TEACHERS CHALLENGES AND STRATEGIES IN TEACHING VOCABULARY AT RURAL ELEMENTARY SCHOOLS IN NGASEM DISTRICT, BOJONEGORO REGENCY

SKRIPSI

Presented to
IKIP PGRI BOJONEGORO
in partial fulfilment of the requirements
for the Degree of Sarjana in English Language Education

By:
LAILATUN NISA
NIM 21120021

ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
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MOTTO

My parents never gave up on me, so I won't give up on them either

(Lailatun Nisa)

ACKNOWLEDGEMENT

mother, Sutiah, thank you for all the love and prayers that never break for the author, as well as infinite patience, thank you for accompanying every process of the author's struggle. Mother's warmth and attention is always a place for the author to return to when fatigue approaches. To my beloved father, Gesang Paradina Kuncoro, thank you for all the endless hard work, father's sweat and fatigue are the reasons the author can stand up to this day. father never stops struggling to ensure his son gets a decent life. the author's journey in pursuing education from an early age to college is not easy, but it can be done thanks to the unconditional support of father and mother, hopefully this achievement will be the beginning of a small appreciation for all the sacrifices and love that father and mother have poured out throughout the author's life.

6. I would also like to express my deepest gratitude to my beloved grandmother, Saminik, and my late grandfather, Samadi, who took care of me when I was young. In the embrace of your love, I grew up and learned the meaning of sincerity, patience, and the strength of life.

7. Thank you to my friends who always provide encouragement, help, and unforgettable togetherness during the process of preparing this thesis.

8. Lastly, I also want to thank myself for choosing not to give up when things got tough.

Bojonegoro, 10 July 2025

The Writer

STATEMENT OF AUTHENTICITY

I, the undersigned below:

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

"TEACHERS CHALLENGES AND STRATEGIES IN TEACHING VOCABULARY AT RURAL ELEMENTARY SCHOOLS IN NGASEM DISTRICT, BOJONEGORO REGENCY"

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 10 July 2025

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ABSTRACT

Keywords: Taching vocabulary, Teacher challenges, Teaching strategies, Rural schools.

Vocabulary teaching in rural elementary schools has its own difficulties, including limited teaching resources, students' varied learning needs and inadequate teacher training. This study aims to examine the barriers faced by teachers and the strategies they use to teach vocabulary in a rural elementary school located in Ngasem District, Bojonegoro Regency. The main objective was to explore authentic classroom experiences to gain a deeper understanding of how teachers deal with these challenges and improve vocabulary teaching. A qualitative descriptive approach was used, which involved interviews and classroom observations with two English teachers from two different schools in the district. The findings showed that the main problem faced by the teachers was the lack of teaching materials. To overcome these challenges, the teachers used various strategies such as task-based learning, explicit instruction with feedback, and repeated exposure to vocabulary. The study concludes that, despite facing significant obstacles, teachers in rural areas show creativity in overcoming difficulties and improving students' vocabulary acquisition. These insights can help stakeholders to better support English language education in rural areas.

ABSTRAK

Nisa, Lailatun. 2025. Tantangan dan Strategi Guru dalam Mengajarkan Kosakata di Sekolah Dasar Pedesaan di Kecamatan Ngasem, Kabupaten Bojonegoro. Skripsi, Program Studi Pendidikan Bahasa Inggris Fakultas Pendidikan Bahasa dan Seni IKIP PGRI Bojonegoro, Dosen: 1) Meiga Ratih Tirtanawati, M.Pd, 2) Chyntia Heru Woro Prastiwi, M.Pd.

Kata Kunci: Pengajaran kosakata, Tantangan guru, Strategi pengajaran, Sekolah-sekolah di pedesaan

Pengajaran kosakata di sekolah dasar di daerah pedesaan memiliki kesulitannya sendiri, termasuk sumber daya pengajaran yang terbatas, kebutuhan belajar siswa yang bervariasi dan pelatihan guru yang tidak memadai. Penelitian ini bertujuan untuk meneliti hambatan yang dihadapi oleh guru dan strategi yang mereka gunakan untuk mengajarkan kosakata di sekolah dasar pedesaan yang terletak di Kecamatan Ngasem, Kabupaten Bojonegoro. Tujuan utamanya adalah untuk mengeksplorasi pengalaman otentik di kelas untuk mendapatkan pemahaman yang lebih dalam tentang bagaimana guru menghadapi tantangan ini dan meningkatkan pengajaran kosakata. Pendekatan deskriptif kualitatif digunakan, yang melibatkan wawancara dan observasi kelas dengan dua guru bahasa Inggris dari dua sekolah yang berbeda di kabupaten tersebut. Temuan penelitian menunjukkan bahwa masalah utama yang dihadapi oleh para guru adalah kurangnya bahan ajar. Untuk mengatasi tantangan ini, para guru menggunakan berbagai strategi seperti pembelajaran berbasis tugas, instruksi eksplisit dengan umpan balik, dan pemaparan kosakata secara berulang-ulang. Studi ini menyimpulkan bahwa, meskipun menghadapi hambatan yang signifikan, guru di daerah pedesaan menunjukkan kreativitas dalam mengatasi kesulitan dan meningkatkan penguasaan kosakata siswa. Wawasan ini dapat membantu para pemangku kepentingan untuk mendukung pendidikan bahasa Inggris di daerah pedesaan dengan lebih baik.

