

**TEACHING STRATEGIES IN DEVELOPING
VOCABULARIES AT MAN 1 JEPARA**

THESIS

Submitted in Partial Fulfillment of the Requirements
for Gaining the Bachelor Degree Education in English
Language Education



By:

AHMAD TAQIYYUDDIN HASYWafa

1803046108

**ENGLISH LANGUAGE EDUCATION
DEPARTMENT EDUCATION AND TEACHING
FACULTY UNIVERSITAS ISLAM NEGERI
WALISONGO SEMARANG**

2024

THESIS STATEMENT

I am a student with the following identify:

Name :Ahmad Taqiyuddin
Hasywafa

Student Number : 1803046108

Department : English Education

State, that research entitled :

TEACHING STRATEGIES IN DEVELOPING VOCABULARIES AT MAN 1 JEPARA

I certify that this is my work. I am completely responsible for the content of this thesis. Other writer's opinion or findings included in the thesis are quoted or cited by ethical standards.

Semarang, June 5th 2024

The Researcher,



Ahmad Taqiyuddin Hasywafa
1803046108

RATIFICATION



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN**

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

RATIFICATION

This final project with the following identity:

Title : **TEACHING STRATEGIES IN DEVELOPING VOCABULARIES AT
MAN 1 JEPARA**

Writer : Ahmad Taqiyuddin Hasywafa

SN : 1803046108

Major : English Education Department

Had been examined in Munaqasyah session by the team of final project examiner of Education and Teacher Training Faculty of UIN Walisongo Semarang and has been accepted as a partial requirement for the degree of Bachelor of Education in English Education Department.

Semarang, January 3rd, 2024

THE BOARD OF EXAMINERS

Chairperson

Dra. Nuna Mustikawati Dewi, M.Pd
NIP. 19650614 199203 2 001

Secretary

Dr. Muhammad Nafi Annury, M.Pd
NIP. 19780719 200501 1 007

Examiner I

Savvidatul Fadlilah, S.Pd.I, M.Pd
NIP. 19810908 200710 2 001

Examiner II

Lulut Widyaningrum, M.Pd
NIP. 19800803 200901 2 010



Advisor,

Dra. Nuna Mustika Dewi, M.Pd
NIP. 19650614 199203 2 001

ADIVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARRIBYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: www.fik.walisongo.ac.id

ADVISOR NOTE

Semarang, 5 Juni 2024

To:
The Dean of Education and Teacher Training Faculty
UIN Walisongo Semarang

Assalamu 'alaikum, wr. wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title : **TEACHING STRATEGIES IN DEVELOPING
VOCABULARIES AT MAN 1 JEPARA**
Name : Ahmad Taqiyuddin Hasywafa
Student Number : 1803046108
Department : English Education

I state that this thesis is ready to be submitted to Education and Teacher Training Faculty of UIN Walisongo Semarang to be examined at Munaqasyah Session.

Wassalamu 'alaikum, wr. wb.

Advisor,

Dra. Hl. Ma'rifatul Fadhillah, M.Ed
NIP. 19620803 198903 2 003

ABSTRACT

Ahmad Taqiyyuddin Hasywafa, 1803046108. 2024.
*Teaching Strategies in Developing Vocabularies at
MAN 1 JEPARA*

This study aims to describe the strategies employed by teacher in developing vocabulary and to describe the students' responses toward the strategies. This research applies qualitative method. It is descriptive qualitative research. The participants of this research are the learners of MAN 1 Jepara. The instrument used is observation, interview, and documentation. The researcher interviewed 12 learners and one teacher by transcribing the interview result. The findings showed that the teacher applied two strategies of learning strategies. Those strategies are memory and social strategies. While the learners' responses, it is found that strategies in teaching vocabulary is communicative, and interesting. The implementation of this study pedagogically benefit that language learning strategies in learning vocabulary is essential in process of understanding the material in class.

Keywords : *Teaching, Strategies, students' responses, vocabulary.*

MOTTO

“Learn from failures”

DEDICATION

My thesis is honorably dedicated to:

1. For My beloved Father (Hasyim Asy'ari) and my beloved mother (Latifah) who always support me emotionally and materially with pray, guide, patience. Thanks for effort and contribution in making my education success and run well.
2. All of my Dad and my Mom's family members. Who always guided me and support me for reaching my dreams.
3. For My beloved Brother (Muhammad Syafiq Hasywafa and Nurul Fajriatul Rizqiyyah) who always give me support.
4. For my friend Tanziila, rizal, willy, nidasz, bayu thanks for the support. Hopefully this thesis will motivate you in the future.
5. For my advisor, Dra. Hj. Ma'rifatul Fadhilah, M.Ed. who always guides and support me during writing the thesis
6. All my friends PBI C 2018

ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin, all praises to be Allah SWT. For all blessings and mercies so the researcher was able to finish this thesis entitled “Teaching Strategies in Developing at MAN 1 Jepara”.

Prayers and greetings as always be bestowed on our lord the great prophet Muhammad SAW. His family, friends and the ummah by expecting His intercession.

This thesis was basically compiled to fulfill the requirements to obtain a Bachelor of English degree at the Education and Teacher Training Faculty Walisongo State Islamic University Semarang. In this process of compiling the research, the research received assistance, guidance, and motivation from various parties, therefore, the researcher, so that this work could be a reality. For this reason, allow the author to deliver many thanks to the honorable ones:

1. Prof. Dr. Fatah Syukur, M. Ag. as the dean of Education and Teacher Training Faculty of UIN Walisongo Semarang
2. Dra. Nuna Mustika Dewi, M. Pd. as the head of English Language Education Department.
3. Lulut Widyaningrum, M. Pd. as the secretary of English Language Education Department.
4. Dr. Hj. Ma'rifatul Fadhila, M. Ed. As the advisor who always accompanies me in every process of conducting this research and giving me great motivation patiently.
5. All my lecturer of English Education Department.

