

INVESTIGATING TEACHER'S STRATEGIES IN TEACHING ENGLISH VOCABULARY AT SENIOR HIGH SCHOOL IN SUMBERREJO

SKRIPSI



Presented to
IKIP PGRI BOJONEGORO
In partial fulfillment of the requirements
For the degree of Sarjana in English Education

By:
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
TAHUN 2026**

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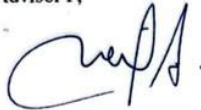
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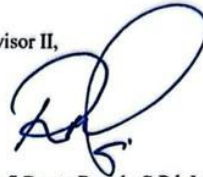
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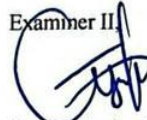
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STATEMENT OF AUTHENTICITY

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

**"INVESTIGATING TEACHER'S STRATEGIES IN TEACHING
ENGLISH VOCABULARY AT SENIOR HIGH SCHOOL IN
SUMBERREJO"**

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, 11 July

2026



Nur Hafizah
NIM 22120030

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MOTTO

“ Dan bersabarlah kamu, sesungguhnya janji Allah adalah benar”

(Qs. Ar-Ruum:60)

“Apa yang memang ditakdirkan untukmu akan menemukanmu, karena rencana Allah selalu lebih besar daripada kekuatanmu, dan setiap akhir diam-diam memberi ruang bagi awal yang telah di tetapkan”

(Nur Hafizah)

“Semua jatuh bangunmu hal yang biasa, angan dan pertanyaan waktu yang menjawabnya, berikan tenggat waktu besedihlah secukupnya, rayakan perasaanmu sebagai manusia”

(Baskara Putra – Hindia)

*“ Perang Telah Usai, aku bisa pulang, Kuberikan panah dan berteriak
MENANG!!!”*

(Nadin Amizah)

ABSTRACT

Hafizah, Nur. 2026. Investigating Teacher's Strategies In Teaching English Vocabulary At Senior High School In Sumberrejo. Skripsi. English of Language and Arts Education Departement, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Meiga Ratih Tirtanawati, M.Pd.,Advisor (II) Dr. Refi Ranto Rozak, M.Pd.

Keywords: Teaching Strategies, English Vocabulary, Contextual Learning, Qualitative Research, English Teachers.

This study aimed to investigate the strategies used by English teachers in teaching vocabulary at a senior high school and a vocational high school in Sumberrejo. Specifically, the study explored the vocabulary teaching strategies implemented by the teachers, identified the most effective strategy in supporting students' vocabulary learning, and examined how the strategies were implemented in the classroom. This study employed a qualitative research design. The participants were two English teachers, one from SMA Negeri 1 Sumberrejo and one from SMK 2 Sumberrejo. The data were collected through semi-structured interviews and analyzed using qualitative descriptive analysis involving data reduction, data display, and conclusion drawing. To ensure the credibility of the findings, source triangulation was applied by comparing the information obtained from both participants. The findings revealed that the teachers employed various vocabulary teaching strategies, including direct teaching, contextual learning, collaborative learning, classroom interaction, and the use of instructional media such as Wordwall, pictures, videos, reading texts, and translation activities. Among these strategies, contextual learning was identified as the most effective because it enabled students to understand and use vocabulary in meaningful situations related to their daily lives, academic learning, and vocational needs. The implementation of these strategies increased students' participation, motivation, vocabulary retention, and confidence in using English. However, the teachers also encountered several challenges, including students' limited vocabulary mastery, differences in learning abilities, low motivation, and lack of confidence in using English. In conclusion, effective vocabulary teaching requires flexible and contextual strategies that accommodate students' characteristics and educational needs. The integration of contextual learning, direct instruction, interactive activities, and instructional media contributes positively to students' vocabulary mastery and communicative competence.

ABSTRAK

Hafizah, Nur. 2026. Investigating Teacher's Strategies In Teaching English Vocabulary At Senior High School In Sumberrejo. Skripsi. Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, IKIP PGRI Bojonegoro, Pembimbing (I) Meiga Ratih Tirtanawati, M.Pd., Pembimbing (II) Dr. Refi Ranto Rozak, M.Pd.

Kata Kunci: Strategi Mengajar, Kosakata Bahasa Inggris, Pembelajaran Kontekstual, Penelitian Kualitatif, Guru Bahasa Inggris.

