

**AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING VOCABULARY AT
ISLAMIC JUNIOR HIGH SCHOOL AL-ISLAM JORESAN PONOROGO**

THESIS



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STATE ISLAMIC INSTITUTE OF PONOROGO**

2025

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ISLAMIC JUNIOR HIGH SCHOOL AL-ISLAM JORESAN PONOROGO**

THESIS

Presented
to State Islamic Institute of Ponorogo in Partial Fulfillment of the Requirement for the Degree of
Sarjana in English Language Teaching Department



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I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

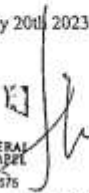
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Thank you for your attention to this matter

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Sincerely,



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DEDICATION

The struggle to make this thesis was not easy, many things had to be sacrificed and willing to make sacrifices. Without these good people, this thesis would not have been able to reach this point. So, the researcher wants to say thank you very much to:

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The researcher realizes that this thesis is still far from perfect because there is no perfect work except the work of Allah SWT. Therefore, with humility, the researcher hopes for constructive criticism and suggestions from various parties for the perfection of this thesis. Hopefully, the form of assistance and guidance given to the researcher can be a good charity. The researcher hopes this thesis can be useful for all parties in need, for readers in general, and the researcher in particular, for the development of science.

Ponorogo, April 20th, 2025
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ABSTRACT

Khasanah, Nurul 2025. *An Analysis of Teacher Strategy in Teaching Vocabulary at Islamic Junior High School Al-Islam Joresan Ponorogo*. English Language Teaching Department Faculty of Tarbiyah and Teacher Training State Islamic Institute of Ponorogo Advisor: Dra. Aries Fitriani, M.Pd.

Key Words: Teacher's Strategy, Vocabulary, Islamic Junior High School

Teacher strategies refer to the various methods, techniques, and approaches teachers use to facilitate learning and improve students' understanding of vocabulary. These strategies are designed to help students acquire and remember new words more effectively and are tailored to teacher preferences, student needs, and the classroom environment.

This research aims to determine the strategies are used by English teachers in teaching vocabulary at Junior High School Al-Islam Joresan Ponorogo. As well as the implementation strategy in vocabulary learning. In addition, this study also aims to determine the supporting and resistor factors in the implementation of teacher strategies in teaching vocabulary. Furthermore, the significance of the research was expected can be useful to increase knowledge and be useful of the research results that achieved to obtain broader insights.

The study uses a qualitative descriptive approach. This study was conducted at Islamic Junior High School Al-Islam Joresan. The data collection technique uses observation, interviews and documentation. The data analysis technique used data reduction, data display, and conclusion. Checking validity using observation persistence and triangulation.

Based on the results of the analysis, it can be concluded that strategies that teacher used are: a) Word spelling, b) Memorization, c) Drilling. The success of the basic learning process depends heavily on three main factors: a) Motivation, b) Learning strategies, c) Learning environment. The supporting activities are: a) MTQ in four languages, namely Arabic, Indonesian, Javanese, English, b) English Club, which can support students' understanding abilities

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CHAPTER I

INTRODUCTION

A. Background of The Study

English as an international language has many roles in the world, such as science, trade, politics, tourism, and so on. Almost all countries use English as a first, second, or foreign language. Because of this, English is included as one of the compulsory subjects from Islamic Junior High School (SMP) to Islamic Senior High School (SMA) or Vocational High School (SMK).

Vocabulary is very important for beginner learners. The beginner learners start to learn vocabulary since they are in elementary school. Since elementary school, the students learn about four skills such as reading, speaking, listening, and writing. And learn about three components such as pronunciation, grammar, and vocabulary. English can be improved with good vocabulary mastery because it can affect language skills. Given the increasingly advanced development of science and technology, the demand to be able to master a foreign language as a communication tool is a necessity. Having sufficient vocabulary is one of the requirements for mastering English. The importance of vocabulary mastery, is not enough to trigger the practice of ELT to place great emphasis on vocabulary teaching because it is found that vocabulary teaching seems to be neglected in learning English in Indonesian context.¹ This seems unfortunate considering the fact that for a country in which English is a foreign language, like Indonesia, teaching English is very likely to face many obstacles and challenges and they particularly deal with vocabulary. For instance, in the wide implementation of teaching English through Genre Based Approach (GBA),

¹ Mayla Listya Afifah, "The Effectiveness Of Vocabulary Notebook On Students' Vocabulary Mastery In Teaching Recount Text At The Eighth Grade Of Smpn 2 Kerjo", <https://eprints.iain/> / 2023.

in which English is dominantly taught through several kinds of texts, students are inevitably required to read the texts and also understand what the texts are about.

In this stage, one of the most crucial problems comes up is students are still lack of vocabulary. This fact confirms studies who found that students' limited vocabulary has been the main problem in learning English in EFL context. This problem may have something to do with how teachers and students perceive vocabulary teaching and vocabulary learning as well as how vocabulary is taught and learned in ELT classroom.²

English as an international language began with British trade, followed by the expansion of colonisers and kingdoms or empires. Since then, the military and economic power of the United States has emphasised English as an international language until now. As a consequence, English has made many people a bridge between the world of education, science, international trade, politics, and tourism at a higher level.³

The four language skills that include listening, reading, writing, and speaking above must be supported by language forms. The language forms include four aspects, namely phonology, vocabulary, grammar, and series or sequences of sentences (discourse). Phonology deals with pronunciation. Vocabulary deals with meaning (lexis) and word arrangement. Grammar deals with word changes (morphology) and sentences (syntax), and discourse deals with long sentences viewed contextually or from a social perspective.

Vocabulary learning is one of the most important aspects in language teaching, whether it is a first language or a foreign language. A strong vocabulary allows

² Dwi Nur Asyiah, "The Vocabulary Teaching And Vocabulary Learning: Perception, Strategies, And Influences On Students' Vocabulary Mastery" <https://www.researchgate.net/publication/322611270/> Jurnal Bahasa Lingua Scientia, Vol. 9, No. 2, November 2017.

³ Dian widya, "Pentingnya Kosakata Pada Keterampilan Bahasa Inggris", <https://widyasari.press.com/category/jurnal-tlutih-sawo-vol-1/vol-1-no-5-oktober-2017/>.

students to communicate effectively, both orally and in writing. In the context of learning English as a foreign language, vocabulary teaching is a key factor that influences students' overall language skills.⁴

Vocabulary is a set of words known to a person or other entity, or part of a particular language. Vocabulary is defined as the set of all words that are understood by the person or all words which are likely to be used by the person to construct new sentences. Vocabulary is the words that people understand both their meaning and usage. Someone must have sufficient vocabulary to understand what is read and heard, to speak and write the right words that could be understood by others.

However, although vocabulary plays a very important role, many teachers face challenges in teaching this material in an effective and interesting way. Various teaching methods are often used by teachers, but not all strategies produce optimal results. Previous studies have shown that there are many ways that can be applied to teach vocabulary, ranging from the use of image-based techniques, word games, to technology-based approaches. Each of these strategies has its advantages and disadvantages depending on the classroom context and student characteristics.⁵

On the other hand, a lack of understanding of the right techniques or strategies can cause students to have difficulty in mastering vocabulary as a whole. Therefore, it is important to conduct an in-depth analysis of the vocabulary teaching strategies applied by teachers, in order to determine the extent to which these strategies are effective in helping students understand and remember new vocabulary.

This study aims to analyze various strategies applied by teachers in teaching vocabulary in the classroom, and to identify the most effective strategies based on the

⁴ Mofareh Alqahtani, "The Importance Of Vocabulary In Language Learning And How To Be Taught", <https://www.eurrec.org/ijote-article-213?download=2/> International Journal of Teaching and Education/ Vol. III, No. 3 / 2016.

⁵ Sri Mawarni Nofitri Gulo, "Analysis of Teacher Difficulties in Teaching Vocabulary at Elementary School", <http://journals.eduped.org/index.php/jpr/> Vol. 3, No. 1, Januari 2024/

results obtained by students. By understanding and evaluating the strategies expected to contribute to improving the quality of English teaching, especially in the aspect of vocabulary teaching.

Through this study, it is expected to find new insights into more effective ways of teaching vocabulary to students, as well as provide recommendations for teachers to optimize their teaching strategies for student learning success.

In this study, the researcher decided to analyze the influence caused by changes in the curriculum on the students' vocabulary mastery. From some of the descriptions above, the writer is interested in researching topics related to this problem. The writers decided to conduct research entitled **“An analysis of Teacher's Strategies in Teaching vocabulary at Islamic Junior High School Al-Islam Joresan Ponorogo”**

B. Research Focus

To prevent deviation from the issue and to broaden the scope, the researcher will limit the subject matter of this study. The focus will be on the following aspects:

1. This research was conducted at Islamic Junior High School Al-Islam Joresan Ponorogo with the research subjects being eight grade students, with the research topic being the teacher strategies in teaching vocabulary.
2. The researcher would like to analyze the strategies that teacher used in teaching vocabulary, how the vocabulary implemented and the supporting also the resistor factors in implementing the strategies at Islamic Junior High School Al-Islam Joresan Ponorogo

C. Statement of The Problem

1. What strategies do teacher use to improve students' vocabulary mastery at Islamic Junior High School Al-Islam Joresan?
2. How is the implementation of this strategy at Islamic Junior High School Al-Islam Joresan?
3. What are the supporting and resitor factors for implementing this strategy at Islamic Junior High School Al-Islam Joresan?