6. To beloved my family who always gives me encouragement, motivation, and expert direction to complete this study.

The researcher realizes that this thesis is still far from perfect. The researcher hopes that this thesis can be useful for other researcher in particular and readers.

Semarang, 5 Juni 2024

The Researcher,

Ahmad Taqiyyuddin Hasywafa
1803046108

TABLE OF CONTENT

COVER	i
THESIS STATEMENT	ii
RATIFICATION	iii
ADVISOR NOTE	iv
ABSTRACT	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	x
LIST OF APPENDICES	xii
CHAPTER I: INTRODUCTION	1
A. Background of the Problem	1
B. Reason for Choosing the Topic	6
C. Research Questions	7
D. Objective of the Research	7
E. Limitation of the Research	7
F. Significances of the Research	8
CHAPTER II: LITERATURE REVIEW	10
A. Previous Research.....	10
B. Theoretical Review	16
1. Language Learning Strategies	16

2. Vocabulary	28
C. Conceptual Framework	31
CHAPTER III: RESEARCH METHOD	34
A. Research design	34
B. Research Setting	36
C. Data Source.....	38
D. Method of data collection	39
E. Technique of Analysis Data	42
CHAPTER IV: FINDING AND DISCUSSION	45
A. Teaching strategies in vocabulary.....	45
B. Students' Responses	49
CHAPTER V: CONCLUSION AND SUGGESTION.....	57
A. Conclusion.....	57
B. Suggestion	59
REFERENCES	60
BIBLIOGRAPHY	
APPENDIXES	
CURRICULUM VITAE	

LIST OF APPENDICES

Appendix 1: Interview for Teacher

Appendix 2: Interview for Student

Appendix 3: Documentation

Appendix 4: Research Document

Appendix 5: School Profile

CHAPTER I

INTRODUCTION

This chapter consist of background of study, the reasons for choosing the topic, objective of study, research questions, limitation of the study, and significances of the research.

A. Background of the Problem

Vocabulary is one aspect of language that must be considered as the main aspects of acquiring and understanding language. It is generically defined as the knowledge of words and words meaning. More specifically, vocabulary refers increasingly demanding text with comprehension. Vocabulary is a familiar collection of words that we often hear in language to a person. So, the vocabulary is word storage and uses as a tool to communicate. The more vocabulary that is familiar or often heard in the brain, the faster it will remember.¹

Vocabulary also can be defined as the words of a language, including single items and phrases or chunks

¹ Intan Permata Sari, Elva Elvinna Asahra, and Yana Yana, 'Improving Students' Vocabulary Mastery Using English Song', *PROJECT (Professional Journal of English Education)*, 2.3 (2019), 410–15.

of several words which convey a particular meaning. The stronger students' vocabularies are the more complex material they will use that will benefit them. It allows them to communicate and understand others much better. A student's understanding of a vocabulary word's meaning and usage can vary because without grammar very little can be conveyed, without vocabulary nothing can be conveyed.²

Based on the statement, it is clear that vocabulary influences four skills in learning English so that is essential to be taught. Teaching vocabulary is not only to make the student know the meaning, but also to make the students understand how to use vocabulary in particular context and situation. That is why that choosing the right learning strategy for students is an important thing. Therefore, in choosing teaching strategies, teachers must pay attention to the condition of students and learning materials so that the use of strategy can be applied and support student learning success for improving the quality of learning.

² Haya Ali Alshahrani, 'Strategies to Improve English Vocabulary and Spelling in the Classroom For ELL, ESL, EO and LD Students', *International Journal of Modern Education Studies*, 3.2 (2019), 65–81 <<https://doi.org/10.51383/ijonmes.2019.41>>.

The use Language Learning Strategies (LLS) reflects individual differences and they have a propensity to be continuously shaped and reshaped by the environmental and contextual factors.³ It is as the conscious thought and action that learners take to achieve a learning goal. Students select particular strategies consciously and then make some efforts to attain their learning goals. Furthermore, Oxford stated that language learning strategies are precise efforts that the students make to create a less challenging, pleasant and more adjustable learning environment.⁴

There are some empirical evidences supporting how vocabulary has become a bridging skill that support students in understanding both meaning and context. *First*, result of a study show that before presenting the meaning of form of vocabulary items, teachers need to notice students' level and characteristic, and also the value of the techniques for the learners. In others words, students' age, level of education as well as English

³ Nguyen Hoang and Terry Daniel R., 'English Learning Strategies among EFL Learners: A Narrative Approach', *IAFOR Journal of Language Learning*, 3.1 (2019), 4–19 <<https://doi.org/10.22492/ijll.3.1.01>>.

⁴ Galuh Ajeng Shonia, 'Language Learning Strategies By Indonesian EFL Learners: A Case Study of Gender Role', *PEOPLE: International Journal of Social Sciences*, 3.2 (2018), 1768–83 <<https://doi.org/10.20319/pijss.2017.32.17681783>>.

proficiency may effect their learning, so teachers need to be aware of these differences when applying their teaching technique. They can further provide their students with vocabulary learning strategies with opportunities to encounter words repeatedly and in more than one context. Vocabulary knowledge should cover dimensions of many aspects such as pronunciation, additional tools, collocation, aspects of meaning, and word formation. From the methods which can be applied to increase learners' vocabulary power, an enthusiastic learner with proper direction by teacher is bound to succeed in language learning process.⁵ *Second*, another study show how employing certain strategies for teaching vocabulary is crucial. It is suggested that teachers and learners can spend learning and reviewing high frequency vocabulary is time well spent. The cooperative learning strategies outlined in this study are designed to effectively engage students in vocabulary learning process. As a result, learning in group also helps to improve the learners' receptive and productive knowledge of the vocabulary items. Just like with the connections among

⁵ Susanto Alpino, 'The Teaching of Vocabulary: A Perspective', *Jurnal KATA: Penelitian Ilmu Bahasa Dan Sastra*, 1.2 (2018), 182–91.

students in interacting, cooperating and sharing ideas within their groups.⁶

The studies have shown how preparing students in understanding and mastering vocabulary for daily speaking or writing scientific paper. Mastering vocabulary requires a huge effort covering various aspects focused during memorizing the words. This is not only done in short term but it needs continuity in applying the sentences.

