

**INTRODUCING VOCABULARY IN TEACHING READING
TO JUNIOR HIGH SCHOOL STUDENTS**

SARJANA'S THESIS

NOR SYIFA

REG. NUMBER: 2210117220010



**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2026

**INTRODUCING VOCABULARY IN TEACHING READING
TO JUNIOR HIGH SCHOOL STUDENTS**

***SARJANA'S* THESIS**

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfilment of the Requirements for Completing the *Sarjana*
Pendidikan Program in English Language Education Department**

NOR SYIFA

REG. NUMBER: 2210117220010

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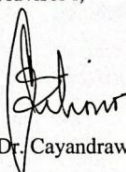
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LETTER OF APPROVAL

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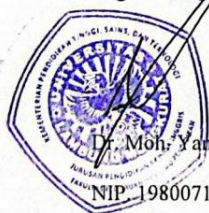
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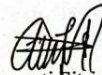


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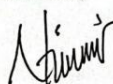
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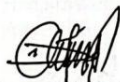
This is to certify that the Sarjana's Thesis Proposal of Nor Syifa reg. number 2210117220010 entitled "Introducing Vocabulary in Teaching Reading to Junior High School Students." has been approved by the Board of Examiners as the requirement for completing *Sarjana Pendidikan* Program in English Language Teaching.

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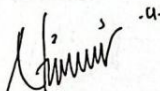
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ABSTRACT

Syifa, Nor. 2026. Introducing Vocabulary in Teaching Reading to Junior High School Students. Sarjana's Thesis. English Language Education Department, Faculty of Teacher Training and Education, University of Lambung Mangkurat. Advisors: (1) Dr. Cayandrawati Sutiono, M.A, (2) Inayati Fitriyah Asrimawati, M.Pd.

Keyword: Vocabulary Introduction, Teaching Reading, Teaching English

Vocabulary mastery is an important aspect of learning English, especially in reading instruction. However, many students still experience difficulties understanding reading texts due to their limited vocabulary. This study aimed to describe how English teachers introduce vocabulary in reading instruction to eighth-grade students at MTsN 7 Banjar.

This study employed a descriptive qualitative method, with two English teachers of eighth-grade students at MTsN 7 Banjar as the research subjects. The data were collected through classroom observations, interviews, and documentation. The data were analyzed through the stages of data condensation, data display, and conclusion drawing.

The findings of the study showed that the two teachers used different strategies in introducing vocabulary during reading instruction. Teacher 1 introduced vocabulary during the pre-reading stage by using additional teaching media such as visual images displayed through PowerPoint slides. Meanwhile, Teacher 2 introduced vocabulary during the while-reading and post-reading stages without using additional media. Both teachers should use the direct translation strategy in introducing vocabulary.

Based on the findings, it can be concluded that the teachers employed different vocabulary introduction stages, as well as different uses of instructional media. However, both teachers applied direct translation strategies in presenting new vocabulary to the students. It is suggested that teachers provide feedback on students' vocabulary use, as this aspect was not identified during the research processes.

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This thesis is intended as a partial fulfillment of the requirements for completing the *Sarjana Pendidikan* Program in the English Language Education Department, Faculty of Teacher Training and Education, Lambung Mangkurat University.

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Banjarmasin, July 2026

Nor Syifa

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