D. Objectives of The Study

1. To find out the strategies that are used by teacher in teaching vocabulary at Islamic Junior High School Al-Islam Joresan.
2. To find out the implementation of teacher strategies in teaching vocabulary at Islamic Junior High School Al-Islam Joresan.
3. To find out the supporting factors and resitor factors of teacher strategies in teaching vocabulary at Islamic Junior High School Al-Islam Joresan.

E. Significances of The Study

1. Theoretically, this research can be useful to increase knowledge and can be a comparison of the research results that are to be achieved so as to obtain broader insights.
2. Practically, this research is expected to be an input for teachers to be able to improve learning strategies in dealing with teacher's strategy and their influence on students' vocabulary At Islamic Junior High School Al-Islam Joresan.

F. Organization of The Thesis

This research includes many parts that explain the research planning. The organization of the thesis is formulated into:

1. The first part is an introduction that explains the background of the study, research focus, statement of the problems, objectives of the study, significance of the study, and organization of the thesis.
2. The second is Literature Review. This section contains explanations of theoretical background and previous research findings. The theoretical background present about the strategies that teacher used at Eight Grade of Islamic Junior High School Al-Islam Joresan Ponorogo. Previous research findings, the researcher concludes the results of previous studies that have similar cases to this research.
3. The third chapter is the research method which discusses research design, research setting, data source, data collection technique, data analysis technique, research validity, and research procedure.
4. Fourth chapter contains the data description which consists of findings and discussion. The findings explain the general description of the research background which contains a brief history of Islamic Junior High School Al-Islam Joresan, vision, mission and goals of the school. Discussion explains the strategies that teacher used at Eight Grades of Islamic Junior High School Al-Islam Joresan, how the strategies was implemented and the supporting aslo the resistor factors. This section is very important because it is the core of writing a thesis.
5. Fifth chapter or the last chapter is presented the conclusion of the study and recommendations for future improvements in the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Teacher Strategy

a. Definition

In the field of education, the term "strategy" can be understood to mean a number of various things. But, when it is used in this context, it refers to a plan or method to teaching that is intended to accomplish a certain learning aim. The same may be said for each and every kid. The instructor is required to interact with students that have a wide range of personalities and creative minds while they are in the classroom. Therefore, it is necessary for the educator to implement cutting-edge instructional strategies that create excellent learning paths for each and every one of their pupils, regardless of the sort of learning ability that each individual student may possess.

Teaching English as a Foreign Language in vocational schools has become increasingly important in the globalized world. English is used and taught in Indonesia as a foreign language. Teachers play an essential role in the implementation of excellent teaching since the success or failure of the teaching and learning process can be seen from the strategies that the teacher uses by picking the proper teaching-learning techniques.⁶ The Indonesian government has long acknowledged that English is one of the most crucial languages for communication on a global scale⁷ It is important to teach English in vocational

⁶ Aulinadia Khalifasati, Dias Andris Susanto, "The Students' Memory Language Learning Strategy In Mastering English Materials At Vocational School Level", <https://doi.org/10.55681/primer.v1i4.164/> PRIMER: Jurnal Ilmiah Multidisiplin 2023, Vol. 1, No. 4, 374-385

⁷ Fuad Abdul Hamied, Bachrudin Musthafa, "Policies on language education in Indonesia", <http://ejournal.upi.edu/index.php/IJAL/article/view/20279/> INDONESIAN JOURNAL OF APPLIED LINGUISTICS Vol. 9 No. 2, September 2019, Pp. 308-315/

schools in a way that applies to the students' upcoming careers. Students complain about constantly learning and forgetting new phrases. However, few teachers are aware of this teaching challenge, and many have not considered how to modify their strategies to make teaching more effective. Teaching English in a junior high school needs specialized subject, technique, and teaching strategy knowledge.⁸

There are kinds of strategies used by teacher in teaching vocabulary. Some of them are; a. Determine the definition and give explanation of the word. In this case, the teacher gives an explanation and definition regarding the student's unknown word. The teacher can explain by using their mother language. Students may find it easier to remember the definition of a word if the meaning of the word is described using their own language. The explanation given should use short language and be easy to understand by students.⁹

Learning strategies are plans or methods used by teachers to achieve learning objectives effectively and efficiently. In teaching vocabulary, a teacher needs to apply various strategies so that students can more easily remember and use vocabulary in English.

Teaching techniques are the methods employed by educators to enhance student engagement and facilitate improved learning outcomes. In English, the term 'strategy' refers to a systematic plan of action designed to attain goals and objectives more efficiently and effectively. One of the most difficult tasks for a

⁸ Aulinadia Khalifasati, Dias Andris Susanto. "THE STUDENTS' MEMORY LANGUAGE LEARNING STRATEGY

IN MASTERING ENGLISH MATERIALS AT VOCATIONAL SCHOOL LEVEL". PRIMER: Jurnal Ilmiah Multi disiplin

2023, Vol. 1, No. 4, 374-385.

⁹ Marilee Sprenger, "How To Teach Students Remember 2nd Edition" (Virginia USA: Alexandria, 2018), 125.

teacher is analyzing the teaching strategies that will work best with their students so that they can get the most out of their education.

In the classroom, the educator must manage diverse personalities and imaginative intellects. Consequently, the educator must employ new pedagogical strategies that cultivate effective learning paths for all students, regardless of their individual learning abilities.

b. Types of Teaching Strategy

There are several types of teaching strategies that educators use to help students learn effectively. Here's a list of common types, along with brief explanations:

a) Direct Instruction

Direct instruction is a systematic approach to teaching in which the teacher is very explicit about what students are to learn, the language of instruction clear, and allows teachers the opportunity to monitor their students while teaching, and to provide constructive feedback. Direct instruction should not be confused with rote instruction, which is an approach that requires students to memorize answers and repeat them in rote-like fashion.¹⁰

b) Inquiry-Based Learning

Inquiry-based learning is a pedagogical approach that emphasizes active student engagement in the learning process. This method encourages students to intensely engage in investigating, exploring problems, and constructing their own knowledge, significantly impacting their understanding and information processing. Inquiry learning focuses not only

¹⁰ Dean Jr., D., & Kuhn, D. "Direct Instruction vs. Discovery: The Long View. Science Education", (2006), 384-397.

on factual knowledge but also on developing critical thinking, creativity, and complex problem-solving skills. In the context of Social Science education, this model is particularly relevant as it enables students to connect theory with practice through direct investigation of social, economic, and political issues. This approach allows for deep reflection and the acquisition of more applicable and sustainable understanding. In the classroom setting, inquiry-based learning transforms the role of teachers into facilitators, supporting students in their own discovery process, making the classroom more interactive and inspiring.¹¹

c) Cooperative Learning

Cooperative learning is a strategy that is often used in the teaching and learning process. In which the learning process is carried out in groups by students. In this case the students become more dominant than the teacher. The implementation of this strategy is also a reference to be more open between students with different genders, academic abilities, and different races.¹²

d) Project-Based Learning

Project-Based Learning (PBL) is an innovative and student-centric approach to education that has gained widespread attention for its ability to engage learners in authentic and real-world problem-solving experiences.¹³

e) Problem-Based Learning

¹¹ Habib Nurwahid & Franklin Yohanes Sulla, "INQUIRY LEARNING: PENGERTIAN, SINTAKSDAN CONTOH IMPLEMENTASI DI KELAS", <https://journal.myrepublikcorp.com/index.php/IJEN/article/download/80/71/280/> Vol.1 Number 2, 2024/

¹² Nur Afifah Nabila Putri, Ahmad Husein, "Implementation Of Cooperative Strategies In Teaching English To Junior High School", <https://ejournal.unis.ac.id/index.php/Primacy/article/download/2607/1497> Journal of English Education and Literacy Vol. 1, No. 1, June 2022, 8-14.

¹³ Fitri Wijayanti, "Project-Based Learning in EFL Classroom: Strategies for Success", <https://doi.org/10.25047/jeapco.v9i2.4086/> Vol. 9 No. 2 (2023): JULY.

Problem-based learning (PBL) is an educational approach where students learn by actively engaging with real-world problems, rather than passively receiving information. It emphasizes developing critical thinking, problem-solving skills, and collaboration, rather than simply memorizing facts. In PBL, students work in groups to analyze a problem, research potential solutions, and present their findings, fostering deeper understanding and practical application of knowledge.¹⁴

c. Strategies in Teaching Vocabulary

The language learning strategies divided into two types, those are direct strategies and indirect strategies. Direct strategies are the language learning strategies that directly take part to the target language, while indirect strategies are the language learning strategies that support and manage language learning directly take part to the target language. More specifically, she classifies the direct strategies into three groups, those are memory strategies, cognitive strategies, and compensation strategies.¹⁵

a) Direct Strategies

These involve mental processes used directly in learning the language.