Knowing students' ability to understand and control their learning by employing direct strategies and effectively. Since some previous studies mentioned paid less attention on learning strategies, the researcher is going to find out the strategies employed by teacher in teaching vocabulary for senior high school. Those strategies are going to help students in learning and try to increase their understanding in vocabulary. This becomes the gap between the current study with the previous studies. This research aims to explore the strategies in teaching vocabulary and knowing the students' responses

⁶ Robert Sheridan and Laura Markslag, 'Effective Strategies for Teaching Vocabulary: An Introduction to Engaging Cooperative Vocabulary Card Activities', *Pasaa*, 53.June (2017), 216–29.

toward the strategies used at MAN 1 Jeparu to help them develop vocabularies.

B. Reason for Choosing the Topic

The researcher chose this topic due to the following reasons. *First*, learning vocabulary helps students reading text better. As a result, when they are able to recognize and understand some words, they are better can know the meaning of the text as a whole. *Second*, choosing the right learning strategy for students is an important thing. Therefore, in choosing learning strategies, teachers must pay attention to the condition or condition of students, learning materials and learning resources available so that the use of learning strategy can be applied effectively and support student learning success for improving the quality of learning and everything related to improving student learning achievement. By analyzing the learning strategies that are implemented by teacher, it becomes the problems solvers for students in learning. *Third*, the need for vocabulary is important. Mastering vocabulary is needed because it improves speaking and listening skills. Students speak more confidently and effectively and they also listen and understand everyday conversation. Then, vocabulary is also closely related to literacy skills

and helps students develop an understanding of reading writing as well as giving opinion to each other.

So, from the reasons above the researcher analysed teaching strategies in developing vocabularies at MAN 1 Jepara.

C. Research Questions

In this study, the study formulates the problem as follows:

1. What teaching strategies are employed in developing vocabulary at MAN 1 Jepara?
2. What are students' responses toward the strategies used at MAN 1 Jepara to help them develop vocabulary?

D. Objective of the Research

In line questions of the study, the purposes of this present study are follows;

1. To describe the strategies are employed in developing vocabulary at MAN 1 Jepara.
2. To explain the students' responses toward the strategies used at MAN 1 Jepara to help them develop vocabulary.

E. Limitation of the Research

This study has several limitations. First, there are many classes at MAN 1 Jepara but researcher only

examines one class, Second, the study focuses on strategy applied in teaching vocabulary at MAN 1 Jepara. Third, this study also focuses on students' responses to learning vocabulary. The data collected is 1 meetings in 1 class of MAN 1 Jepara. This study focuses on what strategies implemented in developing vocabulary at MAN 1 Jepara and find out the students' responses toward the strategies to help them in learning vocabulary.

F. Significances of the Research

The result of this study is mainly to give theoretical and practical advantages for the following parties:

Practically, the result of this study is beneficial for:

a. The researcher

The researcher can be able to practically develop the knowledge by analyzing and giving his idea into this study.

b. Teacher

This study helps the teacher with containing helpful and knowledge information about strategies in developing vocabulary at MAN 1 Jepara.

c. The institution

This study can contribute in promoting the strategies implemented in learning.

d. The next researcher

This study is able to give the general knowledge and information to analyse the learners' responses and strategies in teaching vocabulary. The study can also be the foundation material for the next research.

CHAPTER II LITERATURE REVIEW

This chapter deals with the literature review used to conduct the research of strategies in learning vocabulary. This section is partitioned into two sections. Previous research findings will be the first. It conduct the research by looking at approach and methodologies. Theoretical framework will be the last one. It conduct of the literature review about the scope of learning strategies, vocabulary and conceptual framework.

A. Previous Research

Some studies have been done related to this topic. All of studies will support this research:

A study conducted by Erwin Kainta and Jerry Elfindo Rombot, entitled *Exploring Students' Motivation and Vocabulary Achievement through Labeling Method*, which aimed at improving students' vocabulary achievement. It uses labeling method. The research is quantitative research. The data were collected from the result of 20 students as subject. Test, questionnaire, and observation are the instruments in Classroom Action Research method. Likert scale with five options in questionnaire, those were Strongly

disagree, Disagree, Neutral, Agree, and Strongly Agree. The result of this study shows that labeling method is a way to build students' motivation in learning vocabulary at the elementary school by matching the word. The word is an integrated as a label for the referent itself so the method could be utilized as a method to raising students' motivation in vocabulary achievement.⁷

The similarity between this research and Erwin and Jerry's research is in improving students' vocabulary. The difference between both researches is in object of the study. The object of this research is teaching strategies while the subject of Erwin and Jerry's research is the labelling method.

