The effective media is a media that can make the students easy in understanding the topic. Picture is media that can be easy to understand. By showing the picture the students will improve their vocabulary because they will find a lot of new vocabulary in the picture.

In implementing this strategy there are easiness that have been felt by the teacher. The easiness that was gotten by

the teachers after giving the students pictures are they can be easy to translate and understand the meaning and it will give the students new vocabulary. There are some data related with interviewing the teachers.

Based on the interview with the teacher (Mr. M),

"Dengan melihat gambar anak bisa terbantu dalam mengartikan kata yang saya berikan sekaligus mudah memahami". (By giving picture the students can be helped in translate the word that I give to them easily).

Sometimes the students will get difficult in understanding the meaning. By giving the picture to the students, it will help them in translating the words into English language or otherwise.

Based on the interview with the teacher (Mr. F),

"Itu bisa memberikan kosakata baru secara langsung karena anak bisa melihat objek aslinya". (It can give a lot of new vocabulary directly because the students can see the real object).

The students will understand the English language of things when they look the real object. Because the teacher cannot bring the real object in the class so by showing picture it will help the teacher in giving new vocabularies.

The difficulties were also felt by the teacher when implementing this strategy. The difficulties that were gotten

by the teachers after showing the students picture are because not all the students can translate the picture because they don't understand what the picture means and not all the students like study by using picture. There are some data related with interviewing the teachers.

Based on the interview with the teacher (Mr. M),

"Kesulitannya bagi anak yang tidak paham dengan gambar dan beberapa anak yang kurang senang dengan gambar yang saya berikan". (The difficulty is for the students who don't understand with the picture and there are several students less interesting in the picture that I give).

If the students don't feel enjoy when study by using picture it will make the students unhappy in translating the picture. So they will not understand what the picture means. The teacher should give interesting picture like a picture that full of color.

Based on the interview with the teacher (Mr. F),

"Tidak semua siswa dapat mengartikan dan mendescripsikan gambar dengan tepat karena mungkin tidak tau maksud gambarnya". (Not all the students can translate and describe the picture correctly because perhaps they don't know about the meaning of the picture).

When the teacher gave difficult picture, the students will get difficult in translating and describing the picture

because they don't know about the meaning. So the teacher should give a picture as easy as possible to be understood.

The research finding in this method is the teacher implemented this strategy by showing picture to make the students directly know the meaning by look the visual object from the picture. They will be not bored when study by using picture at home when the picture is full of color. The students will be easy to translate and describe the picture because they can catch the meaning so they can increase their vocabulary during study via online by interesting media.

2. The Students' Responses Toward The Teachers' Strategies In Teaching Vocabulary During Covid-19 Pandemic

In addition the researcher conducted online interview with the teachers, the data is also supported by interviewing the students. To answer research questions number two, it will be explained by the writer about students' responses toward the teachers' strategies in teaching vocabulary during covid-19 pandemic. The explanation will be presented below.

a. Students' Responses Toward the Use of Dictionary

In this part the researcher will describe the data about students' responses toward using dictionary when the teacher taught Vocabulary during Covid-19. Based on online interview with the students, it was found that the students use

dictionary when they study at home. The data related with interviewing the students.

The first is with the student R,

"Iya, guru meminta untuk menggunakan kamus ketika tidak paham artinya". (Yes, the teacher asked to use Dictionary when I don't know about the meaning).

In knowing the meaning of vocabulary, the students need to open dictionary, so they will understand about it.

The second is with the student V,

"Iya guru meminta membuka kamus disaat menyelesaikan tugas". (Yes, the teacher asked to open Dictionary when finishing the duty).

In answering the questions from the teacher, by open dictionary will help them in finishing the duty

The third is with the student A,

"Iya, tidak semua vocabulary saya hafal jadi guru meminta untuk menggunakan kamus". (Yes, not all vocabularies have been memorized by me so the teacher asked to use Dictionary).

Not all vocabularies have been memorized by the students because English is their second language. So they will open dictionary to get the meaning.

The fourth is with the student S,

"Iya, Memang sejak adanya Covid-19 guru saya menganjurkan menggunakan kamus untuk mencari kosakata yang sulit yang saya belum tau". (Yes, since Covid-19 my teacher asked to use dictionary for look for the difficult vocabulary that I haven't known before).

During the students required to study at home dictionary will help them to look for the difficult of vocabulary, because they cannot ask to the teacher or their close friends.