PREFACE

Praise be to Allah SWT for all His mercy and grace, so that the author can complete the preparation of the thesis entitled **"Teachers' Challenges and Strategies in Teaching Vocabulary at Rural Elementary Schools in Ngasem District, Bojonegoro Regency"** smoothly. This thesis was prepared as one of the requirements to obtain a Bachelor of Education degree in the English Education Study Program. In the process of preparing this thesis, the author realizes that the success of this writing is inseparable from the help, guidance, and support of various parties. Therefore, the author would like to express his deepest gratitude to all those who have supported and guided in the completion of this thesis. especially to the supervisor, and the school parties who have been willing to be research sources, as well as family and friends who provide encouragement and motivation during the writing process. the author hopes that the results of this study can be useful for future researchers. All forms of constructive suggestions and input are very much appreciated.

Bojonegoro, 10 July 2025

The Writer

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CHAPTER I

INTRODUCTION

A.   Background of the Study

Vocabulary is a collection of words owned by someone to be used in communication. Good vocabulary mastery is very important because it is the basis for understanding and using language, both orally and in writing. With adequate vocabulary, a person can express ideas, understand messages, and interact with others effectively. According to Nation (2017), Vocabulary is a collection of words that involves not only word form but also meaning, usage, and context. In the context of education, vocabulary mastery becomes the main focus in language learning because it is a fundamental element in understanding the structure and function of language. Thornbury (2018), adds that vocabulary includes the ability to recognize a word, know its meaning, and use it in a particular context. This indicates that vocabulary is not merely about word recognition but also involves a deep understanding of the word. In another study, Ayana et al (2024) stated that vocabulary learning requires an integrated approach, including the use of varied techniques to introduce, repeat, and practice new words. Thus, vocabulary acquisition remains a fundamental aspect that cannot be ignored in language learning.

Teaching vocabulary is the process of providing students with an understanding of the meaning, form, and usage of words in a particular language. It aims to expand students' ability to understand and use language effectively, both in academic and everyday contexts. Brown (2021), states that

vocabulary teaching is one of the important aspects of language learning that requires a creative and needs-oriented approach. This opinion is reinforced by Walters (2018), who explains that vocabulary teaching methods should include visualization techniques, associations, and repetitive exercises so that students can understand new words easily.

However, challenges in vocabulary learning often refer to various difficulties faced by teachers and students in the process of mastering or teaching vocabulary. These challenges can come from internal factors, such as student motivation, as well as external factors, such as limited resources. Lightbown and Spada (2019), explain that time constraints in the teaching and learning process are also a significant obstacle, especially in rural schools that have limited learning schedules. Richards and Rodgers (2020), identify other challenges, such as the lack of appropriate teaching materials and the lack of teacher training in teaching vocabulary effectively. Therefore, teachers need to find innovative strategies to overcome these challenges.

Strategies in vocabulary learning include a variety of methods and techniques designed to improve students' comprehension, recall, and ability to use new words in a variety of situations. But among them, the teacher's strategies are the most important (Sari et al., 2024). With approaches that focus on students' needs, such as the use of visual media, planned repetition, or learning technology, teachers can create a conducive learning environment. In addition, it is important for teachers to utilize contextual and relevant learning materials so that students can more easily relate new vocabulary to their daily lives. According to Oxford (2017), vocabulary learning strategies

include approaches such as the use of visual aids, repetition, and providing real context. These strategies can help students to more easily understand the vocabulary being taught, especially in rural schools.

Rural schools are educational institutions located in remote areas with limited access to adequate educational infrastructure. This condition poses a challenge in improving the quality of learning, including vocabulary teaching. Teachers in rural schools often have to rely on creativity and local resources to deliver materials effectively, even when faced with limited facilities and technology. According to Mulkeen (2018), rural schools face various constraints, such as a lack of qualified teaching staff and minimal access to technology. This affects the effectiveness of learning, including vocabulary teaching. Hedges and Cooper (2020), add that limited infrastructure and long distances between students' homes and schools are also hindering factors in improving the quality of education in rural areas.