Another study which discussed language learning strategy conducted by Azadeh Nemati and Abdullah Griebi, entitled *The Comparison of Language Learning Strategies Strategies between Iranian and Iraqi EFL Learners Based on 1990 Oxford's Model*, this study carried out to identifying strategy used by language learners. The research is a quantitative and standard

⁷ Erwin Kainta and Jerry Rombot, 'Exploring Students' Motivation and Vocabulary Achievement through Labeling Method', *Vision: Journal for Language and Foreign Language Learning*, 9 (2020), 1 <<https://doi.org/10.21580/vjv9i14509>>.

deviations, and t-scores to quantify the dimensions of learning strategies and compare it between Iranian and Iraqi EFL learners. The researcher used the questionnaire with 30 Iranian EFL learners and 30 Iraqi EFL learners at B.A level as participant. The students took an average to complete their responses. The data would be classified into six categories at mentioned, those are: memory, cognitive, compensation, metacognitive, affective, and social strategies. The result of this study shows that Iranian learners used different English learning strategies than Iraqi students. In the Iraqi EFL context, the most frequently used learning strategies among Iraqi EFL learners is memory and compensatory techniques. The strategies that significant contribute to language learning, and compensating strategies is memory strategy. It helps fill linguistic gaps while the Iranian EFL context, the study found that metacognitive strategies, such as self-management of time and learning process, are the most frequently used by Iranian EFL learners. These strategies help learners manage their learning process and maintain a proper path in a target language input environment like Iran. Therefore, to

achieve the purpose, the language learners decided to language by their own strategies.⁸

The similarity between this research and Azadeh and Abdullah's research is in language learning strategy which both used Oxford theory in language learning strategy. The difference between both researches is in subject of the study. The subject of this research is senior high student of MAN 1 Jepara while the subject of Azadeh and Abdullah's research is Iranian and Iraqi EFL learners.

Another study which discussed language learning strategies in the classroom conducted by Angeliki Psaltou Joycey an Others aims to shed some light on those EFL teachers' language learning strategy instructional practice which facilitate their learners' identification and selection of L2 learning strategies (LLS). It is a quantitative research. The research data were collected from 92 teachers in Greece. Eighty-four of the participant teacher were female and 8 males. Questionnaire items present to a teacher practice that

⁸ Azadeh Nemati and Abdullah Grieci, 'The Comparison of Language Learning Strategies between Iranian and Iraqi EFL Learners Based on 1990 Oxford's Model', *Vision: Journal for Language and Foreign Language Learning*, 11.2 (2022), 163–80 <<https://doi.org/10.21580/vjv12i116862>>.

reflects a learning strategy; frequency of use is then tapped by Likert responses by classifying as low, medium and high. The questionnaire was developed on the basis of the six LLS categories and the items used on Oxford's SILL. Its uniqueness in terms of measuring the strategies promoted by teacher in the EFL classroom. The results showed that the categories of strategies that includes several activities for explicit and integrated classroom LLSI of affective and social strategies, which have been identified in this study as being the least selected and promoted by the EFL teachers surveyed.⁹

The similarity between this research and Angeliki and others' research is in the language learning strategy implemented by teacher which both used Oxford theory in language learning strategy. The difference between both researches is in subject of the study. The subject of this research is senior high school student at MAN 1 Jepara while the subject of Angeliki and others' research is teacher Greece.

⁹ Angeliki Psaltou-Joycey and others, 'Promotion of Language Learning Strategies in the Classroom: EFL Teachers' Perceptions', *The Language Learning Journal*, 46.5 (2018), 557–68 <<https://doi.org/10.1080/09571736.2018.1503114>>.

Another study which discussed learning vocabulary conducted by Inggil Tiara Octaviana and others, entitled *The Use of Codenames Game to Help Student in Learning Vocabulary*, it aimed to give data of codenames game which improve students of IAIN Pekalongan enhance and increase their vocabulary through a fun way. This research applied qualitative research in the form of classroom action. The members are the third-semester students majoring in English Language Education, IAIN Pekalongan scholarly year 2018/2019. This study used two types of instruments, observation and interview. The information straightforwardly from members with respect to articulations and perspectives on the existence circumstances through having a discussion instead of posing and responding to inquiries officially by recognizing the degree to which understudies comprehend vocabulary, realizing learning class vocabulary is significant and easy to understand. This media is helpful for getting new vocabulary. The results showed that applying the codenames game could enhance the students' vocabularies, be an alternative entertainer so that the students don't effectively get bored, and reinforce the students' memory. Thus, it tends to be presumed that playing codenames game elevates an

assisting way with enhancing and construct the students' vocabulary.¹⁰

The similarity between this research and Inggil and others' research is in increasing vocabulary. The difference between both researches is in object of the study. The object of this research is in language learning strategies while the object of Inggil and others' research is codenames game.

B. Theoretical Review

1. Language Learning Strategies

Teacher think about appropriate systems for educating English. Focusing of teaching strategies, teacher gives the students some tasks is to increase the oral production of the students and their communicative competence in a real situation, it requires the teacher not only to choose the right strategies, yet additionally to furnish every

¹⁰ Inggil Octaviana, Rayinda Rahmah, and Dewi Puspitasari, 'The Use of Codenames Game to Help Students in Learning Vocabulary', *Vision: Journal for Language and Foreign Language Learning*, 8 (2019), 101 <<https://doi.org/10.21580/vjv8i23770>>.

understudy with a go to talk or a task to carry out in learning.¹¹

Learning strategies are operationalized as the ways that language learners use to improve their language knowledge and performance. Learning strategies are teachable and the format of instruction has to be direct and integrated. It is a term that refers to technique and tactic that learners use in practicing language activities. When learners start to learn something, they have the ability to respond to the particular learning situation and manage their learning in appropriate way. Learners use learning strategies in order to make their learning successfully. Therefore, learning strategies have significant part in language process.¹²

Oxford stated that language learning strategies are precise efforts that the students make to create a less challenging, pleasant and more

¹¹ Nadiyah Ma'mun, 'The Effect of Task Based Language Teaching on the Teaching Practice of Pre Service English Teacher', *Vision: Journal for Language and Foreign Language Learning*, 7 (2019), 161 <<https://doi.org/10.21580/vjv7i23046>>.

