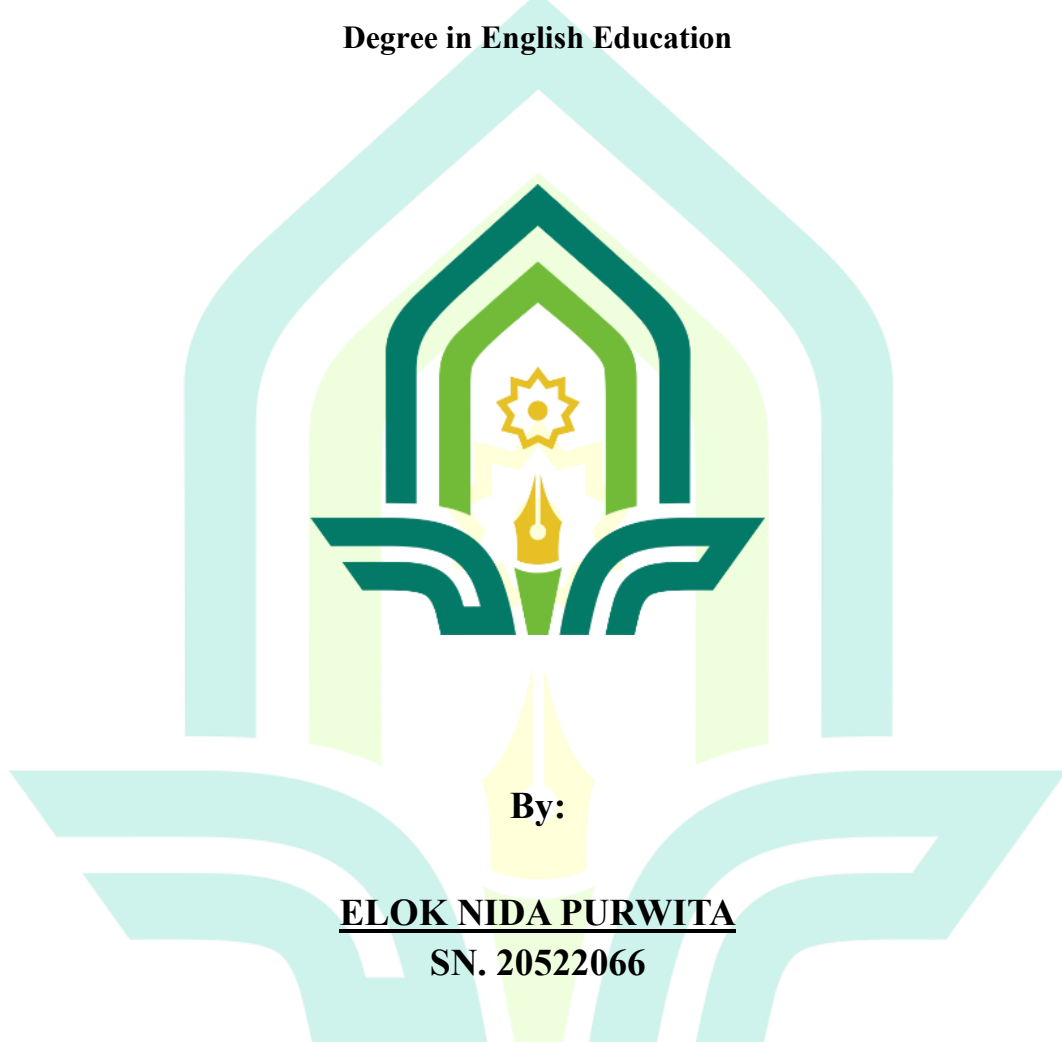


TEACHING STRATEGIES IN SOLVING STUDENTS' VOCABULARY MASTERY PROBLEMS

A THESIS

**Submitted to fulfill one of the requirements for the *Sarjana Pendidikan*
Degree in English Education**



By:

ELOK NIDA PURWITA

SN. 20522066

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H ABDURRAHMAN WAHID PEKALONGAN
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2026**

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di Pekalongan

Assalamu 'alaikum, Wr. Wb.

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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terimakasih.

