

**ENGLISH VOCABULARY TEACHING
AT ELEMENTARY SCHOOLS**

SKRIPSI



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

**By:
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2025**

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

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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, 14 July 2025



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Abstract

Nuha, Liulin. 2025. English Vocabulary Teaching at Elementary Schools in, Program Studi Pendidikan Bahasa Indonesia, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro, Advisor (I) Meiga Ratih Tirtanawati, M.Pd. Advisor (II) Chyntia Heru Woro Prastiwi, M.Pd.

Keywords: English Vocabulary, Elementary School, Teaching Methods, Language Learning

English is a very crucial skill for every individual in education, career and daily activities. A key component of learning English is vocabulary, which is taught at all levels of education, starting from elementary school. Vocabulary learning is not limited to urban students; children also study vocabulary. However, students often face challenges in the vocabulary learning process. This qualitative research explores English vocabulary learning in schools, specifically focusing on fifth-grade students at SDN Sranak and MI Al Ulum. This study aims to identify the strategies teachers employ in teaching vocabulary to elementary school students, as well as to examine the factors that influence vocabulary development. These factors include the availability of learning resources, students' socio-economic backgrounds, teacher involvement, and environmental support. By analyzing these elements, the study seeks to understand how vocabulary is taught and learned in sekolah settings. The aim is to provide insights that can help improve English language teaching in areas with limited educational access and resources, ultimately contributing to more optimal learning achievement for students in these communities.

Abstrak

Nuha, Liulin. 2025. Pengajaran Kosakata Bahasa Inggris di Sekolah Dasar di Pedesaan, Program Studi Pendidikan Bahasa Indonesia, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro, Pembimbing (I) Meiga Ratih Tirtanawati, M.Pd. Pembimbing (II) Chyntia Heru Woro Prastiwi, M.Pd.

Kata Kunci: Kosakata Bahasa Inggris, Sekolah Dasar, Pendidikan Pedesaan, Metode Pengajaran, Pembelajaran Bahasa

Bahasa Inggris adalah keterampilan yang sangat penting bagi setiap individu dalam pendidikan, karir, dan kegiatan sehari-hari. Salah satu komponen penting dalam pembelajaran bahasa Inggris adalah kosakata, yang diajarkan di semua tingkat pendidikan, mulai dari sekolah dasar. Pembelajaran kosakata tidak hanya terbatas pada siswa di perkotaan, anak-anak di pedesaan juga mempelajari kosakata. Namun, siswa di daerah pedesaan sering menghadapi tantangan dalam proses pembelajaran kosakata. Penelitian kualitatif ini mengeksplorasi pembelajaran kosakata bahasa Inggris di sekolah-sekolah pedesaan, secara khusus berfokus pada siswa kelas lima di SDN Sranak dan MI Al Ulum. Penelitian ini bertujuan untuk mengidentifikasi strategi yang digunakan guru dalam mengajarkan kosakata kepada siswa sekolah dasar di daerah pedesaan, serta untuk memeriksa faktor-faktor yang mempengaruhi perkembangan kosakata. Faktor-faktor ini termasuk ketersediaan sumber daya pembelajaran, latar belakang sosial-ekonomi siswa, keterlibatan guru, dan dukungan lingkungan. Dengan menganalisis elemen-elemen ini, penelitian ini berusaha untuk memahami bagaimana kosakata diajarkan dan dipelajari di lingkungan pedesaan. Tujuannya adalah untuk memberikan wawasan yang dapat membantu meningkatkan pengajaran bahasa Inggris di daerah-daerah dengan akses dan sumber daya pendidikan yang terbatas, yang pada akhirnya berkontribusi pada pencapaian pembelajaran yang lebih optimal bagi siswa di komunitas-komunitas ini.

MOTTO

"Bagaimanapun hasilnya, ucapkan terima kasih pada diri sendiri yang sudah mengusahakan yang terbaik".