1) Memory Strategies

Memory strategies involve the mental processes for storing new information in the memory and for retrieving them when needed. These strategies entail four sets: ¹⁶

¹⁴ Resti Ardiantil & Eko Sujarwanto, "Problem-based Learning: Apa dan Bagaimana", <http://jurnal.unsil.ac.id/index.php/Difractione-ISSN:2685-7723/Vol.3No.1June:2021>.

¹⁵ Heinle & Heinle, "Language Learning Strategies: What Every Teacher Should Know". (Boston: Oxford, R. L, 1990).

¹⁶ Dolores Corpas Arellano, "MEMORY LEARNING STRATEGIES IN ENGLISH AS A FOREIGN LANGUAGE". Consejería de Educación. (España,2022), 231.

- a) Creating mental linkages (e.g., grouping, associating, placing new words into a context)
- b) Using imagery (visualizing words or situations)
- c) Employing action (e.g., physical movement to remember vocabulary)

A memory language learning strategy is employed in a classroom setting to assimilate new knowledge. Memory strategies are considered helpful for learning and memorizing new terms. Students use memory strategies in educational settings to retain or store information. Elaboration, mental imagery, mnemonics, organization, and practice are essential components of long-term memory. The effectiveness of learning outcomes will be determined by the selection of an appropriate learning model. Educators frequently strive to select an engaging and new learning model so that the learning environment is more alive.

However, students' levels of activity and students' expectations of instructors are not always realized. Sometimes students that are active will always be active and will take every opportunity to be engaged in the learning process, but there are kids or students who are always passive and appear uninterested in following the continuous learning process. As a result, as an educator, teachers must be fair and capable of providing equal opportunities to students so that both have the same right to participate in learning.

2) Cognitive Strategies

Cognitive strategies require conscious ways of handling the object language and fall into four groups: practicing, receiving and sending

messages strategies, analyzing and reasoning, creating structure for input and output. These strategies are the mental strategies use to make sense of the learning.¹⁷

Examples:

- a) Repetition
 - b) Analyzing and reasoning
 - c) Translating
 - d) Summarizing
 - e) Taking notes Practicing (e.g., aloud, silently)
- 3) Compensation Strategies

Help learners overcome knowledge gaps (especially in speaking or writing). Compensation strategies supply the knowledge gaps that a learner may have either in speaking or writing, overcoming language difficulties. As Oxford says compensation strategies are employed by learners when facing a temporary breakdown in speaking or writing. These strategies are divided into two groups, guessing intelligently and overcoming limitations in speaking and writing.¹⁸

Examples:

- 1) Guessing meanings from context
- 2) Using synonyms or gestures when the exact word is unknown
- 3) Circumlocution (describing instead of naming)

¹⁷ H. Douglas Brown, "Principles Of Language Learning and Teaching". (San Francisco State University, 2006), 137.

¹⁸ Dolores Corpas Arellano, "Memory Learning Strategies In English As A Foreign Language". Consejería de Educación. España (2022), 231.

b) Indirect Strategies

Support and manage language learning without directly involving the target language.

1) Metacognitive Strategies

Metacognitive strategies enable learners to control their own cognition by using different strategies such as focusing, arranging, evaluating, seeking opportunities, and lowering anxiety.¹⁹ These strategies involve overviewing and linking with material already known, paying attention, delaying speech productions, organizing, setting goals and objectives, planning for a language task, seeking for practice opportunities, arranging, planning and evaluating your learning.

Examples:

- a) Setting goals
- b) Organizing learning
- c) Monitoring comprehension or production
- d) Self-evaluation

2) Affective Strategies

Affective strategies are concerned with the learner's emotional requirements assisting them to cope with their emotions, motivation, and attitudes related to learning. These strategies entail lowering one's anxiety, encouraging oneself and taking one's emotional temperature.

Deal with emotions, motivation, and attitudes.²⁰

Examples:

¹⁹ Mehrak Rahimia, Maral Katal, "Metacognitive strategies awareness and success in learning English as a foreign language: an overview", www.sciencedirect.com/ Published by Elsevier Ltd, 2011/

²⁰ Dolores Corpas Arellano, "Memory Learning Strategies In English As A Foreign Language". Consejería de Educación. España (2022), 231.

- a) Using relaxation techniques
 - b) Encouraging oneself
 - c) Taking emotional temperature (e.g., noticing feelings or anxiety)
- 3) Social Strategies

Social strategies lead to increased interaction with the target language. These promote language learning through interactions with others. Every language conveys a form of social behavior. So, learning a foreign or second language requires a correct interaction. Promote learning through interaction with others.²¹

Examples:

- a) Asking for clarification or correction
- b) Cooperating with others
- c) Developing cultural understanding

2. Vocabulary

a. Definition of Vocabulary

One of the most important components of learning a foreign language is mastering vocabulary. There are several ways to increase vocabulary mastery. Before being proficient in English, one must first understand vocabulary, which is the foundational component of the language. Vocabulary is all the words that a person knows or uses and it is all the words in a particular language.²² Vocabulary is a list or set of words for a particular language or a list or set of word those individual speakers of language might

²¹ Ibid, 232.

²² Rohmatillah, "A Study On Difficulties In Learning Vocabulary", (IAIN Raden Intan Lampung, 2018)

use.²³ According to the definition given above, vocabulary is all of the words in a language that people are familiar with and use to communicate with another person.

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning.²⁴

b. The Importan of Vocabulary

Vocabulary is the first basic important aspect for learning English by learners. By mastering vocabulary, they are able to communicate both orally and written well. Also, by having a lot of vocabularies, the learners are hoped to master four skills in English such as reading, speaking, writing, and listening.

Vocabulary is essential for successful second language use because, without an extensive vocabulary, the learners will be unable to use the structures and functions we may have learned for comprehensible communication.

From the statement it can be concluded vocabulary is the first element in English. It must be mastered well by young learners to support the English mastery.

²³ Indriarti, "The Effectiveness Of Semantic Mapping Strategy To Improve Students' Vocabulary Mastery", <http://journal.unnes.ac.id/sju/index.php/elt/> Journal of English Language Teaching/ 2015/

²⁴ Mofareh Alqahtani, "The Importance Of Vocabulary In Language Learning And How To Be Taught", International Journal of Teaching and Education Vol. III, No. 3 / 2015, 22.

There are some aspects in learning vocabulary. There are some vocabulary aspects as follows:

a) Meaning

When the teacher delivering the students about the meaning, the teacher should explain that a word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery and using dictionaries.²⁵

b) Spelling

In learning vocabulary, spelling is important because it aids in reading and as the connector of letters and sounds. Spelling there may be different acceptable written forms for the same words within the same variety of English, due to the fact that they belong to different varieties as happens with many British or American English terms (Nations, 1990: 51 as cited in Kareem, 2000).

c) Pronunciation

Pronunciation is the way in which a particular person pronounces the words of language (Hornby, 2006: 1164). Most of words have only one pronunciation, but sometimes a word has two or more pronunciations. It can be seen from some words are “present”, which pronunciation /ˈpreznt/ and /prɪˈzent/ and the word “read”, which pronunciation /ri:d/ and /red/. English pronunciation is difficult to learn because it is not related to the spelling of words. The students want to able to speak English well with

²⁵ Sri Endang Kusmaryati, "A Model Of Communicative Teaching And Learning Of English Vocabulary Through Interactive Activities", <https://core.ac.uk/download/304202616.pdf/> E-Journal Universitas Muria Kudus/ Journal Volume 1, Number 1, July 2018/

understandable pronunciation so that they can communicate without annoyance and it makes receiver easier to communicate.

d) Word Classes

Word classes are categories of word. The word classification is based on their functional categories which are called part of speech. There are parts of speech should be practiced fluently to the students such as nouns, verbs, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections.

e) Word Use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis.²⁶

3. Teaching Vocabulary

a. Definition of Teaching Vocabulary

Teaching vocabulary is one way to increase students' knowledge so they can make grammatical sentences. Teaching vocabulary must also be equipped with strategies that are suitable for students. Many strategies can be used by teachers. In vocabulary, there are many things that must be equated and good handling must be taken so that students can understand what vocabulary is.

Vocabulary is one of the important aspects in learning a foreign language because without vocabulary student will get many problems. When students have many vocabularies, they will be easy to understand the speech or writing of others in that language and it is easier for us to express our thoughts in the language both oral and written. The teacher has some ways to improve

²⁶ Nur Rahmah & M.Tahir, "The Effect Of Vocabulary Mastery On Students' Reading Comprehension", <https://journal.unm.ac.id/index.php/ijobec/index/> International Journal of Business, English, and Communication (IJoBEC), Vol. 1 No. 1, 2023, pp. 36-44.

vocabulary of students. Vocabulary should be memorized and also should be applied in daily activities. We often meet words or sentences in English, such as: television, radio, advertisement, writing in the brochure or meeting English speaker tourist. When we get information from those media. Sometimes, we do not know the meaning of them. When we want to know that, we can guess through the context of the sentences or open the dictionary.²⁷

In general the vocabulary teaching approach is classified into two categories. The first is implicit approach, implicit teaching occurs indirectly, this involves an unconscious teaching process that makes vocabulary learning natural. Explicit vocabulary teaching, on the other hand, is a teaching process that is carried out consciously to direct students to master vocabulary.