Wassalamu 'alaikum, Wr. Wb

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Title : **TEACHING STRATEGIES IN SOLVING STUDENT'**

VOCABULARY MASTERY PROBLEM

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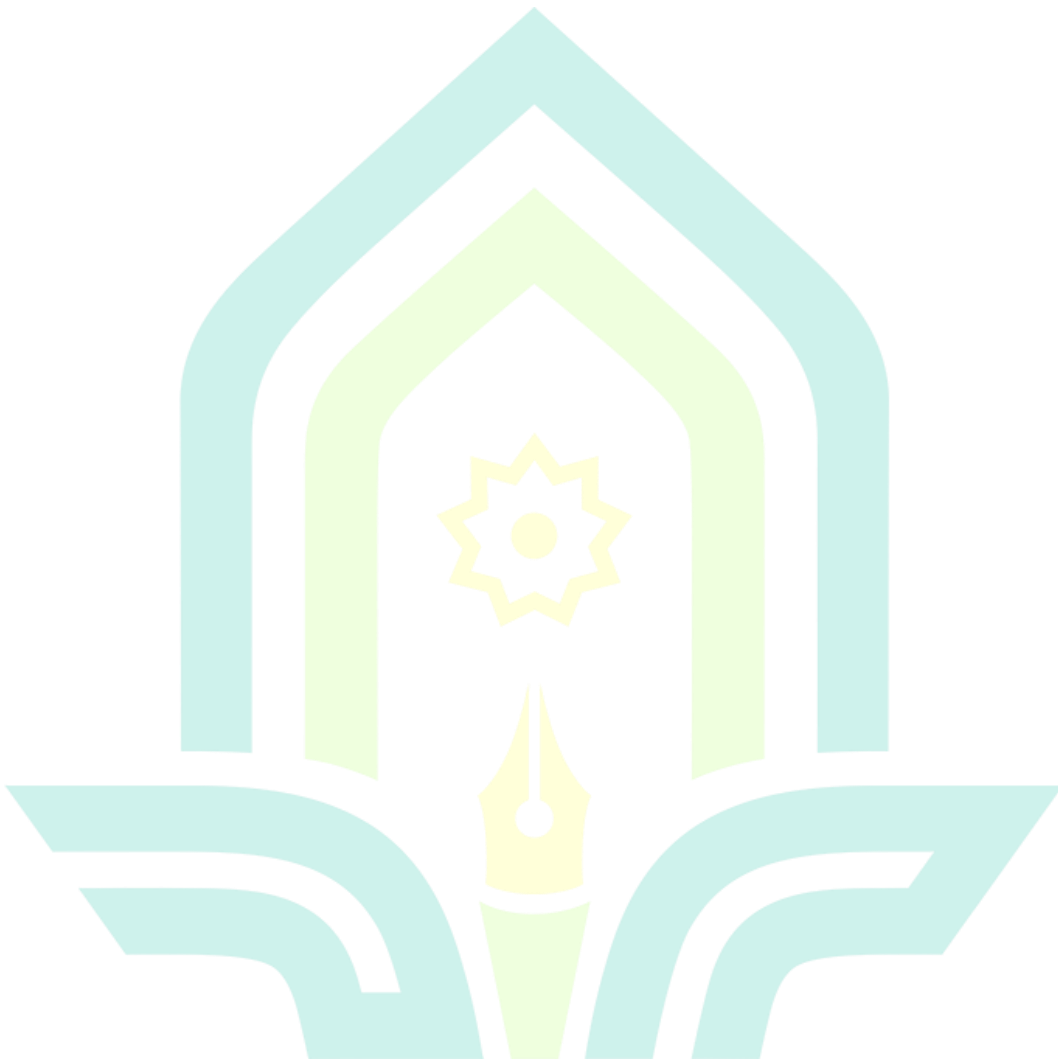
1. First and foremost, I extend my deepest gratitude to my beloved parents, Mr. Efan Murtiyono and Mrs. Wiyartiningsih, for their ceaseless prayers, unconditional love, moral encouragement, and invaluable sacrifices—including their continuous financial support throughout my academic journey. Thank you for always believing in your daughter. I also wish to thank Ibu Harini and my sibling for bringing happiness into my life; although you sometimes distracted me while I was writing this thesis, I am truly grateful to have you as a source of laughter and comfort during difficult times.
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3. Second, I would like to express my gratitude to my thesis supervisor, Mrs. Chubbi Millatina Rokhuma, M.Pd., for her invaluable guidance, patience, and continuous support throughout the process of writing this thesis.
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MOTTO

“What has been measured will not be changed; believe in Allah”

(Elok Nida Purwita)



ABSTRAK

Purwita, E. N. (2026). *Teaching Strategies in Solving Students' Vocabulary Mastery Problems*. Skripsi. Program Studi Tadris Bahasa Inggris. FTIK UIN K.H. Abdurrahman Wahid Pekalongan. Pembimbing: Chubbi Millatina Rokhuma, M.Pd.

