

**TEACHER STRATEGIES IN IMPROVING ENGLISH
VOCABULARY MASTERY AT SMPN 3 PLERET BANTUL**

BACHELOR THESIS



By
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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS AHMAD DAHLAN
YOGYAKARTA
2024**

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Submitted to the Faculty of Teacher Training and Education
Universitas Ahmad Dahlan Yogyakarta as a Partial Fulfillment of the
Requirements
for the Attainment of *Sarjana Pendidikan*



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Angelina Aprilia Putri

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

MOTTO

“You can’t go back and change the beginning,
but you can start where you are and change the ending.”

_C.S. Lewis

“Never trust your fears they don’t know your strength”

Athena Singh

DEDICATION

All praise is due to Allah SWT, the Lord of the Worlds. My gratitude goes to the presence of Allah SWT and to the prophet Muhammad SAW, who has bestowed mercy, and guidance on researcher so that researcher can finish her thesis well. On this occasion, researcher would also like to thank:

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Yogyakarta, 12 Februari 2024

Researcher

Angelina Aprilia Putri

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ABSTRACT

English subjects require more teacher creativity to create creative teaching strategies. The wealth of vocabulary and strategies for teaching it, which will continue to increase, is very useful in supporting students' learning process. By mastering a lot of vocabulary, it will be easier to understand English learning. One of the problems often encountered in the field is the low level of mastery of English vocabulary. This research was carried out with the aim of finding out teacher strategies in improving English vocabulary mastery. Then, with this, the researcher also observed the results of students' vocabulary improve from the strategies that teachers implemented during the lesson process at SMP N 3 Pleret.

This type of research uses a qualitative approach, this research subjects were 8th grade English teachers and student representatives from each class at SMP N 3 Pleret. Data collection techniques use interviews, observation, and documentation. Research instruments are interview guidelines and teaching observation sheets. There are four stages of analysis in this research namely data reduction, display data, and conclusion drawing-verification.

Based on the results of research and data analysis, teacher carry out teaching strategies in accordance with ATP except for inappropriate time allocation and implement PPP (Presentation, Practice, Production) strategies in improving vocabulary material and activity strategies in the form of (analyzing, compiling and understanding) new vocabulary at school and outside school as effective learning to improve vocabulary mastery that students can understand. Teacher also use interlude strategies in accordance with the teaching material, namely the WordWall Strategy and Task-Based Language Learning. Then the positive results from this strategy were because students provided sufficient feedback in observing the lesson process and answering interview questions well. Almost all understand the meaning of the new vocabulary in the lesson process and follow the teacher's instructions well.

Keyword: *Teacher Strategy, Improving Vocabulary Mastery, SMP N 3 Pleret*