

**THE TEACHER STRATEGY IN ONLINE TEACHING VOCABULARY
AT NINETH GRADE STUDENT
OF SMP NEGERI 3 PALU**



A THESIS

Submitted as one of Partial Fulfillment for the Requirements of the Degree of Sarjana Pendidikan (S.Pd.) at English Tadris Study Program Faculty of Tarbiyah and Teacher Training Datokarama State Islamic University (UIN) Palu

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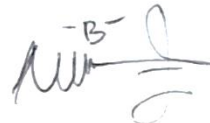
**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
DATOKARAMA STATE ISLAMIC UNIVERSITY (UIN) PALU
2022**

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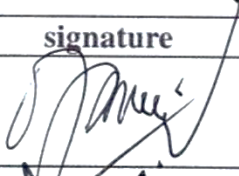



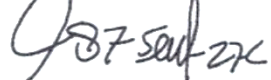
RATIFICATION

Thesis by **Nur Syarifa Motoian** NIM : 16.1.16.0061 entitled “**The Teacher Strategy In Online Teaching Vocabulary At Ninenth Grade In SMP Negeri 3 Palu**” which has been examined in front of board examiner Tarbiyah And Teacher Training Faculty (FTIK) State Islamic University (UIN) Palu on 17 february 2022 which coincides with the date 14 Jumadil Akhir 1443 H It is deemed that the thesis has met the criteria for scientific writing and can be accepted as a requirement to obtain a bachelor of education (S.Pd) in English Tadriss Study Department with several improvements.

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14 Jumadil Akhir 1443 H

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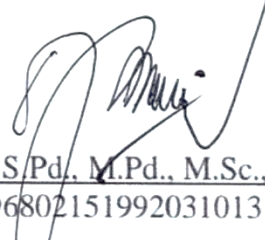
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Writer,



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ABSTRACT

Writer's Name : Nur Syarifa Motoian
NIM : 16.1.16.0061
Thesis Title : The Teacher Strategy In Teaching Vocabulary Online At
Nineth Grade Student Of Smp Negeri 3 Palu

This thesis was concerned with the strategy used by the teacher in teaching vocabulary online in the ninth grade at SMP Negeri 3 Palu and the formulation of the problem strategy used by the teacher in teaching vocabulary through online at SMP Negeri 3 Palu and what are the supporting factors and inhibiting factors that the teacher gets when using that strategy.

This study used a qualitative approach, Data collection techniques used observation, interview, and documentation, data analysis techniques used data reduction, data presentation and conclusion drawing. The results of this study indicated that in the online learning process the strategy used by teachers, especially in the ninth grade at SMP Negeri 3 Palu, was expository strategy, This strategy is used because it was adapted to the needs of students and adapted to their learning conditions (online).

The internal factor in question is the adjustment of teaching materials with strategies and methods of presentation during the online learning process. Here, educators are required to manage the class as well as possible so that all students can follow the learning process and its development is observed entirely by the teacher. Although this learning process is done online. The external factors referred to in this case are supporting factors for the learning process, such as suggestions and infrastructure, a conducive learning environment and atmosphere so that the teaching and learning process can be carried out in accordance with the learning scenarios that have been planned or designed by the teacher.

Supporting factors and inhibiting factors that teachers get when using the strategy (expository), should be considered and understood by schools and teachers so that they can provide the right stimulus and solution so that students still understand the learning material even though the learning was done online. By understanding the inhibiting factors for using expository strategies, namely in order to minimize errors and shortcomings that occurred due to the use of this strategy in online learning.

The conclusion obtained is that the use of appropriate strategies can help students understand the material presented by the teachers. The implication of this research is that educators at SMP Negeri 3 Palu must continue evaluating which strategies are appropriate to use according to the needs of the students and according to the material presented, especially those related to vocabulary material in English lesson.

Keywords: *Teacher Strategy, Vocabulary Online.*

OBSERVATION GUIDE

1. Observation of the school environment of SMP Negeri 3 Palu.
2. Observation the condition of teacher at SMP Negeri 3 Palu.
3. Observation the condition of students at SMP Negeri Palu.
4. Observation the condition of facilities and infrastructure at SMP Negeri 3 Palu.
5. Observation of how teachers apply strategies in online learning.

INTERVIEW GUIDE

A. Deputy principal of SMP Negeri 3 palu as a ninth grade english teachers.

1. What is the history of the founding of SMP Negeri 3 Palu ?
2. What is the vision and mission of SMP Negeri 3 Palu ?
3. How are the teachers at SMP Negeri 3 Palu ?
4. How are the students at SMP Negeri 3 Palu ?
5. How is the condition of the facilities and infrastructure at SMP Negeri 3 Palu ?
6. What strategy the English teacher use in teaching vocabulary at SMP Negeri 3 Palu ?
7. What supporting and inhibiting factors do teacher get y using this strategi ?

B. Ninth grade students G, H and I

1. Is it true that strategy used by the teacher when learning online. Using an expository strategy ?

2. How do the teachers teach vocabulary during online learning ?
3. How is the communication between teachers and students during online learning ?
4. What preparation do students do when learning online ?
5. What are the supporting and inhibiting factors when students learn online ?

CHAPTER I

INTRODUCTION

A. Background

Education is a conscious effort to prepare students to be able to develop abilities and form a dignified national character and civilization in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe and have devotion to God Almighty, noble, healthy, knowledgeable, competent, creative, independent and a democratic and responsible citizen (Permendiknas No. 20 of 2003).

Various efforts to improve the quality of education lead to an advantage in education that cannot be separated from the existence of human resources. The era of globalization which is marked by very strong competition in various fields requires mastery of technology, excellence in management and human resources (HR). It is related to these three things that the Indonesian government feels the need to prepare superior human resources through reforming the National Education System (Sisdiknas). Law of the Republic of Indonesia Number 20 of 2003 concerning Sisdiknas is the legal basis for implementing the National Education System. Law Number 20 of 2003 states efforts to improve the quality of education, to be precise in article 50 paragraph 3 which reads "the government and / or local governments organize at least one educational unit at all levels of education, to be developed into an international standard education unit". With the implementation of this law, the Ministry of National Education, Directorate General of Management of Primary and Secondary Education was carry out a quality education service process and produce graduates who are recognized nationally and internationally. Meanwhile, in the vision and mission of the National

Education Ministry's Strategic Plan for 2005-2009, one of them mentions realizing quality, competitive, and relevant community education to community needs.

In Indonesia, education itself is one of the alternatives to improve the quality of human resources in facing the challenges of the times, in line with this,

Ahmadi believes that education that is capable of supporting future development is education that is able to develop the potential of students, so that those concerned are able to face and solve the problems of life they face.¹

Through learning English in schools, intellectual and social abilities can be improved, such as being able to communicate in English orally and in writing in various needs and conditions, especially to prepare from an early age to be able to compete with global society today and in the future through Language as a medium of communication.

Brunner and Suryanto argue that the most important thing for cognitive development is language.²

The first level of education a child passes is elementary school (SD), aged 7-12 years. At this age, the best opportunity to provide stimulus in the form of attitudes, knowledge and skills to children. Based on this, the government has carried out various educational policies and innovations in order to achieve the target of mastering English optimally for the Indonesian people starting from the elementary school level.

One of the proofs of the government's seriousness in implementing English is stated in Government Regulation number 81 A of 2013 concerning extracurricular implementation.

¹Ahmadi, (Jakarta : Prestasi Pustaka Publisher, 2011), h. 91.

²Kasihani K.E Suyanto, *English For Young Learners*, (Jakarta : PT Bumi Aksara, 2008),h. 11.

The scope of content / types of local content can be in the form of: regional languages, English, regional arts, regional skills and crafts, customs, and knowledge of various characteristics of the surrounding natural environment, as well as matters deemed necessary for the development of the potential of the region concerned.³

In general, English education in Indonesia has not reached the expected target, due to the fact that Indonesian education is generally still result-oriented as measured by good grades. This makes the situation even worse because the process of automatic learning activities was not pay attention to the learning objectives itself, which is actually more essential, namely the process of how to master English language along with the four existing skills. In the scope of English, the language skill component includes aspects of listening, speaking, reading and writing. These four aspects can be called the four language skills. But the most important thing to understand language is to listen to it properly and correctly.

Every teaching activity requires a strategy to achieve goals, those goals are gradual and tiered, starting from very conceptual to practical concrete goals, namely curricular goals, general instructional goals and specific instructional goals.

The term strategy comes from the Greek noun and verb as the noun *strategos*, which combines the word "stratos" (military) with a "ago" (to lead) as the verb *stratego* means to plan (toplan) in the big Indonesian dictionary strategy is a plan that According to Sudjana, strategy is a pattern that is deliberately planned to carry out an activity or action. The term strategy, like many other terms, is used in many teaching contexts with different meanings. Strategy means the general pattern of teachers' actions in the manifestation of teaching activities. The general nature of

³Lampiran II Peraturan Pendidikan Dan Kebudayaan Republic Indonesia No 81 A Tahun 2013 Tentang Implementasi Kurikulum 2013 Pedoman Pengembangan Muatan Lokal Pasal IV dan V.

this pattern means that the kinds and order of actions in question are used by teachers in various learning events.

The teaching process is an event that involves two parties, teachers and students with the same goal, namely the achievement of learning objectives. From the student's side, his thoughts are mainly focused on how to learn a lesson so that their learning achievement can increase in mastery of English vocabulary or other subjects, on the other hand, the teacher also thinks about how the strategy and attention of students towards the subject matter so that learning motivation arises so that they can achieve results learn better. This does not mean that teachers / educators are more active than students, but because their professional responsibility requires teachers to strive to stimulate students' interest in learning and they also try to master the subject matter presented and seek and implement more effective and efficient teaching strategies to achieve the expected goal.⁴

Education with regard to human development efforts is very determined and very dependent on the human element itself. The human element determines the success of education, in this case it is the teacher or educator factor. In addition, the instructional factors or facilities and infrastructure owned by an educational institution indirectly affect the learning process and it is the teacher who fosters and develops students' abilities so that later they become intelligent humans and have high morals. Therefore, teachers are also required to take strategic actions in teaching vocabulary during lessons that are carried out online or online, especially at SMP Negeri 3 Palu.

