

STRATEGIES TO TEACH ENGLISH VOCABULARY AT SMPN 11

BANJARMASIN

SARJANA'S THESIS

WINONA ALVINA MAYLA

REG. NUMBER 2110117220025



ENGLISH LANGUAGE STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMBUNG MANGKURAT

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STRATEGIES TO TEACH ENGLISH VOCABULARY AT SMPN 11

BANJARMASIN

SARJANA'S THESIS

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfilment of the Requirements for Completing the Sarjana Pendidikan
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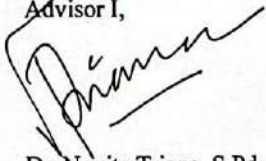
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2026

LETTER OF APPROVAL

This is to certify that the Sarjana's thesis proposal of Winona Alvina Mayla reg. number 2110117220025 entitled **STRATEGIES TO TEACH ENGLISH VOCABULARIES AT SMPN 11 BANJARMASIN** has been approved by the advisors for oral examination.

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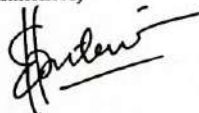
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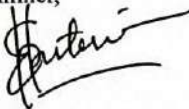
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ABSTRACT

Mayla, Winona Alvina. *Strategies to Teach English Vocabulary at SMPN 11 Banjarmasin*. Sarjana's Thesis. English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Novita Triana, S.Pd., M.A., the second advisor: Emma Rosana Febriyanti, M.Pd.

Keywords: english vocabulary, vocabulary teaching strategy

Teaching a foreign language begins with introducing its most essential component, vocabulary. However, there are various challenges in teaching vocabulary, as students often lack interest in the foreign language and the teaching time in schools is very limited. In order to overcome these challenges, this research aims to explore the strategies used by the English teacher in teaching English vocabulary at SMPN 11 Banjarmasin and their implementation in the classroom.

This study uses a descriptive qualitative method. The data were collected through classroom observations with field notes, interviews, and documentation from three English teachers who teach grades VII to IX at SMPN 11 Banjarmasin. The data were analyzed using qualitative data analysis.

The findings show that there are five strategies used by the teachers in teaching English vocabulary. These strategies include Memory Strategy, Cognitive Strategy, and Compensation Strategy, which are categorized as Direct Strategies, and Metacognitive Strategy and Social Strategy, which are categorized as Indirect Strategies. The findings also revealed that the teachers more frequently used Direct Strategies than Indirect Strategies in teaching vocabulary. This study suggests that future researchers explore the most effective strategies for teaching English vocabulary at SMPN 11 Banjarmasin, examine which aspects of vocabulary are emphasized in English instruction, or investigate teaching strategies that have not yet been implemented by the teachers in teaching English vocabulary.

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The researcher is fully aware that this study is still far from perfect. Therefore, the researcher sincerely welcomes any constructive suggestions and criticisms from readers as valuable input for improving future revisions or subsequent research. The researcher also hopes that this study may contribute meaningful information and serve as a useful reference for readers as well as other researchers for further research.

Banjarmasin, November 2025

The Researcher

TABLE OF CONTENT

LETTER OF APPROVAL	iii
ABSTRACT	viii
ACKNOWLEDGMENTS	ix
TABLE OF CONTENT	xii
LIST OF TABLES	xi
LIST OF APPENDICES	xii
CHAPTER I	1
INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	5
1.3 Objective of the Study.....	5
1.4 Significance of the Study	5
1.5 Definition of Key Terms	6
CHAPTER II	7
REVIEW OF LITERATURE	7
2.1 Theoretical Review	7
2.1.1 Vocabulary Teaching Strategy	7
2.1.2 Types of Vocabulary Teaching Strategy.....	9
2.2 Previous Study	18
CHAPTER III	22
METHOD OF RESEARCH	22
3.1 Approach and Type of Research	22
3.2 Subjects of The Research	23
3.3 Setting of The Research	23
3.4 Instrumentation of The Research	23
3.5 Data and Source of Data	24
3.6 Data Collection Procedures.....	25
3.7 Data Analysis	26

3.8	Trustworthiness of the Data	27
BAB IV		30
RESEARCH FINDINGS AND DISCUSSION		30
4.1	Description of the Data	30
4.2	Research Findings	31
4.2.1	The Strategies of Teaching English Vocabulary and the Implementation by English Teachers at SMPN 11 Banjarmasin	32
4.3	Research Discussion.....	47
BAB V		55
CONCLUSIONS AND SUGGESTIONS		55
5.1	Conclusions	55
5.2	Suggestions	56
5.2.1	Suggestion for Teacher.....	56
5.2.2	Suggestion for Researchers	56
REFERENCES		57
APPENDICES		66

LIST OF TABLES

Table 2.1.2 Vocabulary Teaching Strategy by Oxford (1990).....	9
Table 4.1 Schedule of the Research at SMPN 11 Banjarmasin	30
Table 4.2 Findings of the Research at SMPN 11 Banjarmasin	31

LIST OF APPENDICES

Appendix 1. Surat Penunjukan Dosen Skripsi	67
Appendix 2. Surat Keterangan Izin Penelitian	68
Appendix 3. Surat Keterangan Selesai Penelitian	70
Appendix 4. Field Notes	71
Appendix 5. Interview Blue Print	82
Appendix 6. Interview Validation Sheet	84
Appendix 7. Interview Questions	88
Appendix 8. Interview Recording	90
Appendix 9. Field Notes Data Validation	91
Appendix 10. Interview Data Validation	97
Appendix 11. Documentation	101
Appendix 12. Consultation Record	105
Appendix 13. Curriculum Vitae	112