Teaching vocabulary refers to the process of helping students learn and understand the meanings, usage, and context of words. This involves not only memorizing word definitions but also integrating those words into active communication—whether speaking, writing, or listening. Effective vocabulary teaching focuses on:

- a) Word Knowledge: Introducing new words and their meanings.
- b) Word Usage: Showing how to use these words in sentences and conversations.
- c) Contextual Understanding: Teaching students to recognize how word meanings can change depending on the context.
- d) Word Structure: Helping students understand prefixes, suffixes, and roots to unlock the meanings of unfamiliar words.

²⁷ Hellaisna Nur'Aini Garwan, Henny Priyanti. "An Analysis Of The Teachers' Strategies In Teaching English Vocabulary At The Seventh Grade Of Mts N 7 Kebumen In The Academic Year 2019/2020", E-Jou (English Education and Literature Journal) ISSN: 2775-0493 Vol. 01 No. 02 (2021) English Education and Literature Journal, 73.

- e) Engagement and Practice: Encouraging repeated exposure and active use of new vocabulary through reading, speaking, and writing activities

Ultimately, teaching vocabulary aims to expand students' word knowledge, improving their ability to communicate effectively in various situations.

b. The Importance of Teaching Vocabulary

The importance of teaching vocabulary in language learning cannot be overstated. A strong vocabulary foundation is key to effective communication and academic success. Below are several reasons why teaching vocabulary is essential:

1) Improves Communication Skills

Vocabulary is the building block of language. Without a wide range of words, students struggle to express themselves clearly and effectively. By teaching vocabulary, students gain the tools they need to articulate their thoughts, ideas, and emotions, leading to better conversations and overall communication skills.²⁸

2) Enhances Reading Comprehension

A robust vocabulary allows students to better understand what they read. When students encounter new words, their ability to understand texts improves because they can grasp the meaning of sentences and paragraphs more easily. The larger their vocabulary, the less likely they are to be stumped by unfamiliar words, leading to improved comprehension and retention.

²⁸ Mofareh Alqahtani, "The Importance Of Vocabulary In Language Learning And How To Be Taught", International Journal of Teaching and Education Vol. III, No. 3 / 2015, 22.

3) Increasing Writing Skills

Writing is an essential skill in any language, and vocabulary plays a critical role in it. A rich vocabulary enables students to express their ideas more clearly, vividly, and creatively. They can select the most appropriate words to convey their meaning and add nuance to their writing, making it more effective and persuasive.

4) Aids in Academic Success

Vocabulary knowledge is often directly correlated with academic achievement. Many standardized tests and academic assessments evaluate students' vocabulary knowledge. Students with a strong vocabulary tend to perform better in reading and writing sections of these tests, which can contribute to their overall academic success.²⁹

5) Increases Listening and Speaking Proficiency

Vocabulary knowledge also enhances listening and speaking skills. When students know more words, they are able to follow along more easily in conversations, lectures, and presentations. Furthermore, with a broad vocabulary, students can actively participate in discussions, express opinions, and understand others with greater ease.

6) Cognitive Development **Learning**

New words help to strengthen cognitive abilities such as memory, reasoning, and problem-solving. As students learn new vocabulary, they make connections between words, ideas, and concepts, which can lead to improved cognitive skills and overall mental flexibility.

7) Promotes Lifelong Learning

²⁹ Mofareh Alqahtani, "The Importance Of Vocabulary In Language Learning And How To Be Taught", International Journal of Teaching and Education Vol. III, No. 3 / 2015, 22.

Building vocabulary is not a one-time task; it's an ongoing process that promotes a habit of lifelong learning. When students actively work on learning and using new words, they develop the curiosity and discipline necessary for continuous personal and intellectual growth.

8) Facilitates Cultural Understanding

Language is closely tied to culture, and learning vocabulary often means learning about the culture associated with it. By expanding their vocabulary, students gain insights into the culture, traditions, and values of the language they are studying, fostering greater cultural awareness and empathy.³⁰

So, it can be concluded that teaching vocabulary is crucial in all stages of language learning because it provides the foundation for effective communication, improves academic performance, enhances cognitive abilities, and fosters cultural understanding. Whether it's through reading, writing, speaking, or listening, vocabulary is an essential skill that every language learner must develop to be successful in the language they are learning.

c. The Goals of Teaching Vocabulary

The goals of teaching vocabulary are multifaceted and essential for developing language proficiency. Effective vocabulary instruction enables learners to communicate clearly, comprehend texts better, and express their ideas more precisely. Below are the primary goals of teaching vocabulary:

1) Enhance Communication Skills

³⁰ Mofareh Alqahtani, "The Importance Of Vocabulary In Language Learning And How To Be Taught", International Journal of Teaching and Education Vol. III, No. 3 / 2015, 22.

Goal: Enable students to use an expanded vocabulary to express their ideas, thoughts, and emotions accurately.

Purpose: Students need a range of vocabulary to participate in conversations, discussions, and other forms of communication. The goal is to help them articulate their ideas confidently and effectively in both spoken and written forms.

2) Improve Reading Comprehension

Goal: Help students understand and interpret written texts more easily by building a solid vocabulary.

Purpose: As students learn more words, they encounter fewer barriers to comprehension when reading. This goal is aimed at reducing the struggle to decode unfamiliar words and increasing students' ability to grasp the meaning of a text as a whole.

3) Strengthen Writing Skills

Goal: Equip students with the vocabulary necessary for clear, concise, and creative writing.

Purpose: A broad vocabulary allows students to be more expressive and precise in writing. This goal is aimed at helping students develop the ability to choose words that fit the context, tone, and purpose of their writing, enhancing the quality of their work.³¹

4) Facilitate Language Fluency

Goal: Develop a learner's ability to use vocabulary fluidly and naturally in various contexts.

³¹ I. S. P. Nation, "Learning Vocabulary in Another Language". (New York: University Press, Cambridge: 2001), 6.

Purpose: Vocabulary teaching should help students move beyond rote memorization to an understanding of how words function in different contexts. This goal focuses on making vocabulary part of students' active language use so they can speak and write smoothly and without hesitation.

5) Increase Cognitive Development

Goal: Promote mental flexibility and higher-order thinking skills through vocabulary acquisition.

Purpose: By learning new words and their meanings, students strengthen their ability to think critically and make connections between ideas. Vocabulary instruction helps in developing skills such as problem-solving, analysis, and reasoning.

6) Expand Academic Performance

Goal: Improve students' academic achievement by enhancing their vocabulary knowledge.

Purpose: A strong vocabulary is directly correlated with better academic performance. Students with larger vocabularies are more likely to excel in tests, essays, and academic discussions, leading to higher grades and a deeper understanding of subject matter.³²

7) Encourage Lifelong Learning

Goal: Instill a habit of continuous vocabulary growth throughout life.

Purpose: The goal here is not just to teach specific words but also to cultivate curiosity and the ability to independently learn new vocabulary.

³² Ibid, 7

This encourages lifelong learning, helping students remain engaged with language development well beyond the classroom.

8) Foster Cultural Awareness

Goal: Help students understand the cultural context behind vocabulary, deepening their understanding of language and culture.

Purpose: Many words have cultural connotations that influence their meaning and usage. By teaching vocabulary with cultural insights, students gain a richer understanding of how language reflects culture, values, and social norms.

9) Increase Confidence in Language Use

Goal: Build students' confidence in using their growing vocabulary in practical situations.

Purpose: As students acquire and use more words, they gain confidence in their language abilities. This goal encourages students to take risks with language and participate more actively in conversations, both inside and outside the classroom.³³

10) Support Language Retention

Goal: Ensure long-term retention of vocabulary by teaching strategies for remembering and applying words.

Purpose: It is important that students don't just memorize words for short-term use but retain them for long-term application. Teaching methods that help students actively practice, repeat, and reinforce vocabulary can improve retention and recall.

³³ Ibid, 8.

The overall goals of teaching vocabulary are to help students communicate more effectively, understand and produce language in various contexts, and support their cognitive, academic, and personal growth. Effective vocabulary instruction not only benefits language learners in academic settings but also prepares them for real-world interactions, where a strong vocabulary is key to success.