SD Negeri Mediyunan II Ngasem, located in a remote area of Ngasem district in Bojonegoro, faces major challenges in the learning process. The school has limited facilities, such as inadequate classrooms and minimal access to educational technology. With a limited number of teachers, the learning process often cannot take place optimally. Learning resources such as textbooks and modern learning aids are also still difficult to obtain, so teachers must rely on creativity in delivering the material. This condition is further exacerbated by the lack of participation of parents in supporting their children education, most of whom come from middle to lower economic backgrounds.

In comparison, SD Negeri Setren I Ngasem, categorized as the best school in the area, offers much more ideal conditions. It has complete infrastructure, more experienced teaching staff, and active support from the community and parents, making it a model school that is expected to inspire other schools in the area.

Although many studies have addressed the challenges and strategies in vocabulary teaching, most of them were conducted in urban areas or schools with better access to education. Research on vocabulary teaching in rural schools, especially in remote areas such as Ngasem District, Bojonegoro, is still very limited. Therefore, this research is expected to address these needs by analyzing the real challenges faced by teachers and the innovative strategies implemented in elementary schools at rural areas in Ngasem District, Bojonegoro Regency.

B. Research Questions

Referring to the research background that has been explained previously, the researchers formulated the research questions as follows:

1. What are the challenges faced by English teachers in teaching vocabulary at rural elementary schools in Ngasem District, Bojonegoro Regency?

2. What strategies do teachers employ to overcome these challenges in teaching vocabulary?

C. Research Objectives

1. To identify the challenges faced by English teachers in teaching vocabulary at rural elementary schools in Ngasem District, Bojonegoro Regency.

2. To analyze the strategies used by teachers in overcoming the challenges of teaching vocabulary.

D. Significance of the study

The findings of this study are intended to benefits several groups:

1. Theoretical Significance

Theoretically, this study helps add to the knowledge in English language teaching, especially in teaching vocabulary in rural schools. It explains how challenges like limited resources and low student motivation affect the way teachers teach. It also shows useful strategies that can be used in similar situations. The results of this study can help improve teaching methods and give ideas for future research in the same field.

2. Practical Significance

a. For Teachers

This research provides an in depth look at the challenges teachers face in teaching vocabulary in rural schools in Ngasem District, Bojonegoro Regency, such as limited facilities, low student motivation, and lack of resources. Through this research, teachers can gain an understanding of effective and relevant teaching strategies that can be implemented to improve the quality of vocabulary learning. This not only helps the teachers in dealing with the existing constraints, but also enriches their teaching abilities through more creative and innovative approaches.

b. For Schools

This research can support schools in rural areas by offering insight into the real conditions faced in the classroom. By understanding the challenges and strategies revealed in this study, schools can evaluate their current support systems and develop more targeted programs to support English learning, especially vocabulary instruction. It may also encourage school leaders to allocate resources more effectively, provide training for teachers, and foster a more supportive learning environment that meets the needs of both educators and students.

c. Other Researchers

The results of this study can serve as a reference for future researchers who want to study teaching vocabulary in the same context in other rural areas with similar educational conditions. Other researchers can extend this study by focusing on other factors that influence teaching vocabulary or by comparing the findings of this study with similar studies in urban areas.

E. Definition of Terminologies

1. Teachers Challenges

Teachers' challenges refer to the difficulties or obstacles encountered by teachers in their efforts to facilitate effective teaching and learning processes. These challenges may include issues related to resources, students' motivation, classroom management, and contextual factors that hinder their ability to deliver instruction effectively.

A study by Rafferty et al., (2022) points out that in rural or underserved areas, teachers encounter additional challenges such as limited infrastructure, insufficient funding, and high teacher turnover rates. These challenges require teachers to adopt innovative strategies to ensure effective teaching, especially in areas like vocabulary development.

2. **Strategies in The Vocabulary**

Strategies in teaching vocabulary are the methods, techniques, or approaches employed by teachers to enhance students' vocabulary knowledge and usage. These strategies may involve explicit instruction, contextual learning, visual aids, interactive activities, or games designed to help students understand, remember, and apply new vocabulary effectively.

Gupta (2018), argues that modern vocabulary teaching strategies need to utilize game and technology-based approaches. For example, educational apps or vocabulary games designed to actively engage students in the learning process can improve their ability to understand and remember vocabulary.

3. **Rural Elementary School**

A rural elementary school refers to an elementary educational institution located in a rural area, typically characterized by limited access to resources, smaller student populations, and a lack of infrastructure compared to urban schools. These schools often serve communities with

unique socio economic and cultural challenges that influence the teaching and learning process.

Azano & Stewart (2016), state that education in rural schools should consider students' unique cultural and geographical contexts. Curriculum and teaching methods that are relevant to students' daily lives can increase their participation and motivation to learn.