Kata Kunci: strategi pengajaran, penguasaan kosakata, pengajaran kosakata, tantangan guru

Penguasaan kosakata menjadi bagian penting dalam pembelajaran bahasa Inggris karena memengaruhi kemampuan siswa dalam memahami teks dan menggunakan bahasa secara lisan maupun tertulis. Namun, sebagian siswa masih mengalami kesulitan dalam mengingat makna kata dan menggunakan kosakata yang telah dipelajari sehingga guru memerlukan strategi yang sesuai untuk mengatasi permasalahan tersebut. Penelitian ini bertujuan untuk mendeskripsikan strategi yang digunakan guru dalam mengatasi permasalahan penguasaan kosakata siswa serta mengidentifikasi tantangan yang dihadapi guru ketika menerapkan strategi tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Partisipan penelitian terdiri atas dua guru bahasa Inggris di salah satu sekolah menengah pertama di Kabupaten Pekalongan. Data dikumpulkan melalui wawancara semi-terstruktur dan observasi pembelajaran. Keabsahan data diperiksa melalui triangulasi, sedangkan data dianalisis melalui tahapan kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa guru menggunakan lima strategi dalam mengatasi permasalahan penguasaan kosakata siswa, yaitu menampilkan gambar atau memperagakan tindakan, menerapkan *Presentation, Practice, and Production* (PPP), menggunakan *word circle*, menerapkan permainan kosakata, dan mengarahkan siswa menggunakan kamus. Strategi tersebut membantu siswa memahami makna kata, mengingat kosakata, dan terlibat lebih aktif dalam proses pembelajaran. Guru menghadapi dua tantangan utama, yaitu keterbatasan waktu pembelajaran serta rendahnya motivasi dan partisipasi sebagian siswa. Untuk mengatasi tantangan tersebut, guru memilih kosakata yang menjadi prioritas, mengintegrasikan pengajaran kosakata dengan keterampilan bahasa lainnya, memberikan motivasi dan tugas tambahan, serta berkoordinasi dengan wali kelas, guru bimbingan konseling, dan orang tua. Berdasarkan hasil penelitian, guru disarankan untuk menggunakan strategi pengajaran kosakata secara bervariasi, kontekstual, dan berkelanjutan agar siswa memperoleh lebih banyak kesempatan untuk memahami serta menggunakan kosakata dalam kegiatan pembelajaran.

ABSTRACT

Purwita, E. N. (2026). Teaching Strategies in Solving Students' Vocabulary Mastery Problems. Undergraduate Thesis. English Education Department. Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan. Advisor: Chubbi Millatina Rokhuma, M.Pd.

Keywords: teaching strategies, vocabulary mastery, vocabulary teaching, teacher challenges

Vocabulary mastery is an essential part of English language learning because it influences students' ability to understand texts and use the language in spoken and written communication. However, some students still have difficulties remembering word meanings and using the vocabulary they have learned; therefore, teachers need appropriate strategies to address these problems. This study aimed to describe the strategies used by teachers to address students' vocabulary mastery problems and to identify the challenges encountered when applying those strategies. This study employed a qualitative approach with a case study design. The participants were two English teachers at a junior high school in Pekalongan Regency. Data were collected through semi-structured interviews and classroom observations. Data trustworthiness was established through triangulation, while the data were analyzed through data condensation, data display, and conclusion drawing and verification. The findings revealed that the teachers employed five strategies to address students' vocabulary mastery problems: showing pictures or miming actions, implementing Presentation, Practice, and Production (PPP), using word circles, applying vocabulary games, and encouraging students to use dictionaries. These strategies helped students understand word meanings, retain vocabulary, and participate more actively in classroom activities. The teachers encountered two main challenges, namely limited instructional time and the low motivation and passive participation of some students. To address these challenges, the teachers selected priority vocabulary, integrated vocabulary teaching with other language skills, provided motivation and additional assignments, and collaborated with homeroom teachers, guidance counselors, and parents. Based on the findings, English teachers are recommended to employ varied, contextual, and continuous vocabulary teaching strategies to provide students with more opportunities to understand and use vocabulary in learning activities.

PREFACE

All praise and gratitude are devoted to Allah SWT, who has bestowed. Upon me countless blessings, guidance, health, and patience, enabling me to complete this thesis entitled Student Teachers' Teaching Strategies in Solving Students vocabulary Mastery Problems." This thesis is submitted to the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan as a partial fulfillment of the requirements for obtaining the degree of Sarjana Pendidikan (S.Pd.) in the Faculty of Teacher Training and Education. I realize that this thesis is far from perfect. Therefore, any suggestions and constructive criticisms are highly appreciated to improve the quality of this work. I would like to express my deepest gratitude to:

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Vocabulary is very important in learning English. Besides, teacher strategies in the learning process greatly influence students. There are several advantages to teaching vocabulary, including: teachers can make students have larger vocabulary that makes them improve text comprehension, teachers can use a variety of games as a fun learning medium for students, the material is broad so it doesn't bore students. If the vocabulary teaching is successful, students can understand the text easily. Behind the advantages of teacher strategies in the vocabulary mastery learning process, there are also weaknesses of them. The weaknesses include: not all types of games are suitable for learning vocabulary. Teachers must be clever in selecting games that suit students' abilities. Teachers have to provide motivation to learn or memorize vocabulary, especially for slow learners.