B. Previous Research Findings

Previous research aims to obtain material for consideration and determination of reference for further research, so the researchers include several earlier studies as follows:

First, research from Intan Apriliana Kusumaningrum, entitled "*An Analysis Of English Teacher Strategies In Teaching Vocabulary During Covid-19 In Smpn 1 Babat*", this research uses qualitative approach. The researcher will focus on the teacher's strategies on English learning activity during pandemic. The research subject is one of the teachers in SMPN 1 Babat. The researcher just focused on three teachers because they are senior English teachers in that school and have experience teaching English around 30 years. In this study the researcher carried out interviews with English teachers in SMPN 1 Babat. Interviews will be done once for each teacher and the interview was done online by Google Form. The technique of data analysis in this research is descriptive analysis. The data were analyzed by organizing and familiarizing, and interpreting and representing.

The results of this study indicate that teachers use four strategies in teaching vocabulary during Covid-19, namely using dictionaries, videos, reading texts and pictures. These strategies are used to help students improve vocabulary. The teacher also uses more than one strategy in one meeting so that students can easily understand the material presented.

Second, research from Dita Arlinda Fitriani, entitled “*An Analysis Of Teachers’ Strategies In Teaching English Vocabulary At Smpn 1 Sugihwaras*”, The purpose of this research is 1) to find out the strategies used by teachers in teaching English vocabulary at SMPN 1 Sugihwaras, 2) to find out the impacts of the strategies used by teachers in teaching English vocabulary at SMPN 1 Sugihwaras. This research is qualitative research using a qualitative descriptive approach. The subjects in this research were three English teachers. Data collection techniques using interview method and supported by documentation. Data is processed using data analysis techniques. Data analysis techniques using 1) data reduction, 2) data display, 3) conclusion drawing. The data is validated by using technique triangulation.

The results showed that 1) there were four strategies used by teachers in English vocabulary at SMPN 1 Sugihwaras, which included: a) Using picture strategies, b) Memorization strategies, c) Translation strategies, d) Playing game strategies (word chain). 2) The impacts of teachers strategies in teaching English vocabulary at SMPN 1 Sugihwaras, which included: a) avoids students from being bored, b) helps them to interact easily white their friend and their teacher, c) hepls to increase their vocabulary.

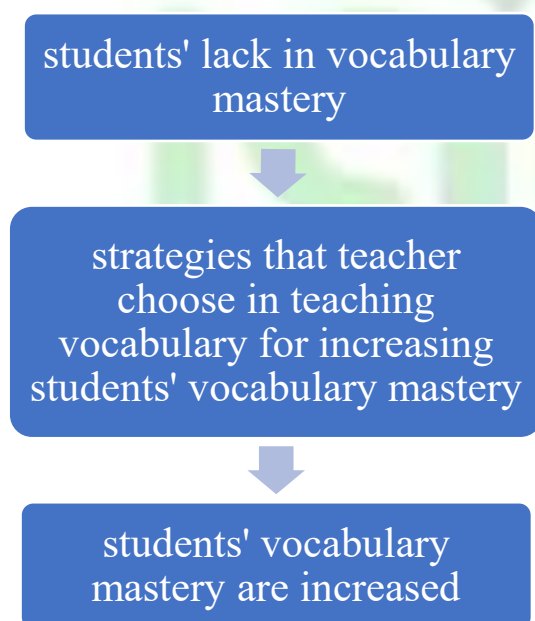
Third, research from Zahra Berliana Kandi entitled, “*English Teachers’ Strategies In Teaching Vocabulary At The Tenth Grade Students Of Man Wonogiri*”, The research design was descriptive qualitative research. The instruments of this research were the researcher itself. The researcher helped with observation guidelines, interview guides, and documentation analysis guidelines. The subjects of this research were two English teachers at the tenth grade students of MAN Wonogiri in the academic year 2022/2023. The data were collected by using observations, interviews, and documentation. The researcher used the theory from Sprenger (2014) to answer the first

problem statement and the theory from Lawrence (2009) to answer the second problem statement.

The first results of this research were teachers' strategies for teaching vocabulary. The strategies are applied by both of the teachers to determine the definition and give an explanation of the word, ask students to make vocabulary notes and use the dictionary, modeling the use of word and repetition drills. Meanwhile, the other's strategies like using pictures or real objects that represent the word, using synonyms of the word, compose the song, use games for reviewing the vocabulary were applied by one of the teachers and in certain material. Second, the results of this research were the factors influencing the teachers to apply the strategies. The factors were teaching duration, the preference of the teacher, behavioral control, and students' abilities.

C. Theoretical Framework

The framework of thinking serves as a useful basis for answering the research questions. Additionally, it functions as a general outline of the research design after examining the relationships between the variables and the theories previously described. This framework originates from the problem of students' lack in vocabulary mastery at Islamic Junior High School Al-Islam Joresan Ponorogo. The goal of the program is to improve students' vocabulary skills in English subject using the strategies that teacher choosed. The framework of thinking in this study is illustrated in the following chart:



CHAPTER III

RESEARCH METHOD

A. Research Design

This type of research is descriptive. Descriptive research is research that attempts to describe existing data. In addition, descriptive research is limited to disclosing problems that occur naturally, so it only reveals facts. Thus, the research report will contain data citations as a presentation of the report. The data can come from interview texts, field notes during observations, photos, personal documents, researchers' personal notes and other official documents.

Qualitative research is a dynamic and in-depth approach that aims to explore the richness of human experience. Unlike quantitative methods that rely heavily on numbers and measurable data, qualitative research emphasizes understanding the meaning and contextualization of human behavior. One of the main characteristics that defines qualitative research is its focus on depth rather than breadth. This approach seeks to explore the details of human experience, often through personal narratives and stories that reveal the complexity of social life.³⁴

B. Data Source

The existence of people who will subsequently be employed for research, the availability of data sources, or the precision in selecting data sources that can yield a large amount of data acquired are all examples of data sources. Primary and secondary data are the two categories of data sources. There must be variations between these two data sources. Two data sources are used in the research that will be examined, including primary data and secondary data:³⁵

1. Primary data

³⁴ Loso Judijanto dkk, "RESEARCH DESIGN", PT. Sonpedia Publishing Indonesia (September 2024), 36.

³⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2020). 300

Primary data is data from research conducted directly from the original source or without intermediaries. The results obtained are through interviews with informants who are used as samples in the study. The acquisition of this data can be recorded by the researcher. In this study, the primary data source was obtained from the subjects studied as sample informants who provided information, namely:

- a. English teachers of Islamic Junior High School Al Islam Joresan Ponorogo
- b. Head master of Islamic Junior High School Al Islam Joresan Ponorogo
- c. Administrative staff of Islamic Junior High School Al Islam Joresan Ponorogo

2. Secondary Data

Secondary data is research data obtained indirectly. Secondary data is data that is already available and obtained by researchers by seeing, listening or reading. This data generally comes from primary data that has been previously processed by previous researchers. In this study, the secondary data sources are:

- a. Profile of Islamic Junior High School Al Islam Joresan Ponorogo
- b. Activities of Islamic Junior High School Al Islam Joresan Ponorogo
- c. Islamic Junior High School Al Islam Joresan Ponorogo

C. Research Setting

The location of this research is at the Al-Islam Joresan Mlarak Ponorogo Islamic Boarding School. Located at Jl. Madura, Joresan Mlarak, Ponorogo Postal Code 63472. This school is based on an Islamic boarding school that has three levels, namely Islamic Junior High School, Islamic Senior High School and Vocational School. This location was chosen because the researcher wanted to know what the teacher's strategy in teaching vocabulary.

D. Data Collection Technique

Data collection techniques are the most important step in research, because the main purpose of research is to obtain data. Without knowing the data collection techniques, researchers will not obtain data that meets the established data standards. In terms of data collection techniques in terms of methods, data collection techniques can be carried out by observation, interviews, documentation and a combination of the three.³⁶

1. Observation

John W. Creswell, states that the definition of observation is observation as a form of data collection is the process of gathering open-ended, firsthand information by observing people and place at a research site. The meaning of this definition is observation as a data mining process carried out by the researcher himself, by making detailed observations of humans as objects of observation and their environment in the research arena. Creswell emphasizes that observation cannot separate the object of humans and the environment as one package. Humans are products of their environment where there is a process of mutual influence between the two. From the statement above, it can be stated that observation can be defined as a process of seeing, observing and observing something "recording" behavior systematically to see certain goals, observation is an activity of finding data that can be used to provide a diagnosis. Observation techniques themselves have various types. Types of observation include:

a. Participatory Observation

³⁶ Ibid, 297.

Participatory observation meaning that researchers are directly involved with the daily activities of people being observed which researchers use as sources of research data.³⁷

b. Non-participatory Observation

Non-participatory itself is a low scale, namely the observer or researcher is not directly involved in the activities being studied. In this study, the researcher used the Participatory Observation technique, because in this study the researcher was directly involved in the daily activities of the people being observed by the researcher which the researcher used as a source of research data. in this case the researcher participated in vocabulary learning activities to find out the application of strategies used by the teacher

2. Interview

Interview is a communication or interaction process to collect information by means of questions and answers between researchers and informants or research subjects. With the advancement of information technology as it is today, interviews can be conducted without face-to-face, namely through telecommunications media. Here the object of the interview is an English teacher. From the interview, data was obtained in the form of what strategies were used, how they were implemented, and supporting and inhibiting factors in implementing the strategies.