While the teacher taught vocabulary by using dictionary, the students thought that it was interesting. It was because there are a lot of words in vocabulary, the students feel challenged to understand the vocabulary quickly and it will improve the strong careful attitude. The student also has opinion that they think using dictionary need a long time. The data related with interviewing the students.

The first is with the student R,

"Karena dikamus banyak kosakata yang dapat dicari jadi itu menyenangkan". (Because there are a lot of vocabularies that can be looked for in dictionary so it was interesting).

Dictionary provides more than one million words. It is based on the dictionary itself. The students will find the word that they are looking for.

The second is with the student V,

"Iya itu menyenangkan, karena saya merasa tertantang untuk cepat memahami kosakata dengan menggunakan kamus". (Yes it was interesting, because I feel challenged to understand the vocabulary quickly by using dictionary).

When the students often look for the words in dictionary, they will be used to understand vocabulary quickly. They will also fell challenged in find appropriate meaning.

The third is with the student A,

"Lumayan bisa menimbukan sikap teliti yang kuat". (It can be reasonable to occur the strong careful attitude).

When the students look for the meaning in dictionary it will train them to have careful attitude to look for the true meaning because in dictionary there are a lot of words that have more than one meaning.

The fourth is with the student S,

"Menurut saya tidak terlalu menyenangkan karena menggunakan kamus itu membutuhkan waktu yang lama untuk menemukan artinya". (I think it is little bit interesting because it needs a long time to found the meaning by using dictionary).

Even though open dictionary need a long time but the students will directly understand the meaning because using dictionary will give the meaning of English vocabulary.

The students have to try to look for words in dictionary as fast as possible.

The easiness was felt by the students when using dictionary. The easiness that was gotten by the students are it can increase the knowledge about vocabulary and careful attitude, the students can know more about new vocabulary and when the students have their own dictionary at home. The data related with interviewing the students.

The first interview is with the student V,

"Kemudahannya dapat meningkatkan pengetahuan tentang kosakata ketika belajar dari rumah". (By using dictionary it can increase the knowledge about vocabulary when study at home).

The more often the students use dictionary, they can increase knowledge about vocabulary at home. They can also try to memorize the word one by one.

The second interview is with the student A,

"Kemudahannya lebih bisa mengembangkan sikap teliti dalam mencari suatu kata" (The easiness is it can improve careful attitude in look for a word.

The students will have careful attitude in looking for words because they often open dictionary and understand every meaning of the word.

The third interview is with the student S,

"Kemudahannya ketika menggunakan kamus saya bisa tahu lebih banyak kosakata yang belum saya ketahui sebelumya dan itu sangat membantu saya belajar". *(By using Dictionary I can know more about new vocabulary and it will help me to study.*

By using dictionary they will get a lot of new words for helping them in studying. Sometimes they will use it in speaking directly because they have memorized it.

The fourth interview is with the student R,

"Kemudahannya jika punya sendiri maka lebih mudah menggunakannya" *(The easiness is if the students have their own dictionary so it will be easy to use).*

When the students at school the can borrow dictionary in the library or their friends, but in this condition they must have their own dictionary because they must do social distancing.

The difficulties were also felt by the students when using dictionary. The difficulties that were gotten by the students are if the students don't have their own dictionary, the students think that looking for the word in dictionary is wasting time and sometimes they feel confused because the words have been changed to other type. The data related with interviewing the students.

The first interview is with the student R,

"Kesulitannya jika tidak punya kamus maka harus pinjam teman, jadi saya tidak bisa leluasa apalagi dengan kondisi saat harus belajar dirumah" (The difficulty is if the students don't have their own dictionary so they have to borrow their friends. So I cannot be free to use it when stay at home).

When the students don't have their own dictionary of course they will get problem. Even they can borrow their friends because their home is closed but they will not feel comfortable because they must alternate with their friend.

The second interview is with the student A

"Kesulitannya ketika mencari harus membuang waktu lama karena tulisan dikamus biasanya kecil-kecil. (The difficulty is when looking for the word in dictionary is wasting my time because the word looks small).

Sometimes the students will feel bored because the must see the word one by one and it need a long time. Because there are a lot of words in dictionary the word will be looked small.

The third interview is with the student S,

"Kesulitannya saya merasa bingung jika mencari kosa kata yang tidak ada dikamus karena telah diubah menjadi bentuk kedua atau ketiga jadi saya kesulitan mencari kata dikamus. (The difficulty is I feel confused if I look for the

word in dictionary because sometimes the words have been

changed to second and third type so I feel trouble).