B. Problem Statement/ Question The Research

Based on the above background, the writer formulates the problem as follows:

⁴Sahabuddin, *Pengajaran*,(Makasar : Universitas Negeri Makasar, 1999), h.3.

1. What strategies do English teachers use in teaching vocabulary at SMP Negeri 3 Palu?
2. How the expository is implemented?
3. What supporting and inhibiting factors?

C. Purpose The Research

In principle, every study has the objectives and uses of research that are based on the formulation of the problem, so the objectives and uses of the research that the researcher wants to achieve are as follows:

1. Research Objectives

- a. To find out what strategies the teacher uses in teaching vocabulary online at SMP Negeri 3 Palu.
- b. To find out what are the supporting and inhibiting factors for the teacher by using that strategy.

2. Research Benefits

- a. The benefit of theory is that this research can add insight and scientific repertoire, especially in the process of learning online vocabulary.
- b. The scientific benefit is that it is hoped that this research can be used as study material and can be an added value in the learning process.
- c. Practical use is that this research is expected to be able to provide information to readers about what strategies the teacher uses in teaching vocabulary online

D. Affirmation The Terms

In this proposal the writer chooses a theme as the title of this study, "The strategy of teachers in teaching vocabulary online at SMP Negeri 3 Palu". In order to avoid different interpretations from the readers, it is necessary for the authors to

classify some of the terms that are key words in this theme both conceptually and operationally.

1. Teacher Strategy

The term Strategy comes from Greek nouns and verbs. As a noun, strateos is a combination of the words stratos (military) and ago (to lead). As a verb, stratego means to plan (to plan action).

Mintzberg and Waters, argue that strategy is a general pattern of decisions or actions (strategie are realized as patterns in stream of decisions or actions). Hardi, Langly, Rose and Sudjana argue that the strategy is perceived as a plan or a set of explicit intention preceeding and controlling action (a strategy is understood as a plan or was that precedes and controls activities).⁵

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education, and secondary education.⁶

However, if it is related to teaching and learning, strategy can be interpreted as a general pattern of teacher and student activities in the form of teaching and learning to achieve what has been outlined.⁷

2. Teaching

Teaching is an activity to organize or manage the environment as best as possible and to connect with children so that the learning process takes place. In other words, teaching is creating conditions that are conducive to student learning

⁵Abdul Majid, *Strategi Pembelajaran*, (Bandung : PT Remaja Rosda Karya 2013),h. 3.

⁶Kunandar, *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses Dalam Sertifikasi Guru*, (Jakarta : PT Raja Govinda Persada, 2009) h.54.

⁷Abu Hamdi dan Joko Tri Prasetyo, *Strategi Belajar Mengajar*, (Bandung : Pustaka Setia, 1997), h. 11.

activities. Or it can be concluded that teaching is the process of transferring knowledge that is given by the teacher and understood by students.

3. Vocabulary

Vocabulary or vocabulary is a set of words that are owned by someone or other entities, or are part of a particular language. A person's vocabulary is defined as the set of words that people understand or all of the words that person is likely to use to construct new sentences.

E. Thesis Outlines

The outline in this study is a general description that provides a shadow to the reader of all descriptions in this thesis proposal. This thesis proposal consists of five chapters, each of which is related to one another, as below:

The first chapter, consists of an introduction with background problems. Furthermore, the research objectives and research utility. In order to avoid misunderstanding in interpreting the contents of the proposal, it is also emphasized in terms of terms. This introduction ends with an outline of the content, in order to make it easier for people to know the content.

The second chapter, this is a literature that describes the notion of literature review as a theoretical basis for research on several main points, including explaining the strategy of teachers in teaching vocabulary online.

The third chapter is a chapter that explains the research approach and design methods used by researchers in the discussion which includes the research location, the presence of the researcher, data and data sources, data collection techniques, analysis techniques, and data validity.

The fourth chapter contains the results of the research. The research results are the results or answers to the problem formulations in this scientific paper proposal.

The fifth chapter, contains the cover. Where in it contains a conclusion from the formulation of existing problems and contains suggestions from the research carried out.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

The results of previous research that relate to aspects of the writer research on "The strategy of teachers in teaching vocabulary online". Among them:

First, the research was carried out by Sarianah with the title "English vocabulary learning strategies for students at MTs Bulu-Bulu, Bangkala Sub-district, Jeneponto Regency." The results of his research indicate that students should learn English vocabulary through a strategy that has been prepared, then the teacher should provide motivation and also more appreciation for students in teaching English vocabulary. From the results of this study is quite good because with these results the teacher knows what students need in order to attract students to learn vocabulary.

Secondly, the research was conducted by Fatma Zulita Fetria with the title "Teacher's Strategies In Teaching English Vocabulary (A Study Of The English Teachers Of State Junior High Schools in Five Kaum Subdistricts). so that students understand and the media used is also useful for fostering student interest in learning so that the learning process is not boring. The strategies used by the English teacher at school are as follows: percentage strategy (using pictures, using body movements / gestures), using translation videos and examples), training strategies (tests and games in class), strategies for training (guessing from context) and search for the dictionary). Those are some of the strategies used by the teachers in the school.

Third, the research conducted by Mishanila with the title "Teacher's Strategies In Teaching English Vocabulary To Young Learners At Excellent Mandiri School In Academic Year 2018/2019" the results of the study show that there are three

strategies used by teachers, namely: first translation, where the teacher prefers to translate directly by using songs and singing according to the theme of the chapter. The second explanation, where the teacher explains the function of words before they memorize the words. The third is enumeration, where the teacher provides an explanation of the words and the students guess specific words. That way, it can help students find new vocabulary, gain knowledge, information, think easier, faster in a fun way. So, the difference between previous researchers and this research is the class was conducted in online learning.

B. Teacher's Strategy

1. Definition of Strategy

The term Strategy comes from Greek nouns and verbs. As a noun, *strateos* is a combination of the words *stratos* (military) and *ago* (to lead). As a verb, *stratego* means to plan (to plan action).

Mintzberg and Waters, argue that strategy is a general pattern of decisions or actions (strategies are realized as patterns in stream of decisions or actions).Hardi, Langly, Rose and Sudjana argue that the strategy is perceived as a plan or a set of explicit intention preceding and controlling action (a strategy is understood as a plan or was that precedes and controls activities).⁸

In the master dictionary of scientific terms, strategies are good and beneficial ways of acting.⁹ The term *strategi* comes from Greek, namely *strategia*, strategy is a long plan to succeed in achieving an advantage.¹⁰

According to the second edition of the Big Indonesian Dictionary (1989) strategy is the science and art of using all the resources of nations to carry out

⁸Abdul Majid, *Strategi Pembelajaran*, (Bandung : PT Remaja Rosda Karya 2013), h.3.

⁹Dahlan, Al-Barry, Yaqub, Sofya, *Kamus Induk Istilah Ilmiah Seri Intelektual*, (Surabaya : Target Press, 2003), h. 740.

¹⁰Yamin Martinis, *Strategi & Metode Dalam Pembelajaran*, (Jakarta : Referensi GP Press Group, 2003), h.1.

certain policies in war and peace. What is considered to be directly related to the notion of this strategy is that a strategy is a careful plan regarding activities to achieve certain goals.

According to Atmosudirjo strategy is a plan, steps, and a series to achieve a goal, so in learning the teacher must make a plan, steps in achieving the goal.

Strategies must be implemented and translated into specific policies, procedures and regulations that was guide planning and decision making. The learning strategy is a step taken by the teacher in growing and developing the potential that is in students, by planning, mastering materials, managing the class, using various methods and media, giving praise for good behavior.

The learning strategy is the teacher's action in implementing the teaching plan. That is, the teacher's efforts in using several learning variables (objectives, materials, methods and tools, and evaluation) in order to influence students to achieve predetermined goals.

The definition of teacher strategy according to Syaiful Bahri Djamarah, strategy is a method or a method, whereas in general, strategy has an outline of a direction to act in an effort to achieve predetermined goals.¹¹ Strategy is almost the same as tactics, tactics or politics, namely an arrangement of potential and resources in order to efficiently obtain the results of a design. Stratagem is the optimal use of situations and conditions to reach the target. Whereas in education the term strategy is also referred to as a technique or method which is often used interchangeably. To understand a strategy or technique, the explanation is usually associated with the terms approach and method. Strategy is a method or method used to achieve predetermined goals so that there is conformity with the desired technique in achieving goals.

¹¹Syaiful Bahri Djamaroh, Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta : Rineka Cipta 2002), h.5.

According to Stoner and Sirait quoted by Hamdani, there are several characteristics as follows:¹²

- a. Time insight, covering the far future time horizon, namely the time needed to carry out these activities and the time needed to observe the impact.
- b. Impact, although the end result by following a certain strategy is not immediately visible over the long term, the impact is very significant.
- c. Concentration of effort, an effective strategy usually requires the concentration of activity, effort or attention over a narrow range of means.
- d. In decision patterns, most strategies require that a certain set of decisions be made over time.
- e. Absorption, a strategy covers a broad spectrum of activities from the process of resource allocation to daily operational activities.