Active student involvement is the main key to transforming the learning process, where students are no longer passive spectators but the main drivers in the classroom. According to Prijanto et al (2021), student activity is one of the indicators that greatly influences the teaching process in the classroom. Student activity is the most important part of teaching and learning activities. Basically, students must be more active in learning activities because students are the subjects who plan and implement learning. Daryanto and Rahardjo, (Prijanto et al., 2021), in line with this statement, the teaching process must

involve students to be active in constructing their knowledge, (Priyanto et al., 2021).

The environment around an individual plays a crucial role in forming new insight and skills through a continuous adaptation process. According to Magdalena et al (2020), learning can be defined as individual behavior through interactions between individuals and their environment. It is a change in activity in response to the environment. It is a relatively permanent change in individual behavior as a result of experience.

In the teaching process, it is a must for the teachers to use certain strategies. It is because teaching strategy belongs to crucial part in the teaching and learning process. When selecting strategies, it is crucial to choose the right ones. The teacher should consider and choose strategies that align with learning objectives and student characteristics. According to Mudjiono (2005), teacher play a role in conducting teaching activities, providing instruction, and evaluating student learning outcomes. To foster a positive learning environment, teachers need strategies in the teaching process. A strategy is a plan that includes a number of prepared activities, each of which is implemented to achieve a goal. It is also needed in English learning.

The classroom must be transformed into a social imitation space where students are free to try, make mistakes, and improve their discourse skills without fear. This active engagement forms the foundation for fluent, natural communication outside the academic environment. Longnecker in Rybchynska's (2023), in English lessons, interactive working methods should

be actively used. It is to overcome communication barriers and minimize communication failures when using the language in the future.

Based on an initial survey on learning recount text, IX-grade students encountered difficulties in understanding the content of the text that they learn. It is caused by their poorly memorizing of vocabulary, especially the regular and irregular verbs in simple past tense. It makes them fail to reach the learning objectives of reading recount text. The survey shows that this study is different with the previous ones because it focuses on exploring the strategies used by the English teachers in teaching the vocabularies of regular and irregular verbs.

1.2. Formulation of the Problems

This research provides 2 research questions:

1. What strategies are used by the teachers to solve the students' problems in vocabulary mastery?
2. What are the challenges faced by the teacher in applying the strategies?

1.3. Aims of the Study

The aims of the study are:

1. To describe strategies used by the teacher to solve the students' problems in learning English vocabulary.
2. To describe the challenges faced by the teacher in applying the strategies.

1.4. Operational Definitions

To avoid any misunderstanding about the terms used in this study, the researcher provides some definitions related to the study as follows:

1. Teaching Strategy : The definition of vocabulary teaching strategies has previously been mentioned by researchers. Several important aspects regarding vocabulary learning strategies used by students: the keyword method, vocabulary flashcard, guessing words from context, learning word parts, and repetition. Holidazia and Rodliyah (2020)
2. Vocabulary Mastery : Vocabulary mastery is the ability of students to master words actively (can be used in communication) and passively (can be recognized when listening or reading) (Harmer, 1991).