Penelitian ini bertujuan untuk menyelidiki strategi yang digunakan oleh guru bahasa Inggris dalam mengajarkan kosakata di sekolah menengah atas (SMA) dan sekolah menengah kejuruan (SMK) di Sumberrejo. Secara khusus, penelitian ini mengkaji strategi pembelajaran kosakata yang diterapkan oleh guru, mengidentifikasi strategi yang paling efektif dalam mendukung pembelajaran kosakata siswa, serta mendeskripsikan bagaimana strategi tersebut diimplementasikan di dalam kelas. Penelitian ini menggunakan desain penelitian kualitatif. Partisipan penelitian terdiri atas dua guru bahasa Inggris, yaitu satu guru dari SMA Negeri 1 Sumberrejo dan satu guru dari SMK 2 Sumberrejo. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis deskriptif kualitatif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Untuk menjamin kredibilitas temuan penelitian, peneliti menerapkan triangulasi sumber dengan membandingkan informasi yang diperoleh dari kedua partisipan. Hasil penelitian menunjukkan bahwa guru menerapkan berbagai strategi dalam mengajarkan kosakata, yaitu pengajaran langsung (*direct teaching*), pembelajaran kontekstual (*contextual learning*), pembelajaran kolaboratif (*collaborative learning*), interaksi di kelas, serta penggunaan media pembelajaran seperti Wordwall, gambar, video, teks bacaan, dan kegiatan penerjemahan. Di antara berbagai strategi tersebut, pembelajaran kontekstual merupakan strategi yang paling efektif karena mampu membantu siswa memahami dan menggunakan kosakata dalam situasi yang bermakna serta berkaitan dengan kehidupan sehari-hari, pembelajaran akademik, dan kebutuhan vokasional mereka. Penerapan strategi-strategi tersebut meningkatkan partisipasi, motivasi, daya ingat terhadap kosakata, serta kepercayaan diri siswa dalam menggunakan bahasa Inggris. Meskipun demikian, guru masih menghadapi beberapa tantangan, seperti keterbatasan penguasaan kosakata siswa, perbedaan kemampuan belajar, rendahnya motivasi belajar, dan kurangnya rasa percaya diri siswa dalam menggunakan bahasa Inggris. Berdasarkan hasil penelitian, dapat disimpulkan bahwa pembelajaran kosakata yang efektif memerlukan strategi yang fleksibel dan kontekstual sesuai dengan karakteristik serta kebutuhan belajar siswa. Integrasi pembelajaran kontekstual, pengajaran langsung, aktivitas interaktif, dan penggunaan media pembelajaran memberikan kontribusi positif terhadap peningkatan penguasaan kosakata dan kompetensi komunikatif siswa.

PREFACE

Praise be to Allah for His blessings and guidance, which have enabled the writer to complete this skripsi entitled “*Investigating Teacher’s Strategies in Teaching English Vocabulary at Senior High School in Sumberrejo.*” This skripsi

is submitted as a partial fulfillment of the requirements to obtain the Sarjana degree in English Education at IKIP PGRI Bojonegoro.

The writer realizes that this skripsi could not have been completed without the support and assistance of several parties. Therefore, the writer would like to express sincere gratitude to:

1. Meiga Ratih T., M.Pd. as the first advisor, and Dr. Refi Ranto Rozak, M.Pd. as the second advisor, for their valuable guidance, advice, and patience during the process of completing this skripsi.
2. The principals and English teachers of SMAN 1 Sumberrejo and SMK 2 Sumberrejo for allowing the writer to conduct the research and for their cooperation.
3. The writer's beloved parents and family for their endless prayers, support, and motivation.

The writer realizes that this skripsi is not perfect and still has limitations. Therefore, constructive suggestions and criticisms are highly appreciated. Hopefully, this skripsi will be useful for readers and future researchers, especially in the field of English education.

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CHAPTER I

INTRODUCTION

A. Background of Study

English is now the most widely used and needed language in various parts of the world. Learning and teaching it are not only important in academic activities but also in everyday life. For years, traditional teaching methods have been used in the education system, but technological advances and pedagogical innovations have brought about significant changes in this process. Therefore, a new approach is needed that can attract students' interest and provide a more effective and faster learning experience (Djampulatova, 2025). Grammar is crucial to learning English as a foreign language (EFL) because it provides the foundation for effective communication. (Rahmawati et al., 2026).

The teaching and learning process in Indonesia involves interaction between teachers and students to achieve educational goals. In the modern education era, particularly since the implementation of the Independent Curriculum (Curriculum Merdeka), the focus of learning has shifted from the teacher as the center to the student as the primary actor. Teachers serve as facilitators who guide, direct, and create a supportive learning environment, while students actively engage in information exploration, discussion, and problem-solving. Learning in Indonesia also emphasizes a contextual approach, connecting material to everyday life situations so that students can directly experience the benefits of the knowledge they learn. Technology is

increasingly being used to enrich the learning process, such as through the Google Classroom platform, learning videos, language apps, and interactive tools like Quizizz or Kahoot. However, the implementation of teaching and learning in Indonesia still faces several obstacles, including limited school facilities, varying student abilities, and teacher preparation in adopting active and technology-based methods. Nevertheless, the core of this process remains the goal of creating meaningful, interactive, and effective learning that optimizes students' potential, both in cognitive aspects and character development. Learning vocabulary alone isn't enough to simply convey the material. Although the content is presented, students must actively participate in the process of learning English vocabulary.(Fatmasari et al., n.d.).

Vocabulary has an important position in the development of all four language skills (Journal & Language, 2025). It is impossible for someone to learn a language without mastering its understanding first, supported by (As & Apoko, 2023). In addition, Diego (2021) explains that receptive knowledge includes the ability to understand word forms, meanings, and context of use. This notion is supported by Yawiloeng (2020) which emphasizes that vocabulary mastery is the most fundamental element in language learning.