The use of strategies in learning really needs to be used, because it simplifies the learning process so that it can achieve optimal results. Without a clear strategy, the learning process is not directed so that the learning objectives that have been set are difficult to achieve optimally, in other words learning cannot take place effectively and efficiently. Learning strategies are very useful for teachers, especially students. For teachers, strategies can be used as guidelines and references for systematic action in implementing learning. For students, users of learning strategies can simplify the learning process (make it easier and faster to understand learning content). Because loyal learning strategies can facilitate the learning process for students

In learning there are several strategies used to achieve goals in education itself. Strategy is a conscious way to achieve certain goals, strategy can also be understood as a type or design. In general, there are several approaches to learning that can be used, including:

a. Expository Learning Strategy

According to Roy Killenyang quoted by Sanjaya, the notion of expository learning strategies is a learning strategy that emphasizes the process of delivering

¹²Ibid., h.18

material verbally from a teacher to a group of students with the intention that students can master the subject matter optimally.¹³

Meanwhile, according to Anissatul Mufarokah, expository learning is the teacher presenting in a form that has been prepared neatly, systematically and completely, so that students just need to listen and digest it in an orderly and orderly manner.¹⁴

The expository learning strategy is a learning strategy that emphasizes the process of delivering material verbally from a teacher to a group of students with the intention that students can master the subject matter optimally. This expository learning strategy is specifically designed to support student learning processes related to well-structured procedural knowledge and declarative knowledge, which can be taught gradually, step by step.¹⁵ So, from the explanation above, what is meant by the expository learning strategy is a conceptual framework that describes procedures and organizes learning experiences to achieve certain goals and serves as a guide for instructional designers, learning environments and class administrators. The expository learning strategy is more aimed at its objectives and can be taught or exemplified in a relatively short time. It is a "must" in all plays or roles played by the teacher.

This expository learning strategy is a form of teacher-oriented learning approach. It is said that, because in this strategy, the learning material is structured with learning material that is expected to be structured with the material presented that can be mastered by students well.¹⁶

¹³Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta : Kencana 2006), h. 177.

¹⁴Annisatul Mufarokah, *Strategi Belajar Mengajar*, (Yogyakarta : Teras 2009), h. 60.

¹⁵Kardi S dan Nur M., *Pengajaran Langsung*, (Surabaya : Unipres IKIP Surabaya, 1999), h.3.

¹⁶Wina Sanjaya, *Strategi Pembelajaran...*, h.177.

The strategy of expository learning can take the form of lectures, developing, training or practical group work. In using expository learning strategies, a teacher can also relate to cooperative learning class discussions, as Arends quoted by Kardi as stated:

A teacher can use expository learning strategies to teach the material or teacher skills, then class discussions to train students to think about the topic, then divide into cooperative learning groups to apply the newly acquired skills and build their own understanding of the learning material.¹⁷

The use of expository learning strategies, there are several principles that must be considered by the teacher. Each of these principles is described below:

1) Goal-oriented

Although the delivery of learning material is the main feature of the expository learning strategy through the lecture method, it does not mean that the process of delivering material is without learning objectives, it is precisely this goal that must be the main consideration in using this strategy. Therefore, before this strategy is implemented first, the teacher must formulate clear and structured learning objectives, such as criteria in general, learning objectives must be formulated in the form of measurable and competency-oriented behavior that must be achieved by students. This is important to understand, because specific goals allow us to control the effectiveness of the use of learning strategies.¹⁸

2) Principles of Communication

The learning process can be said to be a communication process, which refers to the process of delivering messages from a person (message source) to a person or group of people (message recipient). The message conveyed in this

¹⁷Kardi S. dan Nur M., *Pengajaran...*, h.8.

¹⁸Wina Sanjaya, *Strategi Pembelajaran...*, h. 179-181.

case is the subject matter that is organized and arranged in accordance with the specific goals to be achieved. In the communication process the teacher functions as the recipient of the message.

3) Readiness Principles

In connectionism learning theory, "readiness" is one of the laws of learning. The essence of this law of learning is that each individual was respond quickly to any stimulus that appears when he is ready, on the contrary, it is impossible for each individual to respond to every stimulus that appears when he is not ready.

4) Principles of Sustainability

The expository learning process must be able to encourage students to study further subject matter, but also for the next time. Successful exposure is when through the delivery process can lead students to a situation of imbalance (disequilibrium), thus encouraging them to seek and find or add insight through independent learning.

There are several steps in implementing the expository learning strategy, namely:

- 1) Preparation
- 2) Presentation
- 3) Connect
- 4) Summing up
- 5) Application.¹⁹

b. Heuristic Learning Strategies

Heuristics comes from the Greek word *heuriskein*, which means "I found".²⁰

In its development, this strategy has developed into a learning strategy that

¹⁹Ibid., h.183.

²⁰Wina Sanjaya, *Strategi Pembelajaran...*, h.94.

emphasizes student activity in understanding learning material by making "heurisken (I found)" as a reference. This learning strategy is based on message processing / information processing carried out by students so that they acquire knowledge, skills and values.²¹

This strategy assumes that learning activities must be able to stimulate students to be active in the learning process such as understanding subject matter, bias in formulating problems, establishing hypotheses, looking for data / facts, solving problems and presenting them.²² So it can be concluded, that the heuristic strategy is learning that emphasizes student activity in the learning process in developing students' intellectual thinking processes. In another definition, it is stated that heuristic learning strategies are a series of learning activities that emphasize critical and analytical thinking processes to seek and find their own answers to a problem in question.

This strategy departs from the assumption that since humans were born into the world, humans have the urge to discover their own knowledge. Curiosity about the state of nature around him is human nature from birth. Humans have the desire to know anything through the various senses that exist in humans. Knowledge possessed by humans was be more meaningful when it is based on curiosity.

The main emphasis of learning in strategy is (1) developing thinking skills, (2) increasing the ability to practice research methods and techniques, (3) training specific skills, and (4) finding things out.²³

In learning, the main task of the teacher is to teach students, namely to condition students to learn actively so that their potential (cognitive, effective, and psychomotor) can develop by active learning, through participation in every

²¹Dimiyanti dan Mujiono, *Belajara dan Pembelajaran*, (Jakarta: Rineka Cipta, 1999), h.173.

²²Oemar Malik, *Proses Belajar Mengajar*, (Jakarta : Bumi Aksara, 2001), h. 219.

²³Dimiyanti dan Mdjiono, *Belajara...*, h. 173.

learning activity, competencies was be trained, namely the ability of students to do something. which are positive in nature which was eventually form life skills as a provision for life and subsistence. The teacher's role in this strategy is:

- 1) Creating an atmosphere of free thinking so that students dare to explore in education and discovery.
- 2) Facilitator in research.
- 3) Partner discussion in clarification.
- 4) Research supervisor.

So that the above can be realized, the teacher must know how students learn and master the various ways of teaching students.²⁴ There are two sub-strategies in this heuristic strategy, namely discovery and inquiry,²⁵ as for the two sub-strategies are:

1) Discovery

Discovery method (discovery is defined as a teaching procedure that emphasizes individual teaching, manipulating objects and experimentation, before reach¹Dimyanti dan Mdjiono, *Belajara...*, h. 173.

¹Sriyono, *Teknik Belajar Mengajar Dalam CBSA*, (Jakarta : Rineka Cipta , 1991), h.99.

¹Abu Ahmadi, *Strategi Belajar Mengajar*, (Bandung : Remaja Rosdakarya, 1997), h.28.

¹Suruosubroto, *Proses Belajar Mengajar Di Sekolah*, (Jakarta : Rineka Cipta, 1997), h. 197.

ing generalizations.²⁶ Discovery method is a component of educational practice which includes teaching methods that promote active learning, process-oriented, self-directed. , looking for yourself and reflective.

2) Inquiry

Inquri method is a learning method that emphasizes student activity in critical and analytical thinking processes.²⁷ Isnquiry method is learning that requires

²⁴Sriyono, *Teknik Belajar Mengajar Dalam CBSA*, (Jakarta : Rineka Cipta , 1991), h.99.

²⁵Abu Ahmadi, *Strategi Belajar Mengajar*, (Bandung : Remaja Rosdakarya, 1997), h.28.

²⁶Suruosubroto, *Proses Belajar Mengajar Di Sekolah*, (Jakarta : Rineka Cipta, 1997), h. 197.

²⁷Wina Sanjaya, *Strategi...*, h. 195.

students to process messages so that they acquire knowledge, skills and values. In the inquiry model, students are designed to be involved in conducting inquiry, the inquiry teaching model is student-centered teaching. The main purpose of the inquiry model is to develop intellectual skills, critical thinking and be able to solve problems scientifically.²⁸

The goal of the heuristic strategy is to develop intellectual skills, critical thinking and be able to solve problems scientifically. In the next process, students was be able to understand the material from a lesson maximally in managing and dealing with problems in the subject matter and in learning problems.

2. Definition Teacher

The teacher is a person who is assigned to an institution to provide knowledge to students and in turn earn a wage.²⁹ There is also a mention that the teacher is someone who stands in front of the class to convey knowledge.³⁰

A teacher is someone whose job is to teach other people, which means transmitting knowledge and culture to others (cognitive in nature), training physical skills to the teacher (psychomotor in nature) and instilling values and beliefs in others (Effective).³¹ The teacher is one of the human components in the teaching-learning process, which plays a role in efforts to form potential human resources in the field of development, therefore the teacher is one of the elements of education that must play an active role and place a position as professional staff.³²

²⁸Dimyanti dan Mudjiono, *Belajar...*, h.173.

²⁹Syafique Ali Khan, *Filsafat Pendidikan Al-Ghazali*, Pustaka Setia, Bandung, 2005,h.62.

³⁰Syaifudin Nurdin dan Basyiruddin Usman, *Guru Profesional dan Implementasi Kurikulum*, Ciputat Pers, Jakarta, 2002, h.7.

³¹Muhibbin Syah, *Psikologi Pendidikan dan Pendekatan Baru Remaja Rosda Karya*, Bandung, 2010, h.222.

³²Sardiman, *Interaksi dan Motifasi Belajar Mengajar*, PT Raja Grafinda Persada Offset, Jakarta, 2000, h.123.

According to formal professionalism, teacher is an academic position that has the task of being an educator, educators are professionals who are in charge of planning and carrying out the learning process to assess learning outcomes, conduct mentoring and training, and conduct research and community service.³³ Teachers are the key factor in developing the potential of students to become human beings who believe and have faith in the One and Only God, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.³⁴ The teacher is a person who is aware in teaching students to make human learners. In addition, a teacher must have competence, namely:

a. Pedagogic Competence

Pedagogic competence is the teacher's ability to carry out the learning management process in the classroom. Dimesnis in learning management includes the following: teaching objectives, teaching materials, conditions of students, and their learning activities, teacher conditions, learning tools and resources, techniques and many other dimensions.³⁵ Things that must be owned related to pedagogic competence are planning a learning system, implementing a learning system, evaluating learning, and developing a learning system.³⁶

b. Personality Competencies

Personality competence is the ability that a teacher has in relation to his personal character. Matters related to personality competence include being

³³H.Mahmud, *Antropologi Pendidikan*, CV Pustaka Setia, Bandung, 2012, h. 153-154.