¹² Dwiana Yulianti, 'Learning Strategies Applied by the Students in Writing English Text', *Journal on English as a Foreign Language*, 8 (2018), 19 <<https://doi.org/10.23971/jefl.v8i1.583>>.

adjustable learning environment. Language Learning Strategies (LLS) as the conscious thought and action that learners take to achieve a learning goal. Students select particular strategies consciously and then make some efforts to attain their learning goals. Oxford classify learning strategies into six types. Here are the types of strategies.

Table 1

Classification of Language Learning Strategies

Strategies	Subgroups of Strategies
Direct Strategies	<ol style="list-style-type: none"> 1. Memory Strategies, it refers to the way of student to manage their ways in learning. 2. Cognitive Strategies, if refers to the way of students to determine the limitations of knowledge. 3. Compensation Strategies, it refers to the way of students to determine the limitation
Indirect strategies	<ol style="list-style-type: none"> 1. Metacognitive Strategies, it refers to the way of students to manage their ways in learning.

	<ol style="list-style-type: none"><li data-bbox="408 159 946 239">2. Affective Strategies, it refers to strategies that relate to students' feelings.<li data-bbox="408 255 946 391">3. Social Strategies, it refers to way of students in learning by involving the others.¹³
--	--

It is difficult to determine the ideal strategy for students to study unless they attempt a few various strategies. When it comes to problem solving and learning new material, each individual is a unique case study, thus it stands to reason that everyone will learn in a different method that is most suited to their needs. Learning strategies support the students find out the right way of learning environment. It may all be beneficial to different types of learning. To keep students involved, they must believe they can overcome any learning disabilities or obstacles to a variety of ways to determine how they learn best, from middle school to college and beyond.

¹³ Nazurty I_name and others, 'Learning Strategies in Reading: The Case of Indonesian Language Education Student Teachers', *Universal Journal of Educational Research*, 7 (2019), 2536–43 <<https://doi.org/10.13189/ujer.2019.071133>>.

1) Direct Strategies

Direct learning strategies directly include the target language in the process of learning. Direct strategies comprise memory, cognitive, and compensation strategies. When students use direct language learning strategies, they are acting as actors in a stage, they are directly involved on their learning and they are able to manipulate the way the learn. Oxford classified into two types, those are *direct strategies and indirect strategies*.¹⁴

a) Memory Strategies

Memory strategies are divided into four sub-strategies: creating mental linkages, applying images and sounds, reviewing well, and employing action. It helps students to store data effectively. Some of these are closely connected with cognitive style preferences. Therefore, these strategies invite learners to take advantages of their own abilities and improve them by practicing these. The examples of memory strategies are creating mental linkages, applying

¹⁴ Bunga Wulandari, 'AN EVALUATION OF LANGUAGE LEARNING STRATEGIES USED BY ENGLISH STUDENTS', IJEE (Indonesian Journal of English Education), 5.1 (2018), 16-25 <<https://doi.org/10.15408/ijee.v5i1.8460>>.

images and sounds, reviewing well, and employing actions.¹⁵

Participating in a real-life situation in which students will utilize a new ability is one way to encourage memory strategy. For example, to learn a second language, they may practice ordering meals in a restaurant with someone who speaks the language. This type of role-playing allows them to practice their language acquisition abilities in a realistic way before applying speaking skill in conversation.

b) Cognitive Strategies

Cognitive strategies may involve strategies such as practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Cognitive strategy is mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval. It is used to help students to obtain knowledge, understand of linguistic system, for example, learners could understand the meaning of

¹⁵ Wulandari Bunga Ayu, “*An Evaluation of language.....*”, p.18

words from context, link new information with existing schema.¹⁶

When there are steps involved in completing a task, cognitive strategy offers a structure for learning. A cognitive strategy aids in the learner's development of internal processes that let him or her handle challenging activities. One skill where cognitive strategies are useful is reading comprehension. Utilizing a self-examination technique can aid pupils in comprehending what they read. When students create questions, they sift through the text and synthesize information before understanding what they have read.

c) Compensation Strategies

Compensation strategies refer to the learner finding synonyms from the context of the reading and relying on non-verbal communication, such as gestures, to communicate meaning when the exact meaning of a statement is not understood. Compensation strategies include language problem-

¹⁶ Desma Yulisa and Edukasi Pendidikan Dan Pengajaran, 'Learning to Listen: Listening Strategies and Listening Comprehension of Islamic Senior High School Students', *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 5 (2018) <<https://doi.org/10.19109/ejpp.v5i1.2046>>.

solving approaches, to carry out a variety of mental and psychal tasks related to language acquisition. These tasks fall into two categories: speaking and listening comprehension restrictions and clever guesses.¹⁷

Learners may require new skills and tactics to succeed in today's knowledge-rich environment. In today's digital age, learners may need to adjust their thinking, techniques, and priorities to address knowledge gaps. By increasing their skill, such as speaking, they are going to understand the material well.

2) Indirect Strategies

Indirect strategies assist and direct language learning without immediately include the target language. Indirect strategies are classified into metacognitive strategies, affective strategies, and social strategies.¹⁸

¹⁷ Alireza Shakarami, Karim Hajhashemi, and Nerina J. Caltabiano, 'Compensation Still Matters: Language Learning Strategies in Third Millennium ESL Learners', *Online Learning Journal*, 21.3 (2017), 235–50 <<https://doi.org/10.24059/olj.v21i3.1055>>.