In dictionary one word will have more than one meaning so the students will be confused to find the appropriate meaning of perhaps when the students must look for the word that has been changed in other type. They will be difficult to look for the meaning in dictionary.

Based on the research finding above it shows that the students have good responses toward teaching vocabulary using dictionary. Even though they also have little bit bad responses but they still support when the teacher implemented this strategy. The students' positive responses are they think that dictionary can give more than one meaning in every word so it can help them to translate difficult vocabulary. By open dictionary they can finish the duty from the teacher. The students feel challenged to have careful attitude in looking for vocabulary in dictionary. Dictionary will increase students' knowledge about vocabulary with the meaning. The students' negative responses are they think that using dictionary waste time because they need a long time to find the meaning because the words seem small. They feel confused when they must look for the words that have been changed in to other type.

b. Students' Responses Toward the Use of Video

In this part the researcher will describe the data about students' responses toward using Video when the teacher taught Vocabulary during Covid-19. Based on online interview with the students, it was found that the students got Video from the teacher to give explanation when they study at home. The data related with interviewing the students.

The first interview is with the student R,

"Ya, guru pernah memberikan sebuah video untuk menyampaikan materi". (Yes, the teacher ever gave video for conveying material).

In giving explanation when study via online, the teacher conveyed material by sending video to make students understand about the topic.

The second interview is with the student V,

"Ya, guru mengirimkan video pelajaran melalui WhatsApp". (Yes, the teacher sent lesson video via WhatsApp).

The teachers can send video from Youtube or they make their own video in explaining the lesson. Then the video was sent via WhatsApp. From the video the students will find the meaning by open dictionary so they can gain new vocabulary.

The third interview is with the student A,

"Kadang-kadang guru memberikan penjelasan dengan video". (Sometimes the teacher gave explanation by giving video).

The teachers can record by taking video when they explained about a topic that was studied. So the students can understand by watching that video.

The fourth interview is with the student S

"Kadang-kadang guru mengirimkan video untuk memberikan tugas". (Sometimes the teacher sent video for giving duty).

By sending video, the teachers can asked the students to write new vocabulary that they don't know before with the meaning as the duty, or write the mean of the video in English.

While the teacher taught vocabulary by using Video, the students thought that it was interesting. It was because video can give real picture so the students can directly know the mean of the video, the material is showed clearly and the students can respond quickly when study using video. The data related with interviewing the students.

The first is with the student R,

"Itu menyenangkan karena tidak usah membaca tapi hanya menulis pokok idea dari videonya saja". (It was interesting

because I don't need to read but I will only write the main idea of the video).

The students can directly write the main idea without translating the words one by one to know the means if the teacher can give the good video. The teacher can edit the video which is understandable by the students.

The second is with the student V   ,

"Ya saya sangat cepat untuk merespon pelajaran yang diberikan guru jika menggunakan video, karena saya bisa paham maksudnya tanpa harus mengartikan ke dalam bahasa Indonesia". (Yes. It was interesting because I can quickly to respond lesson that is given from the teacher by using video, because I can understand the mean without translating into Indonesia).

The students will quickly understand without translating the transcripts in the video into Indonesia if the video shows the good animation. So when they understand the purpose of the video they will also get new vocabularies.

The third is with the student A,

"Ya, mudah untuk dipahami dan materi juga terlihat sangat jelas". (Yes it is easy in understanding and the material can be looked clearly).

Video will show explanation and example as good as possible when the teacher can choose the appropriate video

based on the topic. If the teacher can send video like that, the students can look and catch the material clearly.

The fourth is with the student S,

"Ya, itu akan lebih menyenangkan karena melihat gambar aslinya dari pada harus mencari kosakata dikamus". (Yes it will be more interesting because I can see the real picture than look for vocabulary in dictionary).

The students will not be bored when they can study by looking the real picture of video. It will also entertain the students at home. They will know the means without open dictionary because the meaning can be seen in the video.

The easiness was felt by the students when using video in studying. The easiness that was gotten by the students is because studying by video can be quickly understood and the students can look the real form in the video so they can respond the material from the teachers directly. The data related with interviewing the students.

The first interview is with the student R,

"Kemudahannya dapat dipahami lebih cepat dari pada membaca". (The easiness can be understood faster than reading).