³⁴Hamza B. Uno dan Nurdin Mohamad, *Belajara dengan Pendekatan PAIKEM*, PT Bumi Aksara, Jakarta, 2014, h.152.

³⁵Tbid..., h.19.

³⁶Hamza B. Uno, *Profesi Kependidikan Problema, Solusi, dan Reformasi Pendidikan di Indonesia*, Jakarta, Bumi Aksara, 2007, h. 19.

faithful and devoted to Allah SWT, having a noble character, democratic, steady, dignified, stable, mature and honest.

c. Social Competence

Social competence is an ability or skill that teachers have in relation to relationships or communication with other people. Matters related to competency issues are:

- 1) Able to carry out oral and written communication.
- 2) Able to use good communication and information technology.
- 3) Able to get along well.
- 4) Implement brotherhood and have a spirit of friendship

d. Professional Competence

Professional competence is the ability to master learning material broadly and deeply which allows guiding students to meet competency standards. Matters related to professional competence are:

- 1) Mastery of standard materials, namely learning materials.
- 2) Mastery of school curriculum and syllabus.
- 3) Managing the learning program, including: formulating goals, describing basic competencies, selecting and using learning methods.
- 4) Manage the class.
- 5) Using media and learning resources.³⁷

A teacher also has a function and role during the teaching and learning process. As a logical consequence and an important part of the responsibilities that teachers must have in developing competent teacher status. These functions and roles are as follows:³⁸

- 1) The teacher as a designer of instruction (teaching designer)

³⁷Ibid..., h. 20.

³⁸Muhibbin Syah, *Op. Cit*,h.250-253

Teachers should have the ability to manage the teaching and learning process. Among them are creating the best possible conditions and situations, the teacher should always be able and always ready to design a model of teaching and learning activities that is effective and efficient. To realize this function there are at least 4 pieces of knowledge that teachers must have, namely:

- a) Ability to select and determine learning material.
- b) Ability to formulate objectives for presenting lesson material.
- c) Ability to choose appropriate learning methods for learning materials.
- d) Ability to carry out evaluation of the learning process.

2) Teacher as manager of instruction (pengelola pengajara)

Teachers should have the ability to manage the teaching and learning process, including creating the best possible conditions and situations to enable students to learn effectively and efficiently. In addition, teachers need to create two-way and multi-way forms of communication. So that between teachers and students a truly democratic climate is created.

3) Teachers as evaluators of student learning (assessors of student learning outcomes)

Teachers should always follow the progress of students' learning progress and the difficulties that students experience in their learning. Basically, evaluation activities are learning activities in themselves, namely academics that require continuity. If the results of certain evaluations show deficiencies, then the student concerned is expected to feel compelled to carry out remedial learning activities. On the other hand, if the evaluation shows satisfactory results, students who respond are expected to be motivated to increase the volume of their learning activities.³⁹ In connection with the function of educators and

³⁹ Ibid..., h.250.

mentors, it is necessary to have various roles in the teacher. The role of the teacher was always describe the expected behavior patterns in various interactions, both with students in the learning process, with fellow teachers, and with other staff.

C. Vocabulary

Vocabulary or vocabulary is one of the important components in language. Bias is defined as a collection of words that are owned by a person and give meaning when we use the language. The English vocabulary that needs to be learned by high school students is estimated to be approximately 500 and above.

Vocabulary is an important aspect of learning a foreign language. Without good vocabulary mastery, anyone was have difficulty speaking, reading, listening and writing. Acquiring vocabulary was help people gain understanding, and also increase the process of transferring knowledge for a better life. Mastery of better vocabulary allows for progress or success in various fields, such as computers, technology, economics, politics, tourism, and improving education. In some literature, we find vocabulary. There are several vocabulary definitions that maintain all the information about the meaning and use of words in the language.

According to Webster's Ninth alumni dictionary, the vocabulary is:

1. list or collection of words and phrases usually arranged alphabetically and described or defined.
2. The part or stock of words that are used by individual language groups or occupations or in the field of knowledge.
3. flat or set of terms or codes available for use.

Meanwhile, according to Roget the vocabulary is:

1. An alphabetical list of frequently interpreted or translated words, the vocabulary includes an idiom and two verbs.
2. All Language words.

3. Customs specific to a particular field, subject, trade, or subculture expression.⁴⁰

One of the simplest meanings of vocabulary

according to Nunan, namely, Vocabulary is the collection of words that an individual knows.⁴¹ This opinion means that the vocabulary is a collection of words that a person can understand. Someone who understands vocabulary well was also have an impact on good communication processes.

Similar to the opinion above,

Bahmart defines the vocabulary as follows, stock of words used by person, class of people, profession, etc, and collection orlist of words. Usually in alphabetical order and defined.⁴² In other words, vocabulary is a collection of vocabulary commonly used to communicate with everyone. Someone was find it easier to understand a language (communicate) if they first understand the meaning of the vocabulary used.

Soedjito argues that vocabulary or vocabulary is defined as follows:

1. All words contained in a language.
2. The wealth of words possessed by a speaker or writer.
3. The word used in a field of science.
4. List of words organized like a dictionary and brief, practical explanations.⁴³

The opinion above reveals that vocabulary is a collection of words belonging to someone that can be interpreted and used as an intermediary for knowledge.

According to Kasihani K. E Suyanto, vocabulary is a collection of words that are

⁴⁰[http://duniabaca.com/skripsi-bahasa-inggris-teaching vocabulary-through-games-to-elementary-students.html](http://duniabaca.com/skripsi-bahasa-inggris-teaching-vocabulary-through-games-to-elementary-students.html)

⁴¹David Nunan, *Practical English Language Teaching : Young Learners* (New York : McGraw-Hill Companies, Inc, 2006), h.121.

⁴²Chyntia A. Bamhart, *The Fact On Files Student's Dictionary Of American English*, (New York : Facts Of Files, Inc., 2008),h.697

⁴³Soedjito, *Kosakata Bahasa Indonesia* (Jakarta : Gramedia Pustaka Utama, 2005) h. 24

owned by a language and gives meaning when we use the language.⁴⁴ Based on some of the opinions described by experts regarding vocabulary, it can be concluded that vocabulary is a collection of words that have meaning and meaning when put together to form a sentence, and sentences conveyed by one person to another are also known as a means of communication.

⁴⁴Kasihani K. E Suyanto, *Op. Cit*, h.43

CHAPTER III

RESEARCH METHODS

The research methodology that was applied in this study is discussed in this chapter. The discussion of this chapter involves of the research design, research setting, subject and object of research, research instrument, research data collection and research data analysis.

A. Research Sites

this research was carried out at SMP Negeri 3 Palu, which is located at Jl. Mangga Number. 31-33. Palu Barat. This study conducted in the first semester at seventh grade of the academic year 2021/2022.

B. Approach & Design

This research uses qualitative research methods. This research focuses in teacher's strategy in teaching vocabulary during the Covid-19 pandemic of SMP Negeri 3 Palu. It describes the strategy used by the teacher in teaching vocabulary during the Covid-19 pandemic. Qualitative research explores the richness, depth, and complexity of phenomena. The purpose of qualitative research is to provide descriptions of social phenomena which happen naturally.⁴⁵ Therefore, the writer visited the school to do observation.

C. Subject and Object of Research

The subject in this research is the teachers who taught English in Covid-19 pandemic in SMP Negeri 3 Palu. The writer took one teacher as the sample. Whereas, the participants of this study is the teacher. This study aims to describe how the teaching strategy is used by the teacher in English class at the students of

⁴⁵McMillan dan Scumacher, "*Teachers' Strategies In Teaching English Vocabulary To Vacabulary To Young Learners*". Retrified from, <https://eprints.iain-surakarta.ac.id>. On 13th July 2020

SMP Negeri 3 Palu in the academic year 2021/2022. The study involves the teacher at SMP Negeri 3 Palu.

The object of this research is the teacher's strategy in teaching vocabulary in seventh grade at SMP Negeri 3 Palu during the Covid-19 pandemic in the 2021/2022 learning period.

D. The peritonality of the researcher

The presence of the writer is important and absolute at the research location, considering the type of research used is the qualitative research. In this type of research, the writer planned, executed, collected data, analyzed, interpreted data, and ultimately also reported the results of data. The presence of the writer in this research was conducted officially, that is the researcher first obtained a research permit from the campus, IAIN PALU addressed to the principal of the SMP Negeri 3 Palu. With this letter, the writer expects to get permission and was be accepted as the researcher at SMP Negeri 3 PALU in academic to in order to obtain the necessary information and data.

E. Data collection

Data and data sources are critical success factors in a research. It cannot be said that a research is scientific if there are no reliable data and data sources, because this type of research is qualitative. According to Lofland, quoted by Moleong, "The main data sources in qualitative research are words and the rest of the action is additional data such as documents and others".⁴⁶

Whereas according to S. Nasution, the data resources in this research are categorized in two forms, namely primary data and secondary data.⁴⁷ Primary data

⁴⁶Lexy J. Maleong, "*Metodologi Penelitian Katif*". (Bandung, RemajaRosdakarya,2002),p.112.

⁴⁷Nasution, "*Metode Research (Penelitian Ilmiah)*" (Cet. IV; Jakarta; Bumi Aksara, 2004),p.143

is the type of data obtained through direct observation in the field.⁴⁸ While secondary data is supporting data which is complementary data obtained through literature, documents and others.

F. Instrument of Data Collection

Data collection techniques use by researcher consists of four levels, namely:

1. Observation

The subjects of the observation are teacher and students activities on English class. It focuses on the teachers strategies in teaching vocabulary. Here, the researcher observed the teaching learning on the efforts to increase students English in Covid-19 Pandemic.