¹⁸ Wulandari. Bunga Ayu, "An Evaluation of language.....", p.20

a) Metacognitive Strategies

Planning, observation, and assessing the learning process are all components of metacognitive learning techniques, which focus on understanding learning and managing it. The metacognitive approach is a habit that students use to plan, organize, and assess their study sessions. These tactics include organization, setting objectives and targets, exercising whenever possible, focused attention and self-evaluation, and any additional tactics. More instances of metacognitive strategies in the context of reading include self-tracking and error correction.¹⁹

Teacher advises and supports students in creating a study plan. Students evaluate their performance and identify the learning strategies that were successful and ineffective after they have received feedback on their performance on the initial and subsequent exams. They encourage to make any

¹⁹ Kartika Ayu Septiningrum, Siti Tarwiyah, and Siti Mariam, 'A Portrait of Learner's Autonomy through Metacognitive Strategy on Reading Comprehension', *Vision: Journal for Language and Foreign Language Learning*, 7.1 (2018), 66–82 <<https://doi.org/10.21580/vjv7i12805>>.

necessary revisions to their study plans so they are able to recognize their learning environment. Students also can identify the different resources.

b) Affective Strategies

Operationally speaking, affective strategies are the actions and protocols that presenters take to manage their nervousness, keep an eye on their feelings, and support themselves while presenting. Affective techniques, also known as self-motivational strategies, help students deal with psychological traits including anxiety, poor self-esteem, and negative attitudes that are thought to hinder their progress in learning and utilizing the language. Affective strategies help learners manage their feelings and attitudes toward learning as well as learn how to interact with others in a prosperous way. It also can be applied for the unsuccessful learners who have a problem in learning language especially with their motions, anxiety or depression, or culture shock. As a result, they help language learners become more independent and aware of the

ways in which they are able to learn most effectively.²⁰

By creating a generally positive classroom environment, the teacher may actively participate in developing and implementing affective strategy, This may be accomplished by supporting and advising students, assisting them in identifying attainable goals and working toward independent learning, personalizing activities, and facilitating pair and group collaboration.

c) Social Strategies

Social strategies as sociocultural-interactive strategies to expand their scope and reflect the sociocultural perspective and communication. Among the purposes of social strategies include things like posing inquiries in an unfamiliar language, getting responses, fixing errors, fostering collaboration, and attempting to understand the emotions and ideas. Through social tactics, students are exposed to opportunities that can

²⁰ Samah Mohammed Fahim El Sakka, 'Explicit Affective Strategy Instruction to Develop Speaking Performance of Egyptian EFL University Students', *English Language Teaching*, 12.4 (2018), 85 <<https://doi.org/10.5539/elt.v12n4p85>>.

greatly facilitate applying what they have learned. These methods aid in acquiring, storing, retrieving, and using language in an indirect manner even though they expose learners to the target language. Social strategies include: cooperating with others in the form of (1) cooperating with peers, (2) cooperating with proficient users of the new language and developing cultural understanding, also becoming aware of others' thoughts and feelings.²¹

This strategy facilitates group discussion. When students participate in class discussions, they draw on the learning capabilities with their classmates while offering each idea. This learning strategy might include speaking with a small group of students or engaging in a class discussion. The aim of group work is to examine how other people think and how it might assist in learning.

²¹ Dwiana Binti Yulianti, 'Learning Strategies Applied by the Students in Writing English Text', *Journal on English as a Foreign Language*, 8.1 (2018), 19 <<https://doi.org/10.23971/jefl.v8i1.583>>.

2. Vocabulary

Vocabulary is an essential part of the learning process. Learners at all skill levels will experience circumstances in which they can grasp only a portion of written material or a phrase because they do not know everything. The words. It indicates that vocabulary is an important component that will help people understand written content since they do not know the meaning of all the words. Vocabulary can be items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Students will employ more sophisticated content that will help them communicate and comprehend stronger. A students' comprehension of a vocabulary word's meaning and application can range from superficial. This is an essential thing in learning English.²²

Learning English is what people do when they want to speak with a foreigner, to deliver their ideas. The language system is needed to support learning a major skill, such as structure, vocabulary,

²² Haya Ali Alshahrani, Strategies to Improve English Vocabulary and Spelling in the Classroom for ELL, ESL, EO and LD Students, 2019, iii
<<http://www.ijonmes.netdergipark.gov.tr/ijonmes>>.

grammar, and pronunciation. In learning English, the learner has to memorize some vocabularies in mastering English. Vocabulary is the basic aspect of learning a language that learners should master. In other word, vocabulary is a crucial part of learning English. It plays important role in mastering language. Improving vocabulary in English is more difficult than learning vocabulary in Indonesia viewed. The difficulty lies in the meaning, writing, word use, and also pronunciation of the words.²³

Vocabulary is also as opportunity for meaning-focused input, meaning focused output, language-focused learning, and fluency development. All of these strands depend heavily on vocabulary, so anytime teachers and students can devote to studying and revising high frequency language will be well spent. The purpose of learning vocabulary is to actively and successfully include students in the process of acquiring itself.²⁴

²³ Esra Elisabeth Panjaitan, Exsanti Jumina Sibarani, and Erikson Saragih, 'Vocabulary Teaching Strategies By Efl Teachers of Junior High School Level', *Jurnal Pendidikan LLDIKTI Wilayah I (JUDIK)*, 1.02 (2021), 57–63 <<https://doi.org/10.54076/judik.v1i02.168>>.

