

**AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING ENGLISH  
VOCABULARY AT SMPN 1 SUGIHWARAS**

SKRIPSI

DITA ARLINDA FITRIANI  
NIM 19120012



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS EDUCATION  
IKIP PGRI BOJONEGORO  
2023**

**AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING ENGLISH  
VOCABULARY AT SMPN 1 SUGIHWARAS**

**SKRIPSI**

Presented to  
IKIP PGRI Bojonegoro  
In partial fulfilment of the requirements  
For the degree of Sarjana in English Education Department

By  
Dita Arlinda Fitriani  
NIM: 19120012

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS EDUCATION  
IKIP PGRI BOJONEGORO  
2023**

# APPROVAL SHEETS

APPROVAL SHEETS

SKRIPSI

AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING ENGLISH  
VOCABULARY AT SMPN 1 SUGIHWARAS

By

DITA ARLINDA FITRIANI

NIM 19120012

Approved By:

Advisor I,



Ayu Fitrianiingsih, M.Pd.

NIDN: 0720049101

Advisor II,



Dian Ratna Puspananda, M.Pd.

NIDN: 0728118702

# LEGIMATION

## LEGITIMATION

### SKRIPSI

#### AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING ENGLISH VOCABULARY AT SMPN 1 SUGIHWARAS

By  
DITA ARLINDA FITRIANI  
NIM: 19120012

This is to certify that the sarjana's thesis  
has been approved by the Board of Examiners  
as the requirement of the degree of Sarjana in English Language Education  
7<sup>th</sup> August 2023

#### Board of Examiners

Chair	: Dr. Ima Isnaini T.R., M.Pd.	(.....)
Secretary	: Chyntia Heru Woro P., M.Pd.	(.....)
Member	: 1. Ayu Fitriyaningsih, M.Pd.	(.....)
	2. Dr. Refi Ranto Rozak, M.Pd.	(.....)
	3. Oktha Ika Rahmawati, M.Pd.	(.....)

Approved By:  
Rector,

Dr. Junarti, M.Pd.  
NIDN. 00414016501

## STATEMENT OF AUTHENTICITY

### STATEMENT OF AUTHENTICITY

I, the undersigned below:

Name : Dita Arlinda Fitriani

ID Number : 19120012

Department : English Education Department

Faculty : Language and Arts Education

I solemnly declare that the thesis that I have written is really my own writing and does not constitute plagiarism either in part of in whole.

If in the future it is proven or can be proven that this thesis is the result of plagiarism, either partially or wholly, then I am willing to accept sanctions for such actions with the applicable provisions.

Bojonegoro, 19 July 2023

The Researcher



Dita Arlinda Fitriani

## ABSTRACT

Fitriani, Dita Arlinda. 2023 . An Analysis of Teachers' Strategies in Teaching English Vocabulary at SMPN 1 Sugihwaras. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI BOJONEGORO, Advisor (I) Ayu Fitriyaningsih, M.Pd., (II) Dian Ratna Puspananda, M.Pd.

**Keyword:** Analysis, Teachers strategy, Teaching vocabulary

The purpose of this research is 1) to find out the strategies used by teachers in teaching English vocabulary at SMPN 1 Sugihwaras, 2) to find out the impacts of the strategies used by teachers in teaching English vocabulary at SMPN 1 Sugihwaras. This research is qualitative research using a qualitative descriptive approach. The subjects in this research were three English teachers. Data collection techniques using interview method and supported by documentation. Data is processed using data analysis techniques. Data analysis techniques using 1) data reduction, 2) data display, 3) conclusion drawing. The data is validated by using technique triangulation. The results showed that 1) there were four strategies used by teachers in English vocabulary at SMPN 1 Sugihwaras, which included: a) Using picture strategies, b) Memorization strategies, c) Translation strategies, d) Playing game strategies (word chain). 2) The impacts of teachers strategies in teaching English vocabulary at SMPN 1 Sugihwaras, which included: a) avoids students from being bored, b) helps them to interact easily white their friend and their teacher, c) hepls to increase their vocabulary.