The researcher observed the teachers when they taught English. The observation has a purpose to find out how are the implementations of strategies that are used by the teacher and to get data on teaching learning process of English in Covid-19 Pandemic.

Thus, the researcher can know teacher's strategies in the setting. The researcher collected data on teachers strategies in teaching English by using note and record. The note is used to write down the important information and the activities in the classroom.

2. Interview

The researcher added the document by conducting interview with the English teachers at SMP Negeri 3 palu by using audio recording. The researcher asked the teachers and the students about the condition of the online class and how the learning process occurred. On the other hand, the researcher asked the teacher about the process of teaching and make a list of question (look at the Appendix page) which has correlation with this research to get the data. The interview of this

⁴⁸Tbid...144

research focused on teacher's strategies in teaching English during the Covid-19 Pandemic, such as; the material, the media, the technique used by the teacher, and the problem faced by the teacher and the students.

In this case, the researcher asked some information to English teacher who teaches English at SMP Negeri 3 Palu academic year 2021/2022 about the strategies that are used in teaching English. The researcher asked some questions related the teaching strategies and some other questions that might help in completing the data.

3. Document Reviews

Documentation refers to materials such as photographs, videos, films, memos, letters, diaries, clinical case records and memorabilia of all sort that can be used as supplemental information as part of study whose main data source in participant observation or interviewing⁴⁹. Therefore, documentation is a technique of collecting data that is indirectly given to research subject. The documents are syllabus, lesson plan, and pictures.

The researcher used this technique to support the data collection from observation and interview. In this case, by using this instrument documentation, document that can be seen in the teacher's lesson plan and teacher's material to teaching English, the researcher collected the data about the teacher's strategy in teaching English during the Covid-19 Pandemic.

G. The Technique of Data Analysis

Data analysis is the process of systematically tracking and organizing interview transcripts, field notes and other materials collected to increase

⁴⁹Gallis Nawang Gusti, "*Improving the Speaking Skills of Grade VIII Students of SMP Negeri 2 Godean Through Pictures*". Retrived from, <https://www.semanticscholar.org/paper/improving-the-speaking-skills-of-grade-VIII-of-smp-Ginusti>. On 22nd June 2020

understanding of these materials so that they can be presented to others. The type of research used namely qualitative research. The procedures used are as follows:

1. Data Reduction

Data reduction is a sensitive thought process that requires intelligence, breadth and depth of insight⁵⁰. Data reduction is the compiling data in the form of concrete and complete descriptions so that the data is presented in one complete narrative form. In reducing data, the researcher eliminated data that does not need to be taken or used. Data reduction takes place continuously throughout the study and continues after the study until the final report is prepared.

2. Data Presentation

The next step is the presentation of data, which presents data that has been collected, arranged and reduced in certain models as an effort to facilitate the presentation and confirmation of conclusions and avoid any misinterpretation of the data.

3. Data Verification

Data verification is the procedure of drawing conclusions from the data compiler as needed. Verification techniques in this research are carried out in three ways, namely:

- a. Deductive, which is a method used in analyzing data by departing from general knowledge, then generalized to a specific nature.
- b. Inductive, that is the way taken to analyze data by departing from specific knowledge, then generalized to general nature.
- c. Comparative, which are comparing some data to get conclusions about similarities and differences.

⁵⁰Sugiono, "*Metode Penelitian Kuantitatif, Kualitatif dan R&D*", (Cet,XXI; Bandung; Alfabeta,2004), p.249.

In this stage, the writer tested the truth of each meaning that arises from the data that has been obtained in order to avoid differences in interpretation of the data. The data that has been obtained is clarified again to produce valid data.

H. Triangulation.

As the final step in this research, checking the validity of the data is one of the important things to get truly accurate data. Checking by the researcher is to use data triangulation that is checking or re-examining the data source, the methods used, and connecting with the theory existing. By doing this stage the data obtained and poured into scientific work are truly valid data.

In qualitative research is an attempt to increase the degree of validity and reliability called data validity. In checking the validity of this data, the researcher uses *Triangulation*, which is a checking technique or as a comparison of that data.⁵¹

One of data validity checking techniques is triangulation. Triangulation is a data validity checking technique that uses something else outside the data for checking purposes or as a comparison of the data.⁵²

Triangulation techniques that was be conducted by the researcher in this research include:

1. Triangulation with sources was be done by comparing and reviewing data and results of observations with the results of interviews.
2. Triangulation with the method was be done by comparing data and reviewing information from observations and interviews.

⁵¹Lexy, J. Moleong, “*Metodology Penelitian Kualitatif*”. (Cet, X Bandung; Rosdakarya,2000),p.178

⁵²Djunaidi Ghony dan Fauzan Almanshur, “*Metodology Penelitian Kualitatif*”. (Cet. 1; Jogjakarta: Ar-Ruzz Media, 2012),p.322

3. Triangulation with theory was be done by comparing the data from observations and interviews with related theories.⁵³

The purpose of the triangulation process is to determine the results of research to be more precise and convincing because it is sourced from various sources of information. Triangulation aims to review the truth of certain data with data obtained from other sources at different times and often with different techniques.⁵⁴

⁵³Tohirin, "*Metode Penelitian Kualitatif dalam Pendidikan dan Bimbingan Konseling*". (Cet. 3; Jakarta: RajaGrafindo Persada, 2013),p.76.

⁵⁴Ibid... 77

CHAPTER IV

RESEARCH FINDINGS

A. FINDINGS

1. Overview Of Smp Negeri 3 Palu

After the researcher conducted research at SMP Negeri 3 Palu Jl. Kemiri number 35, Siranindi sub-district, Kec. West Palu, especially the ninth grade, the results of the research can be stated as follows:

a. A Brief History Of The Founding Of SMP Negeri 3 Palu On Jl. Kemiri, Siranindi Village, Districts Palu Barat

SMP Negeri 3 Palu on Jl. Kemiri No. 35 kelurahan Siranindi Kec. West Palu is a school that was founded in 1977. In 1977 this public junior high school was led by a school principal named Andreas Godjang, BA. he led the school from 1977 to 1988. The public junior high school had several school leaders after the end of the tenure of Mr. Andreas Godjang, BA. Namely, in 1988-1993 SMP Negeri 3 Palu was led by Drs. Djikra Garontina. In 1993-1996 SMP Negeri 3 Palu was led by Drs. Ramlih H. Arsajad. In 1996-2000 SMP Negeri 3 Palu was led by Mr. M. Rantesigi, BA. In 2000-2004 the State Junior High School was led by Mr. Mohamad Hado. M, S.Pd. In 2004-2005 SMP Negeri 3 Palu was led by Mr. Darma Burase, S.Pd. In 2005 SMP Negeri 3 Palu was led by Mr. Adnan M. Baralemba, S.Pd. In the year of -2013 State Junior High School led by Drs. H. Jusuf Djambolino. In 2013-2017 SMP Negeri 3 Palu led by Mr. Nurdin I Umar. In 2017 until now led by Mr. Wiji Slammat, S.Pd., M.Pd.

Table I
The History Of Principal Of SMP Negeri 3 Palu

| Number | Name | Length Of Service | Description |
|--------|-----------------------------|-------------------|-------------|
| 1 | Andreas Godjang, BA | 1977 – 1988 | |
| 2 | Drs. Djikra Garontina | 1988 – 1993 | |
| 3 | Drs. Ramli H. Arsjad | 1993 – 1996 | |
| 4 | M. Rantesigi, BA | 1996 – 2000 | |
| 5 | Mohamad Hado. M, S.Pd | 2000 – 2004 | |
| 6 | Darma Burase, S.Pd | 2004 – 2005 | |
| 7 | Adnan M. Baralemba, S.Pd | 2005 | |
| 8 | Drs. H. Jusuf Djambolino | 2005 – 2013 | |
| 9 | Nurdin I Umar | 2013 – 2017 | |
| 10 | Wiji Slamet, S,Pd,. M.Pd | 2018 – Sekarang | |

Based on the table above, the State Junior High School from the time it was first established until now has had ten leaders (school principals) who have led. Every leader has an important role in improving and developing the SMP Negeri 3 Palu school in every way.

b. Vision And Mission

The Vision and Mission of SMP Negeri 3 Palu are:

VISION : To create a superior, high-achieving and environmentally cultured school based on IMTAQ.

MISSION

- a. foster appreciation of religious teachings.
- b. create a pleasant learning climate so that it can be realized
- c. who excel in academic and non-academic fields.
- d. implement effective, efficient, and competitive learning.

e. cultivate a personality that has a sense of love towards environment.

From the vision and mission of SMP Negeri 3 Palu, it can be concluded that SMP Negeri 3 Palu always prioritizes students of SMP Negeri 3 Palu to become students who have character, faith and piety and increase creative learning and good behavior and show an attitude of piety to the One Almighty God.

c. Geographical Condition Of SMP Negeri 3 Palu

When viewed from the geographical situation, SMP Negeri 3 Palu is Located On Jl. Kemiri No. 35 Kelurahan Siranindi Kec. Palu Barat. More precisely bordering Jl. Lombok from the left side of the school and the gate faces the road to the impres market while the right side of the school borders Jl. Mangga.

SMP Negeri 3 Palu is located in the middle of the community and has a strategic location so that it has a positive impact and makes it easier for parents of students who want to take their children to school, because it is easily accessible by vehicles and students who walk..

d. State Of The Curriculum For Facilities And Infrastructure Of SMP Negeri 3 Palu

The curriculum used at SMP Negeri 3 Palu already uses the 2013 curriculum. And in implementing the 2013 curriculum, the teachers at SMP Negeri 3 Palu are very proficient and can use the 2013 curriculum either by using devices or in classroom application.

Facilities and infrastructure are the most important elements for improving the quality of learning for students at SMP Negeri 3 Palu. It is something that helps the effectiveness of the learning process and helps the growth and development of students in the teaching and learning process. If the facilities and infrastructure are complete and adequate, it was facilitate students in the learning process. In addition, it can help and facilitate the tasks of students and educators or teachers so that they can streamline time in the learning process.