In essence, interviews are activities to obtain in-depth information about an issue or theme raised in research or are a process of proving information or statements that have been obtained through other techniques previously. Because it is a process of proof, the results of the interview may be in accordance with or different from the information that has been obtained previously. In order for an interview to

³⁷ Muhammad Hasan, "Metode Penelitian Kualitatif," No. 1 (2018): 42.

be effective, there are several stages that must be passed, namely; 1) introducing oneself, 2) explaining the purpose of the visit, 3) explaining the interview material, and 4) asking questions.

Here are two types of interviews in qualitative research, namely:

a) In-depth interview

In-depth interview where the researcher digs for information in depth by being directly involved in the informant's life and asking questions freely without any previously prepared question guidelines so that the atmosphere is lively, and is carried out repeatedly.

b) Guided Interview

Guided interview where the researcher asks the informant things that have been prepared in advance. The people who were interviewed were the principal, 8th grade English teachers, school administration staff and students. The purpose of this interview was to gather data on teacher strategies in vocabulary learning at Islamic Junior High School Al-Islam Joresan.

3. Documentation

In addition to human resources through observation and interviews, other supporting sources are official or unofficial written documents. Document study is a data collection technique by collecting and analyzing documents, both written documents, images, works or electronics.³⁸

In this study, the documentation taken by the researcher is primary data and secondary data at Islamic Junior High School Al-Islam Joresan.

E. Data Analysis Technique

³⁸ Loso Judijanto dkk, "RESEARCH DESIN", PT. Sonpedia Publishing Indonesia (September 2024), 36.

In a book written by Sugiyono, stated that activities in qualitative data analysis are carried out interactively and continue continuously until complete, so that the data is saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification. The following is an explanation of the activities in data analysis:³⁹

1. Reduction

This step filters raw data. Researchers select the most relevant data to be used to support their research. Qualitative data can be obtained from interviews and observations.

2. Data Display

After reducing and classifying the data, move on to data display. In this process phase, researchers design rows and columns of qualitative data matrices and determine the types and formats of data to be entered into the metric fields. For example, data is displayed in descriptions, charts, flowcharts, diagrams, and so on. Data is arranged for easy reading.⁴⁰

After going through three processes, the last step is to draw conclusions. The contents of the conclusion must include all relevant information found in the study. In addition, the language used to explain the conclusion must be straightforward and easy to understand.

F. Research Validity

Data validity is an important concept that can be updated from the concept of validity and reliability. In this section, researchers must emphasize techniques to check the validity of the data.

1. Observation persistence

³⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, 2020: 321.

⁴⁰ Ibid, 55.

What is used to check the validity of the data. Here are some techniques

Observation persistence refers to the process of constant or tentative analysis that seeks consistent explanations in various ways. This means that researchers must observe and show the main factors in detail and continuously. He then examines it in detail, so that in the initial examination it seems that one or all of the factors studied are understood in the usual way.

2. Triangulation

Triangulation is a data validity checking technique that uses things other than data to check or compare with data. Searches can be done by interviewing, comparing the results of informant interviews with other information, and comparing interview results with related documents.

In this study, in this case the triangulation technique was used with the use of sources and investigators. The triangulation technique with sources means that researchers can achieve it by way of comparing and checking back the degree of trustworthiness of information obtained through different times and tools in qualitative methods. This can be achieved by researchers by:

- a) Comparing observational data with interview data
- b) Comparing what people say in public with what they say in private.
- c) Comparing what people say about the research situation with what they say all the time.
- d) Comparing a person's circumstances and perspectives with various opinions and views of people with secondary or higher education, wealthy people, government people.

- e) Comparing interview results with the contents of a document related to triangulation techniques with educators means by utilizing other researchers or observers for the purpose of rechecking the validity of the data.

G. Research Prosedure

1. Planning

This stage is the initial stage in the research, where the researcher makes observations of the research object, draws up a design, determines the place or location of the research, takes care of permission and approval from the school or the research location to be observed, makes observations, selects and utilizes information, prepares instruments, and something related to research. Researcher determine the research location and ask for permission and approval from the school. Then, the researcher prepares instruments and anything related to the research.

2. The Procedure of Data Analysis

The researcher made observations or observations of the English language learning process in the specified class, the researcher made observations and also the researcher conducted interviews with the teacher of Islamic Junior High School Al-Islam Joresan Ponorogo, then the researcher carried out an analysis of the data resulting from the observations and interviews that had been carried out.

3. Research Report

At this point, the researcher describes all research conducted in the form of descriptive writing from all research planning, data collected, and data analysis, as well as conclusions from research conducted at Islamic Junior High School Al-Islam Joresan Ponorogo

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Information

The “Al-Islam” Joresan Islamic Boarding School is located 15 km from the capital of Ponorogo Regency, precisely in Joresan Village, Mlarak District, in accordance with the Vision and Mission of the Boarding School, it is very suitable for the economic conditions of rural communities who are mostly low-income farmers, although in Mlarak District there are many Islamic Boarding Schools and educational institutions, but the existence of Boarding School 2. History of the Establishment of the Al-Islam Islamic Boarding School is very much needed by the community around Mlarak District to outside the area and even outside Java. Getting to the location of the Al-Islam Islamic Boarding School is very easy, because it is close to public transportation routes.

1. History of Al-Islam Boarding School

The history of the establishment of the “Al-Islam” Islamic Boarding School located in Joresan Village, Mlarak District, Ponorogo Regency, East Java was motivated by the crisis in the quality of life of Indonesian Muslims, especially in Ponorogo in the sixties. At that time, the means of developing the lives of Muslims, the cadreship of Muslims, and children dropping out of school as a result of the backwardness and poverty that still surround the lives of most of the Ponorogo community, especially those living in rural areas.

Although in Ponorogo there have long been several Islamic educational institutions that adhere to Modernist Islam, their existence has been considered as a place to seek knowledge for the nobility that is unaffordable for the Little People, so that the backwardness and lack of knowledge are still concerning. This condition

aroused the concern of scholars who are members of the Nahdlatul Ulama Branch Representative Council (MWC-NU) of Mlarak District to participate in combating educational backwardness in society.

In the MWC NU meeting of Mlarak District at that time chaired by KH. Imam Syafaat, this concern was formulated in a meeting agenda discussing the establishment of a secondary Islamic educational institution in Mlarak District. Then to further strengthen the Vision, Mission and objectives of the establishment of the Islamic educational institution, two more meetings were held. The first was at the house of KH. Hasbullah of Joresan Mlarak village which coincided with the commemoration of the Haul of the late Kyai Muhammad Thoyyib, the founder of Joresan village.

The second meeting was at the house of one of the NU Mlarak figures, KH. Abdul Karim from Joresan village. At the next meeting, namely at the house of KH. Imam Syafaat in Gandu Mlarak village, Ponorogo, which was attended by Nahdliyyin figures such as: KH. Imam Syafaat, KH. Maghfur Hasbullah, KH. Mahfudz Hakiem, BA, Kafrawi, H. Farhan Abdul Qodir, K. Qomari Ridwan, K. Imam Mahmudi, Ibnu Mundzir, Bazi Haidar, K. Markum, Ashmu'i Abdul Qodir, Ahmad Hudlari Ibnu Hajar, and Hirzuddin Hasbullah, thanks to the pleasure of Allah SWT. the embryo of the Al-Islam Islamic Boarding School was born, precisely on the 12th of Muharram 1386 H, coinciding with the 2nd of May 1966 AD.

Initially it was named Islamic Junior High School "Al-Islam". Then after running for four years, after the presence of class IV, the name was finally added to Islamic Junior High School "Al-Islam", although the existence of Islamic Junior High School "Al-Islam" was initiated by NU scholars, but the Al-Islam Islamic Boarding School still stands for all groups. And thank God until now 37 with one thousand three hundred students who come from various levels of society throughout Indonesia, it has

dismissed the view that the "Al-Islam" Islamic Boarding School was founded only for Nahdliyyin citizens. Notary Deed of the Al-Islam Islamic Foundation Richardus Nagkih Sinulingga, SH. Number 74 Dated September 17, 1982, perfected by a Deed of Amendment by Mrs. Kustini Sosrokusumo, SH Number 16 dated January 26, 1989.⁴¹