Gracia JKT48

"Jika kau punya impian yang kau tuju , haruslah itu kau ingat kembali. Terkadang meskipun terhalang awan, tak ada kata untuk menyerah"

JKT48

DEDICATION

All praise and gratitude be to Allah Subhanahu wa Ta'ala, whose endless mercy, guidance, and blessings have allowed me to complete this thesis despite all my limitations and shortcomings. With sincere humility, I dedicate this thesis to:

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2. My friends-in-arms, thank you for every encouragement, joke, discussion, and worry that we share together.
3. All lecturers of English Education for 4-years who have provided knowledge, guidance, and examples during the learning process on this beloved campus.
4. Mrs. Meiga Ratih Tirtanawati, M.Pd. and Mrs. Chyntia Heru Woro Prastiwi, M.Pd., as supervisors, thank you for your guidance, direction, patience, and attention during the preparation of this thesis. Both of your guidance means a lot.
5. And to all those who have supported and prayed for me, both directly and indirectly. The kindness of all of you will always be remembered with gratitude.

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All praise and gratitude go to the presence of Allah SWT for all His grace, help, and guidance so that the author can complete the thesis entitled “English Vocabulary Teaching at Elementary Schools” as one of the requirements for obtaining a Bachelor of Education degree in the English Language Education Study Program, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro.

In the process of preparing this thesis, the author realizes that this success cannot be separated from the help, guidance, support, and prayers of various parties. Therefore, the author sincerely expresses his gratitude and appreciation to:

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9. Friends and friends in English education A, since 2021, thank you for the laughter, enthusiasm, support, and togetherness so far. You are an inseparable part of this journey, a place to share complaints, and a source of motivation to keep moving forward.

Bojonegoro, 2025

The Researcher



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PREFACE

Praise be to Allah Subhanahu wa Ta'ala for His abundance of grace, help, and guidance so that I can complete the thesis entitled " English Vocabulary Teaching at Elemntary Schools " well. This thesis was prepared as one of the requirements to obtain a Bachelor of Education degree in the English Education Study Program, Faculty of Language and Arts Education.

This research aims to understand how the process of teaching English vocabulary is implemented in elementary schools located in SDN Sranak and MI Al Ulum, Trucuk District, Bojonegoro Regency. It focuses on the strategies used by teachers in teaching vocabulary, and the challenges faced.

This thesis cannot be separated from the help, support and guidance of various parties. Therefore, with all humility, I would like to express my deepest gratitude to:

1. Mrs. Meiga Ratih Tirtanawati, M.Pd. and Mrs. Chyntia Heru Woro Prastiwi, M.Pd., as supervisors, who have provided guidance, input, and motivation with great patience from the beginning to the end of preparing this thesis.
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I realize that this thesis still has many shortcomings. Therefore, I really hope for constructive criticism and suggestions for the improvement. Hopefully, this thesis can provide benefits for further researchers, teachers, and all parties who have attention to the teaching of English in elementary schools.

Trucuk, July 2025

Liulin Nuha

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CHAPTER I

INTRODUCTION

A. Background of the Study

In today's era of globalization, English language proficiency has become a crucial skill for individuals who want to thrive in various areas of life, such as education, employment, and social interaction. Although English language education is a priority in many countries, there is still a significant gap in the mastery of this language in different regions. Mastery of English is now of paramount importance, as it is no longer just a foreign language, but has transformed into an international language. As a result, the demand for English proficiency has surged in various sectors, leading to a growing number of English courses and programs around the world.

According to the Oxford English Dictionary (2010) English is one of the languages of the West Germanic group, which has its roots in the Anglo-Saxon languages spoken in England. Today, English is one of the most widely spoken languages in the world, whether as a first, second or foreign language. English serves as the elementary or second language in many countries, and is the first choice for international communication. Mastery of this language is often considered an essential skill in the modern world. English is used as a universal means of communication in many fields, including science, technology, and diplomacy. English also has several important aspects including Grammar, Pronunciation, Vocabulary.

Vocabulary occupies the most important position in English language teaching and is the most crucial aspect to be learned by learners. Vocabulary is not just a collection of words, but a vital tool that must be mastered to understand and use English effectively. Vocabulary includes understanding and applying words in various contexts, both orally and in writing (Susanto, 2017).

From a number of existing problems, the researcher felt interested in conducting research on the issue. The researcher chose to observe grade 5 students in two schools, SDN Sranak and MI Al Ulum. Given the geographical location of the village, which is remote from the city center and far from the Education Office, Elementary schools and madrasah ibtidaiyah in Trucuk Sub-district are suitable as research objects. The different ways of understanding vocabulary in these two schools motivates the author to explore how much they know about vocabulary. SD Negeri Sranak can be considered as an institution that has inadequate facilities and quality of learning, which is evident from the lack of teaching staff, causing learning to be not optimal. The teachers in this school also admit that the limited educational staff is one of the obstacles in creating an interactive learning atmosphere.