To find out the state of the existing facilities and infrastructure at SMP Negeri 3 Palu, it can be seen from the following table:

Table II
State Of Facilities And Infrastructure At SMP Negeri 3 Palu

| Number | Facilities / Infrastructure | Number Of Units | Description |
|---------------|------------------------------------|------------------------|--------------------|
| 1 | Principal's Desk | 1 | |
| 2 | Kamad's Desk | 1 | |
| 3 | Teacher's Desk | 75 | |
| 4 | Administration Desk | 7 | |
| 5 | Administration Chair | 11 | |
| 6 | Glass Cabinet | 3 | |
| 7 | Guest Table | 2 | |
| 8 | Sofa for guest | 2 set | |
| 9 | Student Desk | 160 | |
| 10 | Chair Desk | 131 | |
| 11 | Computer | 21 | |
| 12 | White Board | 6 | |
| 13 | Printer | 3 | |
| 14 | Laptop | 2 | |
| 15 | Infocus | 2 | |
| 16 | Fingerprint Absence | 1 | |
| 17 | LCD Projector | 2 | |
| 18 | Library Bookshelf | 2 | |
| 19 | Mosque | 1 | |
| 20 | Scout Warehouse | 1 | |
| 21 | Counseling Guidance Room | 1 | |
| 22 | Water Pump Machine | 1 | |

From the table above, it can be seen that the condition of the facilities and infrastructure at SMP Negeri 3 Palu has been able to support teaching and learning activities.

e. The Condition Of The Teachers And Student At SMP Negeri 3 Palu

In a learning process the role of students cannot be separated, the educator serves as someone who provides knowledge in the learning process while students serve as recipients of knowledge from the educator. If educators and students can work well together, the learning objectives achieved perfectly. For more details, the author describes the situation of educators and students in SMP Negeri 3 Palu as follows:

a. The Condition Of The Teacher

A teacher is a teacher of a science. In Indonesian, teachers generally refer to professional education with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students.

At SMP Negeri 3 Palu, in daily activities the teacher has determined and is responsible for the condition of the school on the picket schedule determined at SMP Negeri 3 Palu all learning and teaching activities are carried out at 07:30 – 12:0.⁵⁵

Based on the results of research at SMP Negeri 3 Palu, it shows that the situation of teachers at SMP Negeri 3 Palu is still the same as teachers in other schools who have the capacity and have quality in teaching and are professional in educating and discipline from teachers who have a big impact. to the future development of students.

The list of names of teachers at SMP Negeri 3 Palu, look at the table below :

⁵⁵Rosida, wakil kepala sekolah SMP Negeri 3 Palu, “wawancara” ruang wakil kepala sekolah, tanggal 5 Oktober 2021.

Table III
The Number Of Teachers In SMPN Negeri 3 Palu

| Number | Name Of Teachers | Education | Category |
|---------------|---------------------------------|------------------------|-----------------|
| 1 | Dra. Husnia. S. Abd. Kadir | Pendidikan agama islam | IV / b |
| 2 | Drs. Moh. Iqbal | Pendidikan agama islam | IV / b |
| 3 | Hj. Zuhaeria, S.Ag. M.Pd.I | Pendidikan agama islam | III / d |
| 4 | Riana Kalinggani, S.Pd | PKN | IV / b |
| 5 | Purwanti, S.Pd | PKN | III / d |
| 6 | Zuhra Dachrud, S.Pd | PKN | IV / a |
| 7 | Normawati, S.Pd | PKN | III / b |
| 8 | Sartin A. Akuba, S.Pd | Bahasa Indonesia | IV / a |
| 9 | Rosmini, S.Pd | Bahasa Indonesia | IV / b |
| 10 | Damris Wengkau, S.Pd | Bahasa Indonesia | IV / b |
| 11 | Dra. Nuryani Malawi, S.Pd | Bahasa Indonesia | IV / a |
| 12 | Nurhayati B, S.Pd | Bahasa Indonesia | IV / a |
| 13 | Hj. Nurmin S.Pd | Bahasa Indonesia | IV / b |
| 14 | Sri Astuti Ningsih, S.pd | Bahasa Indonesia | IV / b |
| 15 | Maryam, S.Pd | Matematika | IV / b |
| 16 | Niluh Wardhani, S.Pd | Matematika | IV / b |
| 17 | Rospiah B. Dg Parani, S.Pd | Matematika | IV / b |
| 18 | Hj. Hindon, S.Pd | Matematika | III / d |
| 19 | Hj. Beniar, S.Pd | Matematika | IV / b |
| 20 | Rosmin Tangkilisan, S.Pd | Matematika | IV / b |
| 21 | Halimah, A.Md. Pd | Matematika | IV / a |
| 22 | Darius T. Patampang, S.Pd, M.Pd | IPA | IV / b |
| 23 | Sri Marthati B. S.Pd, M.Pd | IPA | IV / b |
| 24 | Dra. Hj. Hanifah | IPA | IV / b |

| | | | |
|----|--------------------------------|----------------|---------|
| 25 | Hj. Wapsi Taliki, S.Pd, M.Pd | IPA | IV / b |
| 26 | Dra. Hj. Yuliansi Y. Zainal | IPA | IV / b |
| 27 | Dra. Hj. Sumarni R | IPA | IV / b |
| 28 | Natalia Ta'dung, S.Pd | IPA | IV / a |
| 29 | Moh Yamin, S.Pd | IPA | III / c |
| 30 | Hj. Misnawaty, S.Pd | IPS | IV / b |
| 31 | Hj. Sukmawati, S.Pd | IPS | IV / a |
| 32 | Hj. Almiyati, S.Pd | IPS | IV / a |
| 33 | Hj. Hidayati, SE | IPS | IV / a |
| 34 | Dra. Hj. Darmiati | IPS | III / a |
| 35 | Dian Nurul Yuliandri, SE | IPS | III / c |
| 36 | Rudy M. Salim, SE | IPS | III / c |
| 37 | Rosyidah, S.Pd | Bahasa Inggris | IV / b |
| 38 | Mariyani W. Powere, S.Pd | Bahasa Inggris | IV / a |
| 39 | Hadijah, S.Pd | Bahasa Inggris | IV / b |
| 40 | Zubaidah, S.Pd, M.Pd | Bahasa Inggris | IV / b |
| 41 | Muzna Rumu, S.Pd | Bahasa Inggris | IV / b |
| 42 | Andi Sahraeni, S.Pd | Bahasa Inggris | IV / a |
| 43 | Khaerul, S.Md. Pd | Bahasa Inggris | III / d |
| 44 | Finisca Roya, M.Pd | Bahasa Inggris | III / c |
| 45 | Maryam Al-Mahdaly, S.Pd | Bahasa Inggris | II / d |
| 46 | Zulpandli Lumban Gaol, S.Pd | Bahasa Inggris | III / b |
| 47 | Hi. Suardi HB., S.Ag | Seni Budaya | IV / b |
| 48 | Hj. Marwati, S.Pd | Seni Budaya | IV / a |
| 49 | Hj. Sitti Fatimah H, S.Pd | Seni Budaya | IV / b |
| 50 | Hetti Salindeho, S.Pd | Seni Budaya | IV / a |
| 51 | Hj. Sitti Rosniati, S.Pd | Mulok | IV / a |
| 52 | Nuryana Jalisando, SE | Mulok | III / b |

| | | | |
|----|-----------------------------|---------|---------|
| 53 | Rachmatullah, S.Pd | BP / BK | IV / a |
| 54 | Desak Putu Sastrawati, S.Pd | BP / BK | III / b |
| 55 | Andi Hakim Ramang, S.Pd | Penjas | IV / b |
| 56 | Adi Sunarko, Spd | Penjas | IV / b |
| 57 | Fahrul Arfandi M. Nur, S.Pd | TIK | III / a |

From the table above, it can be concluded that there are 57 teaching staff at SMP Negeri 3 Palu.

b. Comparison distributory of students.

The state of the number of students for the 2020/2021 academic year is 1,051 students. More details can be seen in the following table:

Table IV
The Number Of Students In SMPN Negeri 3 Palu

| Number | Class | The Number Of Students | | Amount |
|--------|-------|------------------------|--------|--------|
| | | Male | Female | |
| 1 | VII | 177 | 176 | 353 |
| 2 | VIII | 290 | 168 | 358 |
| 3 | IX | 173 | 167 | 340 |
| Amount | | 540 | 511 | 1051 |

From the table above, it can be seen that the total number of students at SMP Negeri 3 Palu is 1051 students consisting of 540 female students and 511 male students.

2. Strategies Used by the teachers in teaching vocabulary in class at SMP

Negeri 3 Palu.

SMP Negeri 3 Palu have very good teachers and always follow the times in learning so that the teaching and learning process does not become monotonous and boring. The teachers are smart and proficient in choosing and adjusting what

strategies and media should be used according to the material needs and what the students like.

As we know, in the state of the COVID-19 pandemic, teachers must do their best to provide online materials and it is demanded that their students understand the material provided. The ninth grade students who are candidates for the graduation exam must really be given special attention from the teachers who teach in the ninth grade themselves. The strategy that must be used in learning must really help students understand it quickly.

Vocabulary is a material that is always present in every class, both grade one, grade 2, grade 3 because vocabulary material is very important for students because it is the basis for learning English. So to teach this material to ninth grade students requires a good strategy, especially in this pandemic situation so that the delivery of this material online must be truly conveyed and can be understood by students.

As expressed by Mrs. Rosidah as an English teacher in grade nine and a deputy principal at SMP Negeri 3 Palu, that:

In dealing with a pandemic situation, whether they want it or not, ready or not, schools must hold an online learning process so that teachers must be selective in choosing strategies that must be used in delivering material.⁵⁶

Based on the results of the interview, every teacher must always pay attention to the strategies used in online learning because the strategies used when learning face-to-face and online are clearly different from the strategies used during the offline learning process.