The students will find a way to make them faster in understanding the lesson. They will know directly the

means by watching video then they waste the time for read and reread the lesson or even translate the meaning first.

The second interview is with the student V,

"Sangat cepat untuk merespon tujuan atau maksud dari materi pelajaran yang diberikan seorang guru". (By using video I can be faster to respond the purpose and the means of the material that is given by the teacher).

By sending the video the student can be easy in achieving the purpose of the lesson. When the students dominate a lot of vocabulary in their mind of course they can answer and respond the questions in their book.

The third interview is with the student A,

"Kemudahannya lebih mudah dipahami karena ada animasi yang menarik dalam belajar kosakata". (By using video I can be easily in understanding because there is interesting animation while studying vocabulary).

Sometimes video will show the picture, color, and animation, because of those they students will have motivation in studying vocabularies.

The fourth interview is with the student S,

"Kemudahannya saya bisa memahami kosakata baru beserta bentuk nyatanya diidalam video". (The easiness is I can understand the new vocabulary by real form in the video).

The students will know the meaning of things by looking the real object in that video. It is easy than the students only see the writer of words in the text book.

The difficulties were also felt by the students when using video. The difficulties that were gotten by the students are about low internet network and the students need high data internet. The data related with interviewing the students. The first interview is with the student R,

"Kesulitannya jika jarigan internetnya lambat maka saya sulit untuk mempelajari karena vidionya terpotong-potong". (The difficulty is if the internet network is low, so I am difficult to study because the video will be loading long time)

A video need high network because it has high capacity. The students should have high data internet and good signal at home or they must have Wi-Fi connection.

The second interview is with the student A,

"Kesulitannya saat pandemic ini ketika mendownload video atau menonton video harus menggunakan kuota yang cukup banyak". (The difficulty of studying vocabulary by using video during Covid-19 is when I download the video I need a lot of data internet).

When the students get video from WhasApp the students need to download it before watching. So they need a lot of

data internet in their card. High signal also supports smooth viewing video.

The research finding about students' respond toward using Video is good enough to support the teacher in implementing this strategy. Even though they spend a lot of money to buy data internet when study at home. The students' positive responses are by watching the explanation in the video the students directly know the main idea without translating the words one by one. They can quickly to respond the lesson from the teacher because the material can be seen clearly. They don't feel bored because they look good object animation in the video in studying. Their vocabulary builds up when they can understand the material in the video. The students' negative responses are they get problem when they have trouble signal and low internet network. The students must buy expensive data internet so they have good internet connection to download or play the video.

c. **Students' Responses Toward the Use of Reading Text**

In this part the researcher will describe the data about students' respond toward using Reading Text when the teacher taught Vocabulary during Covid-19. Based on online interview with the students, it was found that the students got reading text and the teacher asked to record while they read the text. The data related with interviewing the students.

The first interview is with the student R,

"Terkadang guru meminta untuk membaca teks dibuku". (Sometimes the teacher asked to read a text in the book).

In students' book are available several texts that can be read by the students. From that text the students can get new vocabularies or they can answer the questions based on the text.

The second interview is with the student V,

"Ya, guru memberikan sebuah text melalui WhasApp dan meminta untuk menterjemahkan". (Yes, the teacher gave a text via WhasApp and asked to translate it)

For making the students more knowing about various vocabularies the teacher can give other text out site the book by asking the students to translate the text.

The third interview is with the student A,

"Ya, guru meminta untuk membaca dan merekam untuk meningkatkan skill membaca dan meminta mencari kata yang sulit". (Yes, the teacher ask to read a text and record to improve reading skill and asked to look for difficult vocabularies).

To know the students' reading skill at home, the teacher listened the students' recording and to increase students vocabulary mastery after reading the students are asked to find difficult vocabulary for them with the meaning.

The fourth interview is with the student S,

"Iya, guru saya selalu mengajurkan untuk membaca dan mencari kata yang sulit setiap belajar". (Yes, my teacher always proposes to read and look for the difficult words in every studying).

The students are trained to be used to read in order to increase students' pronunciation. From that habit the students will also find various vocabularies from the texts.

While the teacher taught vocabulary by using reading text, the students gave a respond of it. The students felt it was fun because they can find new various vocabularies in the reading text and they can be challenged to pronounce correctly. Although there are the students don't like reading because they cannot pronounce words in English. The data related with interviewing the students.