## ABSTRAK

Fitriani, Dita Arlinda. 2023 . An Analysis of Teachers' Strategies in Teaching English Vocabulary at SMPN 1 Sugihwaras. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI BOJONEGORO, Advisor (I) Ayu Fitriyaningsih, M.Pd., (II) Dian Ratna Puspananda, M.Pd.

***Kata Kunci:*** Analisis, Strategi Guru, Mengajar Kosa Kata

Tujuan dari penelitian ini adalah 1) untuk mengetahui strategi yang digunakan guru dalam mengajar kosa kata Bahasa Inggris di SMPN 1 Sugihwaras, 2) untuk mengetahui dampak dari strategi yang digunakan oleh guru dalam mengajar kosa kata Bahasa Inggris di SMPN 1 Sugihwaras. Penelitian ini merupakan penelitian deskriptif yang menggunakan pendekatan deskriptif kualitatif. Subjek dalam penelitian ini adalah tiga guru Bahasa Inggris. Teknik pengumpulan data menggunakan metode wawancara dan didukung oleh dokumentasi. Data diproses menggunakan teknik analisis data. Data analisis menggunakan 1) reduksi data, 2) penyajian data, 3) penarikan kesimpulan. Validitasi data diperoleh menggunakan teknik triangulasi. Hasil penelitian menunjukkan bahwa 1) terdapat empat strategi yang digunakan guru dalam mengajar kosa kata Bahasa Inggris di SMPN 1 Sugihwaras, yang meliputi: 1) strategi menggunakan gambar, 2) strategi menghafal, 3) strategi menerjemahkan, 4) strategi bermain game (word chain). 2) dampak strategi guru dalam mengajar kosa kata bahasa Inggris di SMPN 1 Sugihwaras, yang meliputi: a) menghindari siswa dari kebosanan, b) membantu mereka berinteraksi dengan teman dan guru, c) membantu untuk meningkatkan kosa kata mereka.

## **MOTTO**

*“Whatever you are, be a good one.”*

*“Never regret a day in your life. Good days bring you happiness and bad days  
give you experience.”*



## **DEDICATION**

Thank to Allah SWT who has blessed me in completing this graduating Thesis. This graduating Thesis fully dedicated for:

1. My beloved parents, Mr. Suparwadi, and Mrs. Yayuk Hariyani who always support and love me and pray for my success. There is no word to describe my love for you how grateful for having you all.
2. My beloved brother and sister, who always provide motivation and gives the best advice.
3. My beloved big family, especially the big family of the Mr. Suparwadi that I love and I'm proud of.
4. My self, who has done the best possible job when the circumstances are less supportive.
5. My beloved friends

## ACKNOWLEDGEMENT

First and foremost, the writer would to praise to Allah Swt for His blessing, and the messenger of Allah, Muhammad Saw, for his teaching and lead the writer to the completion of this final project entitled "*An Analysis of Teachers' Strategies in Teaching English Vocabulary at SMPN 1 Sugihwaras*" as a partial requirement for getting the degree of Sarjana in English Language Education.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions, from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. They are:

1. Dr. Junarti, M.Pd. as the Rector of IKIP PGRI BOJONEGORO.
2. Fitri Nurdianingsih, M.Pd. as the Dean of Faculty of Languages and Arts Education.
3. Chyntia Heru Woro Prastiwi, M.Pd. as a head of the English Education Department
4. Her advisors, Ayu Fitriyaningsih, M.Pd., and Dian Ratna Puspananda, M.Pd., for their generous advice, valuable guidance and elaborated correction during the completion of her thesis.
5. All lecturers of English Education Department from whom she got indepth knowledge of English and its teaching.