The strategy that a teacher must use when teaching online used by a ninth grade teacher, especially Mrs. Rosidah, said that:

⁵⁶Rosida, selaku wakil kepala sekolah dan guru kelas IX “wawancara” di SMP Negeri 3 Palu, di ruangan wakil kepala sekolah pada tanggal 6 Oktober 2021

In online learning, specifically for ninth graders, expository learning strategies are needed, in this case the learning process is centered directly on the teacher, this is so that students directly receive material and explanations directly from the teacher.⁵⁷

From the results of the interview, it can be concluded that the strategy used by the ninth grade teacher during online learning used expository learning strategies, which means the learning process is centered directly on the teacher in the sense that the teacher provides material and explains the material while students only receive material from the teacher or in other words the teacher must be more active in the learning process due to the pandemic situation so teachers must maximize the learning process even though the learning is done online.

Basically, educators have several learning strategies in the learning process, namely expository learning strategies and heuristic learning strategies.

Expository learning strategy is a learning strategy that emphasizes the process of delivering material verbally by a teacher to a group of students with the intention that students can master the subject matter optimally. While the heuristic learning strategy is a learning strategy that emphasizes student activities in the learning process in developing students' intellectual thinking processes.

Teachers are more likely to use heuristic strategies in offline learning because it adapts to the needs of their students, as explained by the class IX teacher that:

Teachers need to know the conditions and what is needed by students according to the circumstances and the situation when the learning process is carried out offline, the teacher was choose this strategy (heuristic) because if using this strategy students can freely find out or observe and experiment directly even though outside of study hours.⁵⁸

⁵⁷Rosida, selaku wakil kepala sekolah dan guru kelas IX “ wawancara ” di SMP Negeri 3 Palu, di ruangan wakil kepala sekolah pada tanggal 8 Oktober 2021

⁵⁸Rosidah, guru kelas IX selaku wakil kepala sekolah, “ wawancara ” di SMP Negeri 3 Palu, ruangan kepala sekolah, pada tanggal 9 Oktober 2021.

Based on the results of the interview, it can be concluded that the strategy used by a teacher is not merely because he only wants to use this and that strategy. The strategy that was be used has been studied and selected according to the circumstances and conditions that occur, in other words, both offline and online learning, the learning process must be able to make students understand and absorb and understand the material presented.

Vocabulary material is one of the materials that requires educators to use expository strategies because when providing material students must really understand because it is one of the basic skills in learning English subjects, it seems like what Mrs. Rosidah said:

Vocabulary is a material that every class and every level of education must have, both junior high school, junior high school and college, especially in the English department because vocabulary is one of the basic skills in learning English that must be mastered so that the material must be delivered and delivered by the teacher directly so that it does not students have doubts.⁵⁹

From the results of the interviews above, it can be concluded that vocabulary is a material whose strategies have been selected and adapted to the conditions and situations as well as the needs of the students. This expository strategy was be used when learning is carried out online, while when learning is face-to-face or offline the teacher is more likely to use heuristic strategies so that students can find out outside the school environment because the situation is a pandemic.

The students, especially class IX (G, H, & I), at SMP Negeri 3 Palu are classes taught by the vice principal of the school using expository learning strategies during online learning. As he said that:

⁵⁹ Rosidah, guru kelas IX selaku wakil kepala sekolah, “ wawancara ” di SMP Negeri 3 Palu, ruangan kepala sekolah, pada tanggal 11 Oktober 2021.

Class IX (G, H, & I) is a class that uses expository learning strategies. The three classes are classes that are directly controlled by Mrs. Wakesek from grades VII – IX so she already knows what strategies, methods and media are needed and liked by the students so that when learning is done online she already knows the strategies that should be the expository strategy is used.⁶⁰

Based on the results of the interviews above, it can be concluded that the online learning process is a learning process in which the delivery of material must be prepared carefully and does not make it difficult for students to accept the material itself so that the material presented can be easily understood by the students themselves.

The use of expository learning strategies has several principles that must be considered by teachers. Some of these principles are:

1. Goal Oriented Principle

Although the delivery of learning material is the main feature of the expository learning strategy through the lecture method, it does not mean that the process of delivering material is without learning objectives, it is precisely this goal that must be the main consideration in the use of this strategy.

As expressed by the class IX teacher (G, H, & I) that: before delivering material using this strategy, a teacher must first formulate clear and structured objectives so that what they want to achieve when delivering the material can be achieved.⁶¹

From the results of these interviews, it can be seen that it is important that the learning process goes well and in accordance with what is expected and what is achieved by the teacher.

This statement was confirmed by a ninth grade – G student named Fadia hwo said that :

⁶⁰Rosidah, guru kelas IX selaku wakil kepala sekolah, “ wawancara ” di SMP Negeri 3 Palu, ruangan kepala sekolah, pada tanggal 12 Oktober 2021.

⁶¹Rosidah, guru kelas IX selaku wakil kepala sekolah, “ wawancara ” di SMP Negeri 3 Palu, ruangan kepala sekolah, pada tanggal 13 Oktober 2021.

When online learning takes place, the process of delivering material is delivered directly from the teacher uses video media to make students understand well the vocabulary material.⁶²

2. Communication Principle

The learning process can be said to be a communication process, which refers to the process of delivering messages from a person (the source of the message) to a person or group of people (the recipient of the message). The message conveyed in this case is subject matter that is organized and structured according to certain goals to be achieved. In the process of communication, the teacher functions as a sender of messages.

Mrs. Rosidah said that: communication is an important thing between educators and students. In this situation and condition of online learning, it is mandatory so that there are no errors in understanding the material presented by educators to students.⁶³

From the results of the interviews above, it is concluded that communication is very important in the learning process for both students and educators so that communication between students and educators must be built so that there is no misunderstanding.

It was also corrected by ninth-class student in the name of Sasta saying that :

When they start learning online, good communication is needed between student and the teacher process carried out online will run properly and the material provided can be understood by student.⁶⁴

3. Readiness of the learners

⁶² Fadia selaku siswa kelas IX – G “ wawancara ” di SMP Negeri 3 Palu, ruangan kelas, pada tanggal 14 oktober 2021

⁶³ Rosidah, guru kelas IX selaku wakil kepala sekolah, “ wawancara ” di SMP Negeri 3 Palu, ruangan kepala sekolah, pada tanggal 15 Oktober 2021.

⁶⁴ Sasta selaku siswa kelas IX – H “ wawancara ” di SMP Negeri 3 Palu, ruangan kelas, pada tanggal 15 oktober 2021

In connectionism learning theory, "readiness" is one of the laws of learning. The essence of this law of learning is that each individual was respond quickly to every stimulus that appears when he or she already has readiness, on the contrary, it is impossible for every individual to respond to every stimulus that appears when he or she does not yet have readiness.

According to Mrs. Rosidah who is an English teacher in class IX (G, H, & I) at SMP Negeri 3 Palu said that: This principle of readiness must be instilled in each individual so that the learning process can be carried out well from educators and students in the sense of a reciprocal response between students and teachers. So when students already have readiness in the learning process, the material provided by teachers who also have readiness was be quickly understood by students.⁶⁵

From the results of interviews, it can be concluded that students who already have readiness in participating in the learning process was more quickly understand the material provided by educators, as well as the material provided by educators who are ready to be absorbed quickly because the material provided has been prepared properly. structured so that the material does not float or leave the discussion.

4. Sustainable Principle

The expository learning process must be able to encourage students to study the subject matter further, but also for the next time. A successful expository is when through the delivery process it can bring students to an imbalance situation, thus encouraging them to seek out and find or add insight through independent study.

As for some of the rarities in the application of expository learning strategies, namely:

⁶⁵Rosidah, guru kelas IX selaku wakil kepala sekolah, "wawancara" di SMP Negeri 3 Palu, ruangan kepala sekolah, pada tanggal 16 Oktober 2021.

- a. Preparation
- b. Presentation
- c. Connect
- d. Concluding
- e. Application

4. Supporting And Inhibiting Factors When Using Expository Strategies In Grade Nine Of Smp Negeri 3 Palu

1. Supporting Factors When Using Expository Strategies

In the development of the world of education, learning resources are growing, along with progress in the fields of science and technology and the creativity of students, as well as many factors that influence the learning process, especially in the application of expository strategies.

Information and explanations provided by the teacher are in accordance with the teacher-centered learning process. The success of the learning process is basically a positive change during and after the learning process is carried out with consideration of expository strategies.

Internal and external factors influence the implementation of the expository strategy in the ninth grade of SMP Negeri 3 Palu. Based on the results of interviews with English teachers revealed that:

Internal and external factors affect the level of success of a teacher in implementing the strategies applied in the teaching and learning process in this case online learning. Because of this learning, the strategy used is an expository strategy because the process of delivering the material must originate or be centered on the teacher himself so that there is no dissatisfaction from the students themselves.⁶⁶

⁶⁶Rosidah, guru kelas IX selaku wakil kepala sekolah, “wawancara” di SMP Negeri 3 Palu, ruangan kepala sekolah, pada tanggal 18 Oktober 2021.

From the results of the interviews above, it can be concluded that the application of expository strategies in learning English with vocabulary material is influenced by external factors and internal factors.

The internal factor in question is the adapting learning materials to the strategy and method of delivering the material during the online learning process. Here, educators are required to manage the class as well as possible so that all students can follow the learning process and its development is observed entirely by the teacher. Although this learning process is done online.

Furthermore, the external factors referred to in this case are supporting factors in the learning process, such as infrastructure, environment and a conducive learning atmosphere. so that the teaching and learning process can be carried out in accordance with the learning scenarios that have been planned or designed by the teacher.

Then the case in the online learning process is an external factor cannot be in the form of infrastructure and the environment because the learning process is carried out not in the school environment but at home. So that the external supporting factors are different from offline learning.