On the other hand, MI Al Ulum shows a different problem. Despite being at the same level of basic education, the learning methods applied vary considerably. The environment around the school also plays a role in determining the quality of the learning process. SD Negeri Sranak, located in an area with high population density and low economic conditions, often faces social problems such as high dropout rates and lack of support from parents. The school's location in a low-income community also affects students' motivation

to learn. In contrast, MI Al Ulum is in a more organized environment and supported by a community that cares about education, creating a better learning atmosphere and is located in a more established residential area, supporting various learning activities with enthusiasm.

The existing conditions in these two schools show the importance of vocabulary understanding in English language learning, which must not only pay attention to the teaching methods applied but also consider the facilities available and the character of the students. This study aims to provide an understanding of vocabulary in these two institutions, as well as provide recommendations for development for each of these educational institutions.

B. Research Problems

Based on the background of study above, the researcher tries to answer the following questions:

1. What strategies are applied in teaching vocabulary to elementary school students?
2. What factors influence vocabulary development among elementary school students?

C. Research Objectives

This study aims:

1. To propose effective strategies in teaching vocabulary acquisition among elementary school students.
2. To identify factors that influence vocabulary development in this population.

D. Significance of the Study

The result of the research is expected to give some benefits as follows:

For Students:

1. Research can identify effective teaching methods, activities and resources that significantly improve students' vocabulary acquisition and retention.
2. Research provides teachers with evidence-based practices and strategies to guide their teaching. It helps them make informed decisions regarding lesson planning, materials selection, and assessment.
3. 3. Research can help identify and address students' unique challenges and needs in learning English vocabulary, such as limited exposure to English outside the classroom.
4. Research can inform the development of culturally relevant and engaging teaching materials, such as games, songs, and stories.

For Future Researchers:

1. This study provides basic knowledge and empirical data that can be used as a reference or starting point for future research.
2. Future researchers can learn effective teaching methods from the results of this study and develop new and better methods.
3. This study can identify gaps and challenges in English vocabulary teaching, which can be the focus of further research.
4. The results of the study can be used to develop or revise a curriculum that better suits the needs of students.

E. This research can provide educational policy recommendations to the government or educational institutions to improve the quality of English language teaching.

F. Definition of Terms

1. English Vocabulary

Vocabulary is a key element in language learning that covers three main aspects: form, meaning and usage. The form aspect includes spelling and pronunciation, while the meaning aspect includes basic meaning and contextual meaning. The usage aspect relates to collocation, grammatical function, and frequency of word usage (Nation, 2013).

Vocabulary can be defined as a collection of words in various forms. This includes single words, both affixed and unaffixed, as well as words that are combinations of the same or different words, each with its own meaning (Djiwandono, 2013).

In my opinion, vocabulary refers to all the words that a group possesses and uses to communicate in a language. It includes not only individual words but also phrases, expressions, and collocations that carry meaning within a specific linguistic and cultural context. Vocabulary serves as the foundation of language learning, as it enables learners to express ideas, understand messages, and engage in meaningful interactions

2. Elementary School

According to John W. Santrock (2018) Santrock states that elementary school is a critical period in children's cognitive, social, and

emotional development. At this stage, children begin to develop the ability to think logically and understand abstract concepts.

According to Bachrudin Musthafa (2010) Elementary school is the first place for children to receive formal learning, which must be adapted to their level of cognitive and social development. Therefore, the learning process must be designed to be active, enjoyable, and contextual so that children can understand the material more effectively.

In my opinion, Elementary school students are children who are at the earliest level of formal education, usually aged between 6 and 12 years old.

3. Teaching Methods

The best teaching methods are those that motivate students to think critically and actively. He emphasizes the importance of problem-based teaching and learning that facilitates open discussions in the classroom (Bain, 2012).

Learning methods are ways or strategies used by a teacher to facilitate the learning process of students, so that they can achieve the desired goals (Yusuf Aditya, 2016).

In my opinion, learning methods are strategies or approaches used by teachers during the student learning process, which aim to achieve the desired educational outcomes. By choosing the right learning methods, educators can create an interactive and dynamic classroom environment that not only improves knowledge retention, but also encourages critical thinking and problem-solving skills among students.

Ultimately, the selection of learning methods plays a crucial role in shaping the overall educational experience and student success.