2. Founder of Islamic Boarding School

No.	Name	Adress
1.	KH. Imam Syafaat	Gandu Mlarak Ponorogo
2.	KH. Maghfur Hasbullah	Joresan Mlarak Ponorogo
3.	KH. Mahfudz Hakiem, BA	Gandu Mlarak Ponorogo
4.	Kafrawi	Joresan Mlarak Ponorogo
5.	H. Farhan Abdul Qodir	Joresan Mlarak Ponorogo
6.	Ibnu Mundzir Abdul Karim	Joresan Mlarak Ponorogo
7.	Bazi Haidar Abdul Karim	Joresan Mlarak Ponorogo
8.	K. Markum	Wonojati Suren Mlarak Ponorogo
9.	Ahmad Hudlori Ibnu Hajar	Joresan Mlarak Ponorogo
10.	K. Hirzuddin Hasbullah	Joresan Mlarak Ponorogo
11.	Asmu'i Abdul Qodir	Joresan Mlarak Ponorogo
12.	Tumiran Ahmadi	Gandu Mlarak Ponorogo
13.	K. Moh. Qomari Ridwan	Gandu Mlarak Ponorogo
14.	K. Imam Mahmudi	Bajang Mlarak Ponorogo
15.	Mohammad Yasa'	Jalen Ngrukem Mlarak Ponorogo
16.	H. Masruri	Jalen Ngukem Mlarak Ponorogo

Table 4.1

3. Board of Directors of Islamic Boarding School

No.	Name	Major	Year
1.	KH. Maghfur Hasbullah	Direktur	1966 ~ 1967
2.	Tumiran Ahmadi	Wakil Direktur	1966 ~ 1967
3.	KH. Mahfudz Hakiem, BA	Direktur	1967 ~ 1991
4.	Irhamni Dahlan, BA	PJ Direktur	1991 ~ 1992
5.	H. Zainal Arifin, Lc	Direktur	1992 ~ 2003
6.	Irhamni Dahlan, BA	Wakil Direktur	1992 ~ 2003

⁴¹ Interview with Munirul Ihwan.

7.	Irhamni Dahlan, BA	Direktur	2003 ~ 2008
8.	Drs. Muhammad Ali Fikri, M.Pd.I	Direktur	2008 ~ 2013
9.	Drs.H. Usman Yudi, M.Pd.I	Direktur	2013 – 2025
10.	Achmad Slamet, S.Pd.I	Wakil Direktur	2013 – 2025

Table 4.2

4. Vision of Islamic Junior High School Al-Islam Joresan

"Excellent in achievement, noble character, Skilled, and Independent".

5. Mission of Islamic Junior High School Al-Islam Joresan

- a) Cultivate the spirit of achievement in academics to all members of the Madrasah.
- b) Develop students' interests and talents and improve non-academic achievements through extracurricular.
- c) Develop a culture of politeness in speech and politeness in behavior4) Improve the quality of education that integrates religious and cultural value systems with science and technology
- d) Prioritize character education by improving morals and increasing a strong and dignified spirit of nationalism
- e) Cultivate 7S activities, namely smile, greet, polite, courteous, enthusiastic, and wholeheartedly to all members of the madrasah
- f) Foster student independence through habituation, entrepreneurship, and planned and continuous self-development.

6. The purpose of Islamic Junior High School

The purpose of National Education is to improve the quality of Indonesian people, namely those who believe and are devoted to God Almighty, have noble character, have personality, are disciplined, work hard, are resilient, responsible, independent, intelligent, and skilled, are physically and mentally healthy, deepen their love for their country, strengthen their national spirit, and sense of social solidarity, are

self-confident, have creative and innovative attitudes and behaviors, so that they are able to create development humans who can build themselves and together are responsible for the development of the nation. Based on the goals of national education above, the goals of education at the Al-Islam Joresan Mlarak Ponorogo Islamic Boarding School are:

a) General Objectives

To assist the government of the Republic of Indonesia in its efforts to educate the life of the Indonesian nation in accordance with the 1945 Constitution and the General Guidelines of State Policy based on Pancasila, and to produce development personnel in certain fields of expertise, in accordance with existing majors.

b) Institutional Objectives

To produce Muslim graduates who are qualified, have noble character, are capable, self-confident, and useful for society and the country, and work towards realizing a society that is blessed by Allah SWT.

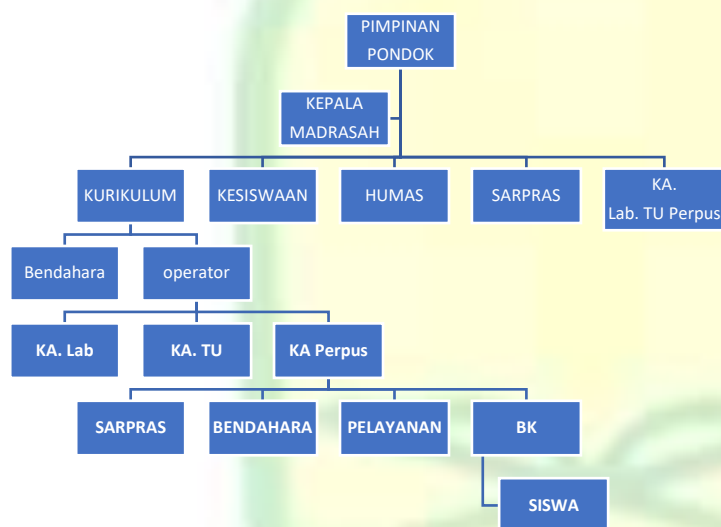
- 1) To establish the school as an educational institution and a cadre institution for the community to deliver students to become Muslim students with intellectual qualifications of ulama and intellectual ulama.
- 2) To realize the progress and development of science for the development of society and the Republic of Indonesia based on Pancasila and the 1945 Constitution.

c) Development Objectives

- 1) To develop existing institutions, for example, the development of institutions, organizations, personnel, and implementing regulations.

- 2) To develop physical facilities, including the procurement of land and activity and administration rooms.
- 3) To increase the development of the revenue budget by increasing other efforts that are considered legitimate.

7. Structure of Organization



B. Data Description

1. Teacher's Strategy in Teaching Vocabulary at Islamic Junior High School Al-Islam Joresan

Islamic Junior High School of Al-Islam Joresan Ponorogo is an educational institution under the auspices of the Al-Islam Joresan Islamic Boarding School Foundation. As an educational institution, its main goal is to educate students. Teachers as facilitators in delivering learning materials must have a strategy so that the material delivered to students can be well received. This strategy is expected to be able to become a means of student success. Based on the results of an interview with Mrs.

Tintin Zumaroh as an English teacher at the Islamic Junior High School of Al-Islam Joresan, the following information was obtained:

"I am currently employing vocabulary memorization, spelling the word and drilling as a strategy. This is because, as a result of English being an elective in elementary school, pupils' vocabulary is still relatively limited, and as a result, they have very little resources when they start junior high school."

One of the basic strategies in teaching vocabulary is by memorizing. Vocabulary memorization is the process of remembering and storing new words in memory for use in communicating or writing. In the context of language learning, vocabulary memorization is often an important part of improving language skills, especially in foreign languages such as English.

This memorization strategy uses teaching aids so that the implementation of the strategy can be maximized, as explained by Mrs. Tintin Zumaroh as follows:

"I made a table of vocabulary lists that students must memorize. There I have chosen vocabulary that is often used in the material in the textbook. So, every Thursday I focus on memorizing the vocabulary"

In order for students to be enthusiastic about memorizing, of course a strategy is needed to attract students' interest. The following is Mrs. Titin Zumaroh's explanation of how to attract students' interest so that they can memorize vocabulary:

"After memorizing, students submit the memorized vocabulary. There I also do an assessment and write it on the attendance list"

"My assessment is divided into three. In one lesson hour, I divide it into three times. Those who submit the first stage of memorization get a score of 90, those who submit the second stage of memorization get a score of 80 and those who submit the third

stage of memorization get a score of 70. This aims to make students have motivation in memorizing vocabulary"

So, from the data above, it can be described that the strategy used by teachers in teaching vocabulary is by memorizing, spelling the word and drilling. Using an instrument in the form of a vocabulary table that has been provided by the teacher.

2. The Implementation of Teacher's Strategies in Teaching Vocabulary at Islamic Junior High School Al-Islam Joresan

This vocabulary memorization strategy is still a good strategy to improve students' vocabulary. This is in line with the explanation from Mrs. Titin Zumaroh that the strategy has been around for a long time and so far, its implementation has been going well.

Besides that, the assessment also encourages students to memorize vocabulary.

"I think this is going as expected. Students are enthusiastic about memorizing vocabulary and as a result, it is also easier for me to convey the material."

"At the end of the semester there is also a memorization evaluation. So, besides the written exam for English subjects, there is also an oral exam for previously memorized vocabulary. This aims to ensure that when students move up to the next level, they still have a good memory of the vocabulary they have memorized."

From the data presentation above, it can be said that using more than one teaching strategy can increase the application of one strategy over another.

3. The Supporting Factors and Resitor Factors of Teacher's Strategies in Teaching Vocabulary at Islamic Junior High School Al-Islam Joresan

Supporting factors are elements or components that help or facilitate the achievement of a goal or success in a process or activity. These factors can be

conditions, resources, or certain aspects that contribute positively to the success of something.

Supporting factors in the implementation of teaching strategies are elements that help and facilitate the implementation of teaching strategies to be successful and effective. These factors include various aspects that support the success of the teaching and learning process. Here are some supporting factors in the implementation of teaching strategies.