As stated by Mrs. Rosidah as an English teacher, she said that:

This online learning process requires educators to plan and redesign strategies and learning that was be carried out online, in this case The external factor is the media used. The media used and applied so that students quickly understand the material presented, besides that the use of media can provide a more lively and atmosphere than just relying on the lecture method which in the end makes students bored and the learning process becomes monotonous.⁶⁷

Based on the results of the interview, it can be said that external factors affect the method of learning English with vocabulary material in the ninth grade. Other

⁶⁷Rosidah, guru kelas IX selaku wakil kepala sekolah, “ wawancara ” di SMP Negeri 3 Palu, ruangan kepala sekolah, pada tanggal 19 Oktober 2021.

things that affect the application of expository strategies in learning English with vocabulary material in grade ninth are time and place, educators or teachers, homeroom teachers, and textbooks or dictation.

However, in this academic year 2020/2021 the learning process is carried out online due to the covid-19 pandemic, so there are several factors that are supporting factors in this learning process, namely:

a. Gadgets, Laptops, Computers

In this year's learning, students must have gadgets, laptops, or computers in order to follow the online learning process.

b. Internet Quota

This online learning must also be supported by an internet quota so that it can be connected to the Google Classroom and WhatsApp applications. Because Rosidah's mother revealed that:

The learning process of ninth grade English (G, H, & I) is online learning using the WhatsApp and Google Classroom applications where the use of this application must be connected directly to the internet network so that internet quota is one of the supporting factors to be able to participate in the learning process.⁶⁸

From the results of the interviews above, it can be concluded that the supporting factors in offline and online learning are different because online learning is done at home, not in a school environment.

So that everything in this case the learning process must require internet quota so that the learning process can take place properly.

This was also confirmed by one of the ninth grade I student named Andi, he said that :

⁶⁸Rosidah, guru kelas IX selaku wakil kepala sekolah, “ wawancara ” di SMP Negeri 3 Palu, ruangan kepala sekolah, pada tanggal 20 Oktober 2021.

Internet quota is one of the supporting factors because everything doing online learning is carried out must be connected to the internet, both delivering material, giving assignments, and collecting assignments.⁶⁹

c. Media Use

The use of media, especially in learning English in the ninth grade with vocabulary material, the application of that use is very important so that students understand quickly.

This is in accordance with the statement of Mrs. Rosidah as the ninth grade teacher. Say that :

The selection and application and use of media are things that must be done carefully considering the learning process carried out through online learning. The ninth grade vocabulary material, especially the ninth grade (G, H, & I) then uses learning media so that the material can be understood. The selection of media must also be adjusted to the needs of the students and according to the material presented.⁷⁰

Judging from the results of the interviews, it can be concluded that the selection and use of media is not only the teacher wants to use but must be adapted to the needs of students and adapted to the material presented.

d. presentation of learning material

Submission of material is one of the supporting factors in the learning process both online and offline, because whether or not students understand it depends on how the teacher delivers the material so that if the delivery of the material is not adjusted to the material / teaching materials to be studied, students was not understand the material.

⁶⁹ Andi selaku siswa kelas IX – I “ wawancara ” di SMP Negeri 3 Palu, ruangan kelas, pada tanggal 20 oktober 2021

⁷⁰Rosidah, guru kelas IX selaku wakil kepala sekolah, “ wawancara ” di SMP Negeri 3 Palu, ruangan kepala sekolah, pada tanggal 21 Oktober 2021.

This is in accordance with the statement of the ninth grade English teacher, especially the ninth grade G, H & I, stating that:

One of the supporting factors in online learning with vocabulary material in Grade Nine, especially grades G, H & I, is how the teacher conveys the material, how the teacher can adapt the material by how to deliver the material so that students understand the material presented.⁷¹

Based on the results of the interviews above, it can be concluded that the delivery of material is one of the supporting factors in online learning using expository strategies in the ninth grade, especially grades ninth G, H and I at SMP Negeri 3 Palu.

2. Inhibiting Factors When Using Expository Strategies

In the application of the expository strategy in the ninth grade of SMP Negeri 3 Palu, it not only supported factors but also inhibiting factors in the implementation process. The inhibiting factors for implementing the expository strategy properly include:

a. Teachers Abilities

In the event that the teacher's ability to design learning is limited (less), it was have an impact on the students taught by the teacher.

b. The teacher's explanation took too long

The teacher's explanation or delivery of material is indeed one of the obstacles in the application of expository strategies. Because the teacher's strategy is more active so that the delivery of the material takes a long time.

c. Unimaginative or rigid use of textbooks, and an emphasis on learning.

⁷¹Rosidah, guru kelas IX selaku wakil kepala sekolah, “ wawancara ” di SMP Negeri 3 Palu, ruangan kepala sekolah, pada tanggal 28 Oktober 2021.

Basically, learning was be very fun depending on how the teacher creates the atmosphere, whether the material is delivered using a game method or the like so that it is not boring.

However, in terms of the application of expository it looks or feels stiff in the classroom or the learning process, because the method used is mostly the lecture method. As we know the lecture method is only listening to the teacher deliver the material that is brought.

According to Mrs. Rosidah as an English teacher in the ninth grade at SMP Negeri 3 Palu.

that's not the only inhibiting factor that is felt during the implementation of the strategy, especially in a pandemic situation and then learning is done online. There are several factors that become obstacles in implementing the expository strategy, do not have a gadget, laptop or computer for students and also don't have internet quota for students.⁷²

From the interviews, it can be concluded that the supporting and inhibiting factors for implementing the expository strategy in the ninth grade at SMP Negeri 3 Palu should be considered by teachers who will teach and deliver material in order to minimize errors and stimulate students.

Especially for vocabulary learning in the ninth grade by applying expository strategies to this pandemic situation, learning is carried out online so that expository strategies are applied according to the material presented in this case vocabulary material and adapted to the situation and learning circumstances.

This was confirmed by the three students from grades G, H, and I saying that:

Online that online learning is difficult if you don't have a gadget, laptop, or computer and internet quota because then students definitely because the students defenitely cannot follow the learning process that is being carried out.⁷³

⁷²Rosidah, guru kelas IX selaku wakil kepala sekolah, “ wawancara ” di SMP Negeri 3 Palu, ruangan kepala sekolah, pada tanggal 2 November 2021.

⁷³ Andi, Sasta dan Fadia selaku siswa kelas IX – G,H dan I “ wawancara ” di SMP Negeri 3 Palu, ruangan kelas, pada tanggal 20 oktober 2021

B. Discussion

The strategy used by the teacher in teaching vocabulary online in the ninth grade at SMP Negeri 3 Palu is to use an expository strategy because it is adapted to current conditions and circumstances (covid-19 pandemic). Learning is carried out online, so that expository strategies are applied in the learning process, especially vocabulary material because vocabulary is the basic material in learning English so when the material comes directly from the teacher, it can be ascertained that there is no misinformation. So that the material presented by the teacher can be easily digested and understood by students even though the process of delivering the material is online.

Based on the result of interviews with teachers and material that the writer understands that the expository strategy set in online learning is slightly different because in the material it states that expository learning strategies can be in the form of lectures, demonstration, or training or group work practices but are applied by teachers based on the results of interview with the writers and researchers states that is true that in online learning the material is delivered directly from the teacher but the delivery is only in the form of video sent via class groups on whatsapp.

The supporting and inhibiting factors that were obtained by the teacher when using the strategy (expository), namely the first environmental factor, the factor of facilities and infrastructure, discipline and order were then added because the situation was a pandemic and learning was carried out online there were several factors which later became a supporting factor, namely cellphone / laptop / computer, internet quota, use of media, and delivery of materials. Meanwhile, the inhibiting factor when the teacher uses that strategy (expository) there are several factors including: teacher design skills, teacher explanations that are too long, and use of unimaginative or rigid textbooks. Because the learning process is done

online, then there are two things that become inhibiting factors, namely: students who do not have cellphones / laptops / computers and students who do not have internet quotas.

In this case , there is a difference of opinion between teachers and student. The writer of the interview, namely the teacher said that distribution of internet quotas for students only applies once but based on the results of the writer's interview with students, they said that distribution of quotas was always there from the government. So what the writer can conclude is that the actual lack of communication between students and teachers is due to the teacher's ignorance of the distribution of quotas. Then the writer understands that the internet quota should not be an inhibiting factor because the internet quota itself has been distributed by the government.

CHAPTER V

CONCLUSION

A. Conclusion

Based on research on the strategies used by teachers in teaching vocabulary online in the ninth grade at SMP Negeri 3 Palu, the authors put forward several conclusions, including the following:

1. Strategies used by teachers in teaching vocabulary online in the ninth grade at SMP Negeri 3 Palu is to use an expository strategy because it is adapted to current conditions and circumstances (covid-19 pandemic). learning is carried out online, so that expository strategies are applied in the learning process, especially vocabulary material because vocabulary is the basic material in learning English so when the material comes directly from the teacher, it can be ascertained that there is no misinformation. So that the material presented by the teacher can be easily digested and understood by students even though the process of delivering the material is online.
2. Inhibiting factors that teachers find when using expository strategies are: environment or infrastructure, discipline and order. There were several factors which later became a supporting factor are: gadget, laptop, computer, internet quota, media use, and presentation of learning materials. In the use of expository strategies There are inhibiting factors are: eachers abilities, The teachers explanation took too long, and Unimaginative or rigid use of textbooks.

B. Research Implication

Some implications that can be proposed after this research are as follows:

1. For the principal of SMP Negeri 3 Palu, it plays a very important role in empowering teachers to use expository strategies to improve the learning process. This strategy can stimulate students to study harder.
2. Teachers at SMP Negeri 3 Palu must continue to evaluate which strategies are appropriate to use according to the needs of students and according to the material presented. Especially those related to vocabulary material in English lessons.
3. For further researchers, continue to explore and conduct research on the use of expository strategies both online and offline at SMP Negeri 3 Palu.

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RESEARCH DOCUMENTATION



Gambar 1. researcher interviews with teachers at SMP Negeri 3 Palu.



Gambar 2. The researcher took a photo with the teacher at SMP Negeri 3 Palu.



Gambar 3. Researchers taking photos at SMP Negeri 3 Palu.



Gambar 4. researcher interviews with teachers at SMP Negeri 3 Palu.



Gambar 5. The researcher took a photo with the teacher at SMP Negeri 3 Palu.