²⁴ Sheridan Robert and Markslag Laura, 'Effective Strategies for Teaching Vocabulary: An Introduction to Engaging

One of the most talked-about aspects of teaching English to speakers of other language is teaching vocabulary. According to recent study, this difficulty stems from instructors' lack of confidence in their ability to teach vocabulary in the most effective way. The goal of teaching English is to impart theory and practice. Teacher is going to investigate methods for teaching English to students that are not only efficient but also enjoyable and engaging via the use of captivating media. Additionally, the teacher will acquire vocabulary teaching strategies that promote student involvement.²⁵

Student might benefit from learning vocabulary to help them understand the language they are learning. Nothing can be communicated if there is no vocabulary. Additionally, the level of someone's English talent is highly dependent on the amount and quality of vocabulary learned; the more vocabulary he knew, the simpler it was for him to

Cooperative Vocabulary Card Activities', *PASAA:Journal of Language Teaching and Learning*, 53.June (2018), 216–29.

²⁵ Dina Merris Maya Sari Amatul Firdausah, 'Teaching Vocabulary To Young Learners Using Flahscards', *Jurnal Bahasa, Sastra, Seni, Dan Budaya*, 6.April (2022), 719–24.

develop four language abilities (listening, speaking, reading, and writing). Teachers choose a teaching strategy based on the qualities of their pupils. The teacher must employ several strategies to aid in the teaching and learning process. Increasing learners' exposure to vocabulary is one way to creating a successful learning environment. It appears that this viewpoint encourages the teacher to create an approach that allows pupils to gain as much exposure.²⁶

C. Conceptual Framework

To give the guidance for researcher and the perusers in understanding the research, the researcher create a conceptual framework about content of the research, as follow:

Table 2

Conceptual Framework

²⁶ Rahma Deni and Fahriany Fahriany, 'Teachers' Perspective on Strategy for Teaching English Vocabulary to Young Learners', *Vision: Journal for Language and Foreign Language Learning*, 9.1 (2020), 48–61 <<https://doi.org/10.21580/vjv9i14862>>.



Several strategies that are able to be employed in teaching vocabulary is by determining the right strategies by choosing preferred strategies that raised by Oxford such as the strategy of memory, cognitive, compensation, affective, metacognitive, and social. In classroom, these strategies are cognitive, metacognitive, resources management and affective. These strategies are closely related in supporting the achievement of learning outcomes, especially in learning vocabulary. Many students of the non-native speaker learn vocabulary from various ways, such as books, journals, games and others. In this case, learning vocabulary acts as a way to measure the English-language ability of students who do not speak English as their first language.

After knowing the teaching strategies employed by teacher, the researcher explained students' responses in *MAN 1 Jepara*, *MAN 1 Jepara* is senior high school that language

learners are able to learn vocabulary material with the teacher by implemented some strategies. Teaching strategies are closely related to foreign language learners which can be applied in MAN 1 Jepara. Thus, language learners are able to improve and master their abilities in vocabulary.

CHAPTER III RESEARCH METHOD

This chapter focuses on research method and it will be divided into four parts of discussion: research design, research setting, method of data collection, and technique of analysis data.

A. Research design

This research is conducted by using qualitative methods. Qualitative research is suited for addressing a research topic that need to be explored. The literature creates some information regarding the phenomena of the study and learning more participant. The data are considered since they are from of written and spoken or words observed by researcher rather than numbers and object viewed in detail so that the meaning implied in the document or item.²⁷

Qualitative research expects all knowledge is relative, that all knowledge and research contain a subjective component, and that holistic, ungeneralizable studies are justifiable.²⁸ Descriptive qualitative research is a research method based on post-positivist philosophy

²⁷ Suharsini Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, 15th Jakarta:, Rineka Cipta, (2013), p.22.

²⁸ David Nunan, *Research Methods in Language Learning*, (USA: Cambridge Press, 1992). p.3 .

and utilized for researching the condition of an object. The researcher is as the key of instrument, taking the sample of the data source by purposive. Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher construct a complex, holistic picture, analyzed words, reports detailed views of informants, conducts the study in a natural setting. The design of this research is qualitative descriptive which produces descriptive data in the form of a written transcript of the movie that can be observed.²⁹

In this research, the researcher used decriptive qualitative research because the researcher explained, analyzed, collecting and identify the strategies that applied from an English teacher at MAN 1 Jepara. The researcher observed in learning vocabulary and transcribed the results of the interview with teacher and students. The participant are teacher and students.

According to Sugiono, Sample is the number and character possessed by the population. In this study, researcher uses *systematic* sampling technique.

²⁹ Aan Komariah Djaman Satory, Metodologi Penelitian Kualitatif, (Bandung: Alfabeta, 2017). p. 34.

Systematic sampling is a sampling technique based on a sequence of population members who have been given serial numbers. For example, members of a population consisting of 100 people. All members are given sequential numbers, that is number 1 to 100. Sampling can be done with only odd numbers, only even numbers, or multiples of certain numbers, for example multiples of the number five. For this, the number 1, 5, 10, 15, 20, and so on up to 100 are taken as samples.³⁰

B. Research Setting

1. Setting & Context

The researcher contacted Headmaster of MAN 1 Jepara to ask the permission. After the researcher got the permission, the researcher observed the learning activity in classroom. The researcher contacted participant one by one to fill in the interview questions which was carried out face to face.

The author chose the location because it has good potential for English language development.

³⁰ Sugiono, *Metode Penelitian Kuantitatif, Dan R&D*, ed. 23rd Edn, alfabeta (Bandung, 2016). p.123.

The majority of students at MAN 1 Jepara are very enthusiastic when learning process. The school has unique and interesting characteristics, such as innovative learning methods that have been applied by English teacher, student diversity that are relevant to research topic.

2. Participant

The participant of this research are teacher and students in MAN 1 Jepara. The researcher interviewed the participants one by one to ask for their willingness (informed consent) to be a participant in this study.