The first is with the student R,

"Tidak menyenangkan karena saya tidak suka membaca karena kesulitan membacanya. (It is not Fun because I don't like reading because I get difficult to read the words).

If the students don't like reading, they will feel unhappy when they are given reading text for studying. They will feel confused and bored in reading the text. The students must have desire to study how to pronounce the words correctly.

The second is with the student V,

"Menyenangkan karena saya tertantang untuk bisa membaca kosakata bahasa Inggris dengan benar. Jika ada kata yang saya belum tahu saya bisa menterjemahkan terlebih dahulu". (It is fun because I can be challenged to read the vocabulary in English correctly. If there are the words that I don't know I can translate it first).

The students can translate to know the meaning so they can understand the meaning before read the text. After the students record while they read the text, the students will get the true pronunciation from the teacher via voice note so they will reread the text until they can pronounce correctly.

The third is with the student A,

"Menyenangkan karena saya bisa menemukan kata baru yang belum pernah saya pahami dan jumpai". (It is interesting because I can find new words that I haven't met and understood before).

Not all students can memorize a lot of vocabularies during they study English, after they find new vocabulary in the text they will try to find the meaning also. So by giving reading text the students will know that one word will have more than one meaning.

The fourth is with the student S,

"Menyenangkan karena guru saya membiasakan siswa utuk membaca jadi itu bisa menumbuhkan sikap percaya diri dalam berbicara bahasa inggris dan banyak kosakata baru yang bisa saya dapatkan". (It is fun because my teacher always asks the students to read so it can grow confident attitude in speaking English and there are a lot of new vocabularies that I can get from the text).

The students will feel comfortable read the text when their hobby is reading. Even they don't have hobby in it the students will be used to read the text when the teacher asked them to reading by recording so it can grow students confident in speaking English. Increasing vocabulary will be also felt by the students.

The easiness was felt by the students when the teacher gave reading text. The easiness that was gotten by the students are they will feel fun in reading the text because they like reading and they will easy in analyze the meaning of the text by translating the words. The data related with interviewing the students.

The first interview is with the student V,

"Kemudahannya saya gemar membaca jadi akan lebih merasa senang dengan teks". (The easiness is because I like reading so I will be happy with reading text).

Like reading will make the student easy in understanding material. They will also be fast to gain the topic idea of the text because they will feel happy when do reading. It will be difficult for the students who don't like reading. They will reread several times in understanding the text.

The second interview is with the student A,

"Kemudahannya karena bisa di analisis maksud dari kalimat tersebut dengan cara mentranslate secara langsung". (The easiness is because it can be analyzed the means of the sentence by translating directly).

The students can directly translate the text after reading. When they know the meaning they will be easy in analyzing the main idea of the text.

The third interview is with the student S,

"Kemudahannya karena saya suka membaca dan saya suka bahasa Inggris jadi merasa senang ketika membaca". (The easiness is because I like reading and I like study English so I will be happy when reading the text).

The students will have spirit in studying when they like the lesson. The students will also feel interesting in reading when the teacher can give interesting story so they will be curious to understand the text and find the topic idea.

Not all the students can pronounce the words correctly so the students feel difficulty when the teacher asked them to

read the text. The students will also be bored when they often get reading text when studying English. The data related with interviewing the students.

The first interview is with the student R,

"Kesulitannya jika terlau sering memberi sebuah teks bacaan maka akan merasa jenuh juga". (However the difficulty is when the teacher often gave reading text I will be bored also)

Sometimes the students will have bored in studying. They will get difficult when the teacher always ask to reading while the students feel unhappy in studying. The students should have a way to make their bored lost so they can read the text in the full of spirit.

The second interview is with the student V,

"Kesulitanya karena guru tidak bisa mengajar tatap muka sehingga tidak tahu bacaan kalimat itu benar atau salah". (The difficulty is because the teacher cannot teach face to face so I don't know how to know that the pronunciation is wrong or true).

The students will get the true pronunciation after the send the recording to the teacher. Then they will get the correction via voice note WhasApp or by recording also. When they read the text at home, they will not get the correction directly like in the classroom. The students

should study alone at home by open Oxford or Google translate to know the pronunciations.

The third interview is with the student S,

"Kesulitannya ketika ada kata yang belum saya tahu maka saya akan kesulitan membaca". (The difficulty is when there are the words that I don't know how to read it).

The students will get difficult when they read the text in the first time. The students should to reread the text more than one before they do recording. The teacher will give score for the students' reading. So the students must send the good reading even they still do a mistake.