6. Drs. Ahmadi,. M.Pd., the Headmaster of SMP Negeri 1 Sugihwaras for allowing me to do a research in that school and his support during the research process.
7. Ali Muhadi, S.Pd., Ruslina, S.Pd., and Yusiana, S.Pd. as the English teachers of SMP Negeri 1 Sugihwaras .
8. All of SMP Negeri 1 Sugihwaras teachers and staffs for their helps and cooperation to the writer in doing the research.
9. My beloved best friend that gave me support and love. You all would never been forgotten and would be pleasant memories till the end.
10. All of people that already supported this final project completion process.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and rearders in general.

## TABLE OF CONTENT

<b>TITLE PAGE</b> .....	<b>i</b>
<b>APPROVAL SHEETS</b> .....	<b>ii</b>
<b>LEGIMATION</b> .....	<b>iii</b>
<b>STATEMENT OF AUTHENTICITY</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>ABSTRAK</b> .....	<b>vi</b>
<b>MOTTO</b> .....	<b>vii</b>
<b>DEDICATION</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>LIST OF APPENDIXES</b> .....	<b>xiii</b>
<b>CHAPTER 1</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
A. Background of the study .....	1
B. Research Problems .....	4
C. Research Objectives .....	4
D. Significances of the study .....	4
E. Definition of Key Terms .....	6
<b>CHAPTER II</b> .....	<b>7</b>
<b>LITERATURE REVIEW</b> .....	<b>7</b>
A.Vocabulary.....	7
B. Teaching Strategy .....	10
C. Review of Related Literature .....	17
<b>CHAPTER III</b> .....	<b>21</b>
<b>RESEARCH METHODOLOGY</b> .....	<b>21</b>
A. Research Design.....	21
B. Presences of Researcher .....	21
C. Research Focus.....	22
D. Sources of Data .....	22
E. Data Collection Technique.....	23

F. Data Analysis Techniques.....	24
G. Trustworthiness of The Data.....	25
<b>CHAPTER IV.....</b>	<b>27</b>
<b>RESEARCH FINDINGS AND DISCUSSIONS.....</b>	<b>27</b>
A. Research Findings.....	27
B. Discussion.....	33
<b>CHAPTER V.....</b>	<b>38</b>
<b>CONCLUSION AND SUGGESTION.....</b>	<b>38</b>
A. Conclusion.....	38
B. Suggestion.....	38
<b>BIBLIOGRAPHY.....</b>	<b>40</b>
<b>APPENDIXES.....</b>	<b>44</b>

## LIST OF APPENDIXES

Appendix 01 Daftar Pertanyaan Wawancara .....	45
Appendix 02 Interview Transcript I.....	46
Appendix 03 Interview Transcript II.....	48
Appendix 04 Interview Transcript III .....	50
Appendix 05 List of Picture of Interview of First Informant.....	52
Appendix 06 List of Picture of Interview of second Informant .....	53
Appendix 07 List of Picture of Interview of Third Informant .....	54
Appendix 08 List of example of Vocabulary Strategies used by Teachers ....	55
Appendix 09 List of Lesson Plan I .....	58
Appendix 10 List of Lesson Plan II .....	66
Appendix 11 List of Lesson Plan III .....	81

# **CHAPTER 1**

## **INTRODUCTION**

This chapter discusses the background of the study, the research problem, the research objectives, the significance of the study, and the definition of a key terms.

### **A. Background of the study**

Vocabulary is the basic thing that must be owned by the students in language learning (Setiyawan, 2015:84). So, learning and memorizing vocabulary is an important part of learning the language for students in using language in communication. Arifin (2015) claimed that vocabularies are the part of language input that enables the learner to produce the language. Therefore, vocabularies are significant and important in language learning.

Successful English learners demonstrate fluency in all four language skills listening, speaking, reading, and writing in order to achieve their goals. Widiati and Cahyono (2006:78) note that the "language learning ingredient" necessary for mastery of these four language skills includes elements such as vocabulary, grammar, and pronunciation. Vocabulary, grammar, and syntax are the three pillars of language proficiency, but vocabulary is the foundation upon which all four skills rest.

Teaching vocabulary, as stated by Fetria (2016), is both a means of enhancing students' knowledge in order to enable them to construct

grammatical sentences and a challenging item complemented by the teacher due to the fact that many things should be concerned and it has to take good handling in order for students to understand what the vocabulary itself is.