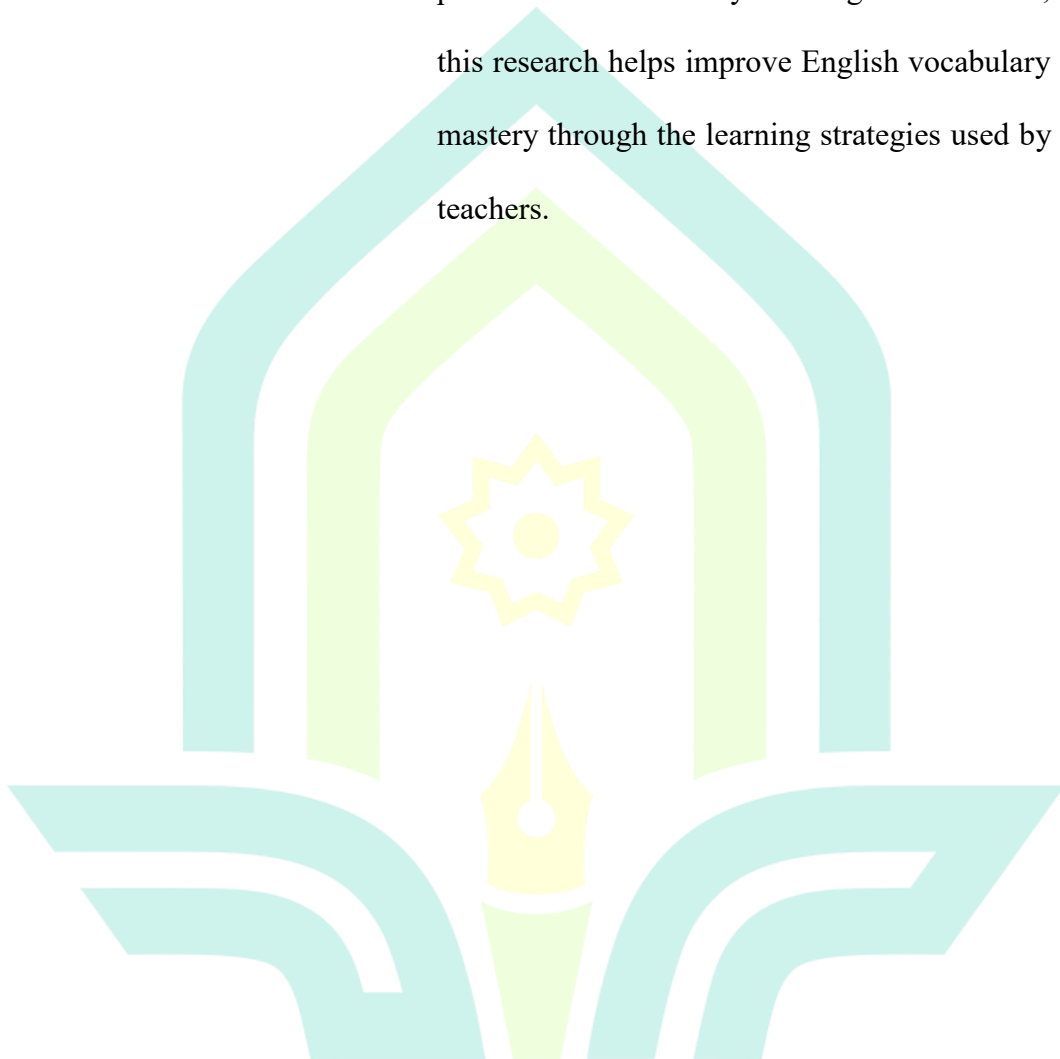
1.5. Significance of the Study

1. Theoretical Use : This study will contribute to supporting the vocabulary mastery theory developed by Harmer (1991).
2. Empirical Use : This study offers empirical evidence of learning strategies and problem-solving in students in the school environment, using qualitative methods to identify problems in students at school and

help students master vocabulary with the learning strategies in this study.

3. Practical Use :

This study can serve as a consideration for teachers in using strategies and solving student problems in vocabulary learning. For students, this research helps improve English vocabulary mastery through the learning strategies used by teachers.



CHAPTER V

CONCLUSION

5.1. Conclusion

Based on the findings and discussion, it can be concluded that English teachers employed various strategies to solve students' problems in vocabulary mastery, including showing pictures or miming actions, implementing Presentation, Practice, and Production (PPP), conducting quizzes, using vocabulary games, and allowing students to use dictionaries. These strategies helped students understand vocabulary more easily, increased their motivation, and encouraged active participation in the learning process. However, the teachers also faced several challenges, particularly limited instructional time and students' lack of motivation or laziness. To overcome these challenges, teachers integrated vocabulary instruction into language skills lessons, selected priority vocabulary items, provided motivation, assigned additional tasks, and collaborated with parents, homeroom teachers, and guidance counselors. Therefore, despite the challenges encountered, teachers attempted to apply various strategies to support students' vocabulary mastery effectively.

5.2. Recommendation

Based on the conclusion above, it is recommended that English teachers continue to employ a variety of vocabulary teaching strategies to create more engaging and effective learning experiences for students. Teachers are also encouraged to integrate vocabulary instruction into other language skills and provide continuous motivation to students. In addition, students should actively

participate in classroom activities and develop independent vocabulary learning habits to improve their vocabulary mastery. Schools are expected to provide adequate support and facilities to facilitate effective vocabulary instruction. Finally, future researchers are suggested to conduct similar studies with a larger number of participants or in different educational contexts to obtain more comprehensive findings regarding vocabulary teaching strategies and challenges.



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