Learning vocabulary in language learning is a challenge for foreign English speakers. In the early steps of learning English, it is mandatory to master L2 vocabulary first. Learning vocabulary is not a simple task. The L2

vocabulary learning process is the most demanding and complicated. According to other experts in this study, Faculty dan Tanjungpura (2018) discovered that there are four factors that contribute to vocabulary acquisition challenges: pronunciation, spelling, word length, and meaning. Learning vocabulary in language learning is a challenge for foreign English speakers. In the early steps of learning English, it is mandatory to master L2 vocabulary first. Learning vocabulary is not a simple task. The L2 vocabulary learning process is the most demanding and complicated(As & Apoko, 2023). The lack of vocabulary in students is the first problem found. Having a limited vocabulary leads to a limited number of conversations. A large number of vocabulary mastered by students makes it easier for students to speak. Secondly, students find it difficult to choose the right words to express their ideas or thoughts in English. Most students think English is a complex subject to learn, and that makes them passive in class (As & Apoko, 2023)

Several studies have reported that multimedia can be used to assist learners to gain vocabulary knowledge through audio and visual channels (Kanellopoulou & Kermanidis, 2019). Learning strategies are needed to learn vocabulary so that learning can be maximized. Additionally, one of the key elements in learning a language is having effective learning practices. Specific methods are employed to accomplish learning objectives through learning techniques (Wijirahayu et al., 2024). Learning media that can be

used by teachers and students to improve literacy culture in the classroom are the Reading Corner and the Literacy Tree(Rozak & Parmawati, 2024).

Learning strategies can make learning fun and faster, and students can reflect on it. Students can choose the learning style that suits them best based on language learning strategies. For example, students can learn English through activities such as watching movies, listening to music, reading books or writing essays (Anggarista & Wahyudin, 2022).

Based on initial findings from several secondary schools in Sumberrejo, namely SMKM 2 Sumberrejo and SMAN 1 Sumberrejo both at the senior high and vocational high school levels, the English vocabulary learning process shows relatively consistent patterns and trends. Interviews with English teachers at one high school in Sumberrejo revealed that vocabulary learning at the school relies heavily on a contextual approach. Teachers prefer to engage students in real-life situations, dialogues relevant to their experiences, reading texts relevant to curriculum requirements, and various classroom activities involving direct interaction. This approach is chosen because teachers believe that English learning is much more meaningful when students acquire knowledge in clear contexts of use, rather than simply memorizing or repeating meaninglessly. The teacher also explained that online-based learning methods were almost never used, both because of time constraints and because of the belief that face-to-face learning provided greater flexibility and effectiveness in building vocabulary

understanding. A similar approach was also found at a vocational school in Sumberrejo, albeit with slightly different characteristics.

B. Formulation of The Problem

1. What teaching strategies do English teachers use to teach vocabulary in high schools and vocational schools in Sumberrejo?
2. Why do English teachers choose specific strategies for teaching English vocabulary?
3. How do teachers apply this strategy in the classroom?

C. Objectives of The Study

1. Identifying teaching strategies used by English teachers in teaching vocabulary at Sumberrejo Senior High School and Vocational High School.
2. To explore the reasons why English teachers choose specific strategies for teaching English vocabulary.
3. Describe how teachers apply these strategies in the learning process in the classroom.

D. Significances of The Study

The Significances of this research can be categorized into two categories:

1. Theoretical Significance

This research is expected to contribute to the development of English language education, particularly in the field of vocabulary teaching. The results are expected to broaden insight into the strategies

teachers use in teaching vocabulary at the secondary school level and provide an overview of the effectiveness of these strategies in real-life learning practices. Furthermore, this study can serve as a reference for further research examining English teaching strategies in other regions or at different levels of education.

2. Practical Significance

- a. For teachers, providing information on effective vocabulary teaching strategies so that they can be used as considerations in improving the quality of learning in the classroom.
- b. For schools, providing input in designing teacher development programs or compiling a curriculum that is more suited to student needs.
- c. For students, by implementing more effective teaching strategies, students can learn English vocabulary more easily and enjoyably, so that their English language skills can improve.
- d. For other researchers, it can be a reference in developing research related to English teaching strategies in local or regional contexts.

E. Definition of Terminologies

1. Description of Vocabulary

Vocabulary is a crucial component of language. This is important because we always use vocabulary when communicating (Susanto, n.d. 2017). Without adequate vocabulary, students may have difficulty expressing ideas, understanding messages, and participating effectively in

oral and written communication. Therefore, vocabulary mastery is a fundamental requirement for achieving overall language proficiency.

2. Strategies Teaching Learning

As explained previously, language learning strategies refer to the various actions, techniques, plans, or mental processes used by learners to support comprehension, retention, recall, and application of information during vocabulary learning. The characteristics of language learning-strategies are also important to examine, as they often overlap and share similarities with vocabulary learning strategies (Susanto, n.d. 2017)