These supporting factors play an important role in maximizing the desired results from the implementation of teaching strategies. The combination of teacher skills, existing support, and student and parent involvement greatly determines the success of implementing effective teaching strategies.

"Supporting activities are the existence of four-language MTQ extracurricular activities. In addition, every announcement such as changing class hours and break times is done manually by children who have been scheduled. From here, children can develop and hone their English skills even deeper."

Through an interview with Mrs. Titin Zumaroh, she said that there are two supporting factors in implementing memorization strategies in teaching English, namely the MTQ four language extracurricular activities and the regular announcement schedule via the school microphone. Regarding the inhibiting factors, Mrs. Titin Zumaroh explains as follows:

"For the resitors, the allocation of time and facilities and infrastructure are a little less supportive. For the class that I teach, there are 4 hours of lessons in one week. One hour of lessons is 40 minutes. In my opinion, the time allocation is still not enough for language lessons, especially foreign languages. In addition, individual abilities are also an obstacle but do not have a big influence."

In every application of a strategy, there are bound to be obstacles encountered. Students' intelligence varies, and this is an important thing to consider in the learning process. Each student has a different way of understanding information and solving problems. Students' intelligence can be influenced by various factors, such as their interests, experiences, and natural talents.

C. Discussion

1. Teacher's Strategies in Teaching Vocabulary at Islamic Junior High School Al-Islam Joresan

The primary means of spelling is actually memorizing words. Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation. Spelling word learning strategy will make students' understand how to master the pronunciation or in English. In other words, how to pronounce one word correctly even though the students' has not been to fluent in saying the word. Spelling and dictation are still viewed as influential task types currently although pronunciation teaching paradigm has shifted from nativeness to intelligibility⁴²

Vocabulary memorization strategies are techniques or methods used to facilitate the process of remembering and mastering new vocabulary. Vocabulary memorization strategies aim to help students or individuals remember and master new vocabulary more effectively.

Memorization is a valid and often effective vocabulary learning strategy, especially in the initial stages of language learning. Memory strategies help learners

⁴² Rista Respita & Suharti Siradjuddin, "Increasing Students' Pronunciation Mastery Through Spelling Words Strategy", *International Journal Of Education And Humanities*/ Volume. 1, Issue. 1, May (2022): 39-47/
<https://doi.org/10.56314/ijoleh.v1i1/>

link one item or concept with another but do not necessarily involve deep understanding.⁴³

Drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural. Drilling is very necessary since learners need to say the word to themselves as they learn it to recall the words from memory. Drilling technique as one of the techniques in the Audio-Lingual Method becomes the suitable method used to teach the young learners' English vocabulary. The use of drilling technique can influence significant effect to the young learners' English vocabulary.⁴⁴

Although the strategy used is an old strategy, it can be implemented well. Children who previously had difficulty in mastering vocabulary because there was a curriculum shift in elementary school can now follow the material in the textbook with sufficient vocabulary.

Here researchers can analyze that the use of teaching strategies does not have to be the same but adjusted. Adjusted in the sense that as a teacher can choose a strategy according to existing conditions. Teachers do not always need to use a new strategy if the use of the old strategy can run optimally. Learning strategy is a learning activity that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently.

From the explanation above, it can be analyzed that the strategy used in Islamic Junior High School Al-Islam Joresan is running optimally. This can be seen from the interest and achievement of students.

⁴³ I. S. P. Nation, "Learning Vocabulary in Another Language". (New York: University Press, Cambridge: 2001), 6.

⁴⁴ Nono Mulyono, "Drilling Technique to Improve the Young Learners' English Vocabulary Mastery", *Journal of Applied Linguistics(ALTICS)*/ Vol 4, No 2 (2023), pp. 28-33/ <https://www.e-journal.unper.ac>.

2. Implementation of Teacher's Strategies in Teaching Vocabulary at Islamic Junior High School Al-Islam Joresan

The implementation of teacher strategies in teaching vocabulary at Islamic Junior High School Al-Islam Joresan requires an approach that combines effective language learning methods with the unique cultural and religious contexts of students. By utilizing a combination of traditional teaching methods, student-centered strategies, and technology, teachers can create an environment where students not only learn new vocabulary but also connect it to student assessments. The goal is to make vocabulary learning interesting, relevant, and meaningful to students, helping them succeed academically.

Learning strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. In the learning strategy, there is a meaning of planning. This means that the strategy is basically still conceptual about the decisions that will be taken in implementing learning.⁴⁵

The success of the basic learning process is highly dependent on three main factors: motivation, learning strategies, and the learning environment. Learning motivation, whether originating from within the student (intrinsic) or from outside (extrinsic), is the main driver that encourages students to be active, consistent, and enthusiastic in participating in learning activities. Interactive learning strategies that are relevant to students' needs are not only able to increase engagement, but also strengthen students' understanding of the concepts being taught. In addition, a conducive learning environment, both in terms of physical aspects such as adequate classroom facilities and social aspects such as emotional support from teachers and

⁴⁵ Abd. Muqit & Djuwairiyah, "Desain Strategi Pembelajaran Menuju Capaian Pembelajaran", JPPI Volume 1, Nomor 2, April 2017.

peers, plays a major role in creating a comfortable atmosphere and motivating students to learn. These three factors interact with each other and form a solid basic framework to ensure that learning objectives are achieved optimally and sustainably.⁴⁶

From the explanation above, it can be analyzed that the use of strategies can run well if teachers can choose which strategies are suitable to be implemented during classroom learning. In addition, with innovations such as assessments, students can be motivated to memorize vocabulary. From the data that has been presented, it can be analyzed that the vocabulary memorization strategy applied at the Islamic Junior High School of Al-Islam Joresan is running well.

3. Supporting Factors and Resitor Factors of Teacher Strategies in Teaching Vocabulary at Islamic Junior High School Al-Islam Joresan

The implementation of strategy has various purposes and one of them is to achieve an effective program and create a well-organized student personality. A program can be implemented consistently if supported by competent teacher and student resources together.

MTQ English interpretation branch is a Quran interpretation competition conducted using English. This branch is one of the competition branches in every MTQ. With the existence of the MTQ English extracurricular at the Islamic Junior High School of Al-Islam Joresan, it can produce a generation that not only memorizes the Quran, but also understands and is able to interpret holy verses using an international language.

From the explanation above, it can be analyzed that activities outside the classroom such as extracurricular activities also greatly influence the success of student learning in the classroom. In the notes, these activities are still in line with

⁴⁶ Uswatun Hasanah & Siti Masitoh, " Supporting Factors For Success In The Learning Process ", Jurnal Review Pendidikan dan Pengajaran <http://journal.universitaspahlawan.ac.id/index.php/jrpp> Volume 8 Nomor 1, 2025

what is learned in the classroom. Like the MTQ 4 language activities, it can hone students' English skills with the foundation of having sufficient vocabulary. MTQ extracurricular activities also run well, as evidenced by the achievement of several championships. So it can be concluded that both of these things can be related and make students more proficient in English.

In addition to supporting factors, there are inhibiting factors in implementing a teaching strategy. At the Islamic Junior High School of Al-Islam Joresan, the obstacles encountered were insufficient teaching hours. Because the educational institution is based on Islamic boarding schools, there are also many subjects, so it affects the division of time for each subject. There are also inhibiting factors related to students. Students' abilities vary, some can memorize vocabulary quickly and some are slow in memorizing vocabulary. This is natural because basically a person's intelligence is not the same.

From the data above, it can be analyzed that every strategy must have obstacles. These obstacles cannot be completely eliminated, but as educators, we can minimize these obstacles so that they do not interfere with the progress of the teaching strategy.

CHAPTER V CLOSING

A. Conclusion

Based on the results of research the following statements can be concluded:

1. The strategy used by teachers in teaching vocabulary at Islamic Junior High School Al-Islam Joresan Ponorogo is memorization strategy.
2. The memorization strategy that has been implemented in Islamic Junior High School Al-Islam Joresan Ponorogo worked well. This is proven by the assessment of children who have received good scores.
3. There are supporting factors and inhibiting factors. The supporting factors are the existence of four-language MTQ extracurricular activities and announcement such as changing class hours and break times is done manually by children who have been scheduled. While the inhibiting factors are the allocation of time and facilities and infrastructure are a little less supportive and individual abilities.

B. Recommendations

Based on the research findings and conclusions above, the researcher provides the following suggestions:

1. For School

Hopefully the school can prepare adequate strategies and time allocation in the future. Find more methods that are appropriate for the learning process that is brought into the classroom. This will later provide many changes in the learning system for the better.

2. English Teacher

The teacher certainly has a lot of experience in the learning system. Not only that, teachers also have a way of delivering lesson materials to students. With this research, the author hopes to help provide solutions to teachers so that the learning

system in the classroom can be much more enjoyable and not monotonous for students.

3. For Students

Students certainly need a strategy that can trigger the spirit of learning to be more enjoyable. The author wants to explain to students that the strategy used by teachers can make them successful in learning English

4. Author

For the author, hopefully this research can provide experience and can be useful for many people.



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