Based on the research finding above it shows that the students have good responses toward using reading text in learning process. Although there are the students don't like reading but they still support when the teacher implemented this strategy. The students' positive responses are students feel fun because they like reading. When the teacher gives reading text the student think it can help them find various new words that they haven't met before. By reading the students think it can increase their reading skill, pronunciation and vocabulary. By record the voice while reading the text, it can grow students' confident in speaking because the teacher gives correction when they do a mistake in pronunciation. Students' negative responses are there are

the students don't like reading so they feel unhappy when the teacher gave reading text. The students get difficult to pronounce the words correctly and they feel hesitate to pronounce the words because they cannot do face to face with the teacher.

d. Students' Responses Toward the Use of Pictures

In this part the researcher will describe the data about students' responses toward using Picture when the teacher taught Vocabulary during Covid-19. Based on online interview with the students, it was found that the students got picture from the teacher and asked the students to describe the picture in English. The data related with interviewing the students.

The first interview is with the student R,

"Kadang-kadang guru mengajar kosakata dengan memberikan gambar". (Sometimes the teacher teaches vocabulary by giving picture).

To make the students want to build up their vocabulary at home, the teacher sent a picture to make the students easy to understand the meaning.

The second interview is with the student V,

"Ya, guru memberikan gambar dan meminta untuk mendiskripsikan dalam bahasa Inggris". (Yes, the teacher gave picture and asked to describe in to English).

By asking the students to describe the picture, the students will have various stories. The teacher can asked to exchange the story to their friends, so the students can reach a lot of vocabulary from their friend's stories.

The third interview is with the student A,

"Ya, guru memberikan gambar dan meminta untuk mencari arti bahasa Inggrinya". (Yes, the teacher gave picture and asked to look for the English meaning).

The teacher can build up the students' vocabulary by asking to translate the picture in to English. Then the students must memorize the vocabularies at home.

The fourth interview is with the student S,

"Sejauh ini guru meminta siswa untuk mencari kosakata didalam gambar yang ada didalam Modul". (As far as this the teacher asks the students to look for vocabulary in picture that there is module).

Now the students' book have been set by full of picture and color. From that the students can be asked to describe the picture in the module or directly translate available picture.

The students have their own opinion when the teacher taught vocabulary by using picture. They feel it is fun because picture is colored so they have attraction in studying, easy to understand and by describing picture it can build up vocabulary. The data related with interviewing the students.

The first interview is with the student R,

"Menyenangkan karena dapat dipahami dengan cepat". (It is fun because it can be understand quickly)

The students will feel enjoy when they study by look the real picture. They will directly understand when they are asked to translate the words by showing the picture.

The second interview is with the student V,

"Ya menyenangkan karena mudah mengartikan kata dengan gambar sehingga saya bisa mudah mengingat kosakata". (Yes, it is fun because it is easy to translate words by picture so I can be easy in remembering vocabularies)

The students will be easy in remembering vocabulary if they can look the real object of words. Moreover, the teacher cannot bring the real object to the student when study at home so the teacher can send a picture to the students. The teacher can asked the students to give the meaning of that picture.

The third interview is with the student A,

"Ya menyenangkan karena terdapat warna dan bentuk sebuah gambar jadi bisa menarik perhatian belajar". (Yes, it is fun because there is color and form of picture so I can attract my attention in studying)

Attracting students' attention in studying is important. When the students feel interesting they will be easy to understand material. By giving picture that full of color it can help the students enjoy in studying.

The fourth interview is with the student S,

"Ya menggunakan gambar lebih membantu untuk meningkatkan kosakata karena guru meminta mendeskripsikan gambar tersebut jadi saya bisa berinovasi membuat cerita". (Yes by using picture it can be help me in increasing vocabulary because the teacher asked to describe the picture so I can innovate to make story.)

When the students describe the picture of course they will need a lot of vocabularies. When they used various vocabularies it can help the students in improving vocabulary mastery.

After the students felt that picture can build up their vocabulary, so the easiness was also gotten by the students after they study by using picture. Picture can help them in remembering vocabulary, the students can used various vocabularies when describing picture and study by using picture reduces students' lazy. The data related with interviewing the students.

The first interview is with the student R,

Kemudahannya saya jadi tidak malas belajar karena mudah dipahami". (The easiness is I cannot be lazy in studying because it can be easy to understand).

