

**TEACHER STRATEGIES IN IMPROVING STUDENTS' VOCABULARY
AT SMA IT PLUS AR-RASYID ACADEMIC YEAR OF 2024/2025**

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**TEACHER STRATEGIES IN IMPROVING STUDENTS' VOCABULARY
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The thesis has been examined by the board of thesis examiners of English department of Faculty of Teacher Training and Education of Nahdatul Ulama University South of Kalimantan on 02 August 2025.

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STATEMENT OF AUTHENTICITY

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declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjar, 01 August 2025

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ABSTRACT

Erna Yuliani, 2025, “ Teacher Strategies in Improving Students’ Vocabulary at SMA IT Plus AR-Rasyid Academic Year of 2024/2025. Thesis, English Education Department, Faculty of Teacher Training and Education, Nahdlatul Ulama University, South of Kalimantan. Advisor. (I) Lailatun Najmiah, M. Pd (II) Isnaniah, M. Pd

Keywords: Teaching Strategies, Vocabulary, Learning Motivation, Contextual learning.

Vocabulary mastery is a fundamental aspect of English language learning that significantly influences students’ communication skills. However, the reality in the field shows that many students’ still struggle to understand and actively use vocabulary. This study aims to identify the teaching strategies used by English teachers to improve students’ vocabulary mastery and explore students’ perceptions of the learning process.

This study was conducted from July 10 to July 30, 2025, at SMA IT Plus AR-Rasyid, using a descriptive qualitative approach. The research subjects included one English teacher and two eleventh-grade students. Data collection techniques used were in-depth interviews and direct classroom observation. Data analysis was conducted using the Miles and Huberman model, which consists of three stages: data reduction, data presentation, and conclusion drawing.

The research results show that teachers use visual and contextual learning strategies, such as images, videos, and storytelling, to link vocabulary to real-life contexts. These strategies are considered effective in fostering student understanding , but their implementation remains limited and incompletely structured. Furthermore, students demonstrate high learning motivation but feel they lack opportunities to actively practice vocabulary in real-life situations. Observations also indicate that teachers have not utilized interactive media suchas language games and have not actively established rules for English use during the learning process.

It can be concluded that the vocabulary teaching strategies used by teachers are theoretically relevant, but require improvemet in aspects of student engagememnt, the use interactive media, and the integration of more communicative learning.

ABSTRAK

Erna Yuliani, 2025. *Teacher Strategies in Improving Students' Vocabulary at SMA IT Plus Ar-Rasyid Academic Year of 2024/2025.* Skripsi. **English Education Department, Faculty of Teacher Training and Education, Nahdlatul Ulama University, South of Kalimantan.** Pembimbing: (I) [Nama Pembimbing I], M.Pd. (II) [Nama Pembimbing II], M.Pd.

Kata Kunci: Strategi Pengajaran, Kosakata, Motivasi Belajar, Pembelajaran Kontekstual

Penguasaan kosakata merupakan aspek fundamental dalam pembelajaran Bahasa Inggris yang sangat memengaruhi kemampuan komunikasi siswa. Namun, realitas di lapangan menunjukkan bahwa masih banyak siswa yang kesulitan dalam memahami dan menggunakan kosakata secara aktif. Penelitian ini bertujuan untuk mengidentifikasi strategi pengajaran yang digunakan guru Bahasa Inggris dalam meningkatkan penguasaan kosakata siswa serta menggali persepsi siswa terhadap proses pembelajaran tersebut.

Penelitian ini dilaksanakan dari tanggal 10 Juli hingga 30 Juli 2025 di SMA IT Plus Ar-Rasyid, dengan pendekatan kualitatif deskriptif. Subjek penelitian meliputi satu orang guru Bahasa Inggris dan dua orang siswa kelas XI. Teknik pengumpulan data yang digunakan adalah wawancara mendalam dan observasi langsung di dalam kelas. Analisis data dilakukan menggunakan model Miles dan Huberman yang terdiri dari tiga tahapan, yaitu reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa guru menggunakan strategi pembelajaran visual dan kontekstual, seperti penggunaan gambar, video, serta storytelling untuk mengaitkan kosakata dengan konteks kehidupan nyata. Strategi tersebut dinilai efektif membantu pemahaman siswa, namun implementasinya masih bersifat terbatas dan belum sepenuhnya terstruktur. Selain itu, siswa menunjukkan motivasi belajar yang tinggi, namun merasa kurang mendapatkan kesempatan untuk mempraktikkan kosakata secara aktif dalam situasi nyata. Observasi juga menunjukkan bahwa guru belum memanfaatkan media interaktif seperti permainan bahasa dan belum menetapkan aturan penggunaan Bahasa Inggris secara aktif selama proses belajar berlangsung.

Dapat disimpulkan bahwa strategi pengajaran kosakata yang digunakan guru telah mengarah ke metode yang relevan secara teori, namun masih membutuhkan peningkatan dalam aspek keterlibatan siswa, penggunaan media interaktif, dan integrasi pembelajaran yang lebih komunikatif.