Since junior high school students still struggle with English, teaching vocabulary to them can be challenging (Fertia, 2016). Due to the importance of vocabulary in learning a foreign language, it is crucial to introduce English to junior high school students. Unfortunately, students find it difficult to master vocabulary, especially those in Indonesia where English is studied as a foreign language because it is not widely used for everyday communication. It is therefore more challenging to learn English vocabulary. As a result, junior high school students still have a low level of vocabulary mastery.

The methods for teaching vocabulary make up the following issue. More consideration must be given to vocabulary instruction. Teachers should thoroughly prepare each step of the teaching-learning process. The teaching methods, materials, and media make up the components. For instance, they do a good job of preparing the materials that are based on the lesson plan, but they do not utilize the appropriate media or teaching techniques. In this situation, it may render the teaching and learning process ineffective, with the students suffering as a result because they would not have understood what the teacher was attempting to explain.



The researcher has chosen SMPN 1 Sugihwaras to carry out this study. The researcher was encouraged to conduct research in the school based on observations for a number of reasons. The first is that the researcher is interested in how the vocabulary is taught in the classroom. Many students were found to struggle with vocabulary learning because they lacked the necessary words and were too embarrassed to tell their teachers when they did not understand something. Behbahani (2015) asserts that since learning vocabulary is harder than learning a first language, effective strategies for learning a foreign language must be interesting and varied. In order for the students to learn the English lesson easily and for the teaching-learning process to be successful, it is the teacher's responsibility to determine the best teaching strategies for English, particularly for English vocabulary. The school's good reputation and accreditation are the second. The last is that English is taught well at SMPN 1 Sugihwaras. According to information from teachers who work there, SMPN 1 Sugihwaras is a good school with excellent English teachers, but this institution still has issues with teaching English, particularly vocabulary.

The researcher is interested in learning about teachers' vocabulary teaching strategies in light of the background information provided above. It focuses on the efforts made by teachers to help students understand the information they are learning as well as the methods they employ to help students improve their vocabulary.

## **B. Research Problems**

Based on the background above, the research problems are formulated as follows:

1. What are the teachers' strategies used by teacher in teaching vocabulary at SMPN 1 Sugihwaras?
2. Are the teachers' strategies impacted on vocabulary learning?

## **C. Research Objectives**

Based on the research problem above, the objectives of the research are formulated as follows:

1. To find out the strategies used by teachers in teaching vocabulary at SMPN 1 Sugihwaras
2. To find out the impact of the strategies used by teachers in teaching English vocabulary.

## **D. Significances of the study**

The result of this study can contribute some benefits to students and teachers. Here are the benefits:

### **a. Theoretically**

The finding of the research will give good information related to the teacher's strategies in teaching English vocabulary

### **b. Practically**

1. Researchers

The findings of this study provided the researcher with important details about the difficulties encountered when teaching English as well as the methods employed by those English teachers to increase their students' vocabulary. Additionally, it is hoped that the findings of this research will provide the researchers with valuable experience when they eventually work as English teachers.

## 2. Students

Hopefully, the result of this research is hoped to help students in learning vocabulary easily and never getting bored during class, especially students in SMPN 1 Sugihwaras.

## 3. English teachers

The findings of this study should help educators refine their methods for teaching English vocabulary. It is hoped that they will be more innovative in how they change up their improving students' vocabulary.

### c. Pedagogically

This research provides important information about strategies for teaching vocabulary. In addition, the results of this research also provide developments in learning English vocabulary.

## **E. Definition of Key Terms**

By knowing the key terms, made this study is easier to be understood for other researchers and readers. There were many key terms that are related to this research as follows :

### **1. Teacher's strategy**

A teaching strategy is a planned course of action taken by a teacher to promote student learning. (Issac, 2010)

### **2. Vocabulary**

Vocabulary refers to the collection of words a speaker must be able to use to convey their thoughts and ideas. (Alqantani, 2015)