When the students can reduce their lazy in studying they will quickly understand the teacher's explanation or even they have spirit in studying English they will straggle to master in every English skill.

The second interview is with the student V,

"Kemudahannya jika guru meminta menghafal kosakata saya bisa lebih mudah ingat karena saya belajar menghafal kosakata yang baru beserta gambarnya". (The easiness if the teacher asked to memorize vocabulary I can be easier to remember because I can memorize new vocabularies with the picture).

Picture can help the students increase student's vocabulary mastery because they will know the meaning with the real picture. The teacher will facilitate the students in memorizing when the teacher taught vocabulary by using picture.

The third interview is with the student S,

"Kemudahannya jika guru meminta untuk membuat cerita atau mendiskrpsikan gambar tersebut saya bisa menggunakan kosakata baru yang bervariasi". (The

easiness if the teacher asked to make story or describe the picture I can use varies of new vocabularies).

While the students write the story based on the picture, they will use new vocabularies that they don't know the meaning before. Indirectly it can build students' vocabulary when they study at home.

The problem will arise when the learning process is done by online. The students also get difficulty when they study by using picture at home. The difficulties that were gotten by the students are because they have low data internet to view the picture, the students will get trouble when they don't really understand about the picture because the picture don't have a color or opaque. The data related with interviewing the students.

The first interview is with the student R,

"Kesulitannya jika internet agak lambat maka gambar kadang tidak jelas". (The difficulty is if the internet connection is low the picture will be not clearly).

The teacher used WhasApp and Google form as the platform in teaching the students. Because that Applications need internet connection so the students should have high data internet at home so the picture will clearly to be looked.

The second interview is with the student A,

"Kesulitannya jika guru memberikan gambar yang tidak berwarna maka saya sulit untuk mengartikanya karena harus melihat gambar melalui handpone". (The difficulty is if the teacher gave picture that there is no color, so I am difficult to get the meaning because I must see it in mobile phone).

The teacher should give the clear picture when teach students by showing picture because the clear picture help the students in translating the picture. The picture which full of color is more wonderful than opaque picture.

The first interview is with the student S,

"Kesulitannya ketika saya tidak dapat ide untuk membuat cerita karena terkadang guru memberikan gambar yang sulit untuk dipahami". (The difficulty is when I don't get idea to make story because sometimes the teacher give difficult picture to be understood).

Understandable picture will help the students to make interesting story. When the teacher gave the difficult picture the students will also get difficult in describing the picture. The teacher should give a picture as good as possible to be understood.

The research finding about students' respond toward using Picture is students feel it can attract their attention in studying English when the teacher implemented this strategy

in learning process via online. Students' positive responses are the students feel easy in translating the word by picture so the students are easy to memorizing vocabulary. Picture looks interesting because there are color and forms so the students can reduce their lazy in studying. By describing the picture the students can use various new vocabularies so it can build up their vocabulary mastery. Students' negative responses are they feel difficult to have idea in describing picture because the teacher gives uneasy picture or the teacher gives unclear picture. They think low signal and data internet make them difficult in downloading the picture. Even though, the students still support when the teacher implemented this strategy.

B. Data Finding

Based on data presentation it can be found that the teachers used Dictionary (Co1), Video (Co2), Reading Text (Co3), and Showing Picture (Co4) in teaching Vocabulary. For all the strategies it can be said that basen on the way how the teachers presented the strategies during study Online, the teachers used Grammar-Translated Method. It is way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and text into and out of the target language. Even though the teachers gave video, reading text and picture, the teachers always ask the students to translate every word by using dictionary when the students don't know about the meaning. The teachers

only can do limited strategy in teaching the students via online so that the students must study hardly and indenpendently by translating words by using dictionary at home to keep and increasing students vocabulary mastery. The teacher also expressed that every strategy had the easiness and difficulties so that why they have their own reason why they used those strategies during teaching via online.

The students have good responses towards the teachers' strategies. They still follow the learning process even sometimes they don't feel happy with that. The students had several kinds of responses toward every strategy. So the students gave declaration that they get easiness and difficulties in using those strategies. The students' responses are devided into positive and negative responses. The students said that dictionary can help them in translating the words but they don't have dictionary at home. The students enjoyed study using Video but they must have a lot of data internet at home. The students liked reading but they get difficult in pronounce the words. For picture they were interesting because picture made them easy in increasing vocabulary but when the teachers asked to describe it, they felt that they don't have idea in making a story.