3. Research Produce

This research was conducted on March 2024 in MAN 1 Jepara. The researcher conducted the interview with the teacher and students of learning vocabulary of MAN 1 Jepara. Then the researcher collected the data and contacted the teacher and students for doing the interview.

C. Data Source

The main data qualitative research are words and actions, the rest is a additional data such as documents and others. In this section, the types of data are divided into words and actions, written data sources, and photos. Data sources are divided into two types, those are primary sources and secondary sources. This classification of data sources is useful as a reference for sorting data that should be a priority in research.³¹

1. Primary Sources

Primary source is a source that directly provide data to data collectors. What is meant by primary data is data in the form words spoken orally, movements or behavior carried out by trustworthy subjects, in this case the research subjects being studied.³²

The primary source in this research is the theory of Languages Learning Strategies by Oxford. Then the data was collected about strategies in learning vocabulary.

³¹ Lexy J Moeleong, *Metodologi Penelitian Kualitatif*, 38eth edn (Bandung: PT Remaja Rosdakrya, 2018). p. 157.

³² Suharsini Arikunto. "Prosedur Penelitian....." p. 22 .

2. Secondary Source

Secondary source is source that do not directly provide data to data collectors, for example through other people or through documents.³³ Secondary sources in this research are journals, articles and books related to the theory by Oxford.

D. Method of data collection

1. Observation

Observation is a deliberate and systematic study of social phenomena and natural phenomena by means of observation and recording.³⁴ The author uses this method to collect field data about the general situation of the research location which includes geographical location, physical conditions and other necessary data.

This research was conducted at MAN 1 Jepara. Observation is able to describe objects and all things that researcher needs, such as finding information, creating a conclusion and obtaining data directly.

³³ Suharsini Arikunto, "Prosedur Penelitian....." p. 24 .

³⁴ Hadi Sutrisno, 'Metodologi Research', *Yogyakarta: Andi Offset*, 2004.

After doing the observation, the author found that the teacher applied two language learning strategies in learning vocabulary. Those were Memory and Social Strategies. While for students' responses, there are several points regarding strategies. There was about their assumption in the learning implemented by the teacher, obstacles during participating in the learning, evaluation for the text learning, and their satisfaction during learning.

2. Interview

The interview is a dialogue conducted by the interviewer to obtain information from the interviewee. Interview is communication that has certain purposes. Interview is done by two people, they are interviewer (someone who give the questions), and interviewee (someone who answer the questions). The purposes of conducting interviews are constructing information about people, events, organizations, feelings, motivations, demands, concerns and other things, reconstructing such as experienced in the future, verifying, changing and expanding information obtained from

other people, and verifying, modifying and expanding constructs developed by researcher.³⁵

Interview was conducted to teacher at MAN 1 JEPARA to get the further information about the significances and the implementation of language learning strategies that used in learning activity. The researcher also conducted to students to get some information about their responses toward the strategies used at MAN 1 JEPARA to help them increasing and understanding vocabularies.

The researcher interviewed the participants face to face and do the audio recording if the researcher needs more information. The interview is used to deeply investigate the information. The interview is used to deeply investigate the information. After gathering the information, then the researcher transcribed the information.

3. Documentation

What is meant by documentation here is written items, such as books, magazines, documents,

³⁵ Lexy J Moeleong. "Metodologi Penelitian Kualitatif". p. 186.

regulations, meeting minutes and so on.³⁶ This method is used to obtain data from interviews, such as data on teacher conditions, student conditions, organizational structure, and other necessary data.

E. Technique of Analysis Data

The data is analyzed by the writer through some stages. Data analysis is a series of activities of reviewing, managing, systematizing, interpreting and verifying data so that a phenomenon has social, academic and scientific value. The data analysis technique used in this research is a qualitative data analysis are carried out interactively. There are some activities in data analysis. Those are data reduction, data display and conclusion/verification. First, data reduction is simplifying, classifying and discarding unnecessary data in such a way that the data can produce meaningful information and make it easier to draw conclusions. This reduction stage is carried out to determine whether the data is relevant or not to the final objective. Second, data display is an easily understood, thereby providing the possibility

³⁶ Suharsini Arikunto. "Prosedur Penelitian: Suatu....."p. 149.

of producing conclusion. Third, conclusion or verification aims to find the meaning of the data collected by looking to relationship, similarities or differences to draw conclusions as answer to existing problems.³⁷

1. Data Reduction

After interviewing teacher and students, the researcher transcribed the interview. The researcher conducted the interviews by using transcription. The researcher focused on the teacher in implementing Oxford language learning strategies' theory and responses of the students toward the strategies used at MAN 1 JEPARA in learning vocabulary.

2. Data Display

The language learning strategies performed by the teacher in learning vocabulary on the teacher's implementation the Oxford theory. The researcher analyzed the data by interviewing the teacher and students. The analysis was carried out based on Oxford theory; memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

³⁷ Suharsini Arikunto. "Prosedur Penelitian: Suatu....."p. 191.

3. Conclusion/ Verification

Then the collected data were interpreted on the review of literatures mentioned previously. The are used to make the description of : (a) the strategies that are employed in developing vocabulary at MAN 1 JEPARA., (b) students' responses toward the strategies used at MAN 1 JEPARA to help the develop vocabulary. After doing all activities above, the writer concluded of this research.

CHAPTER IV FINDING AND DISCUSSION

This chapter described the research findings and discussion related the problems. It presents the answer of the research question. In addition, it also presents the discussion based on the related theories to clarify the findings.

A. Teaching strategies in vocabulary

To answer the research questions, the findings based on the result of interview. The main data was transcript of the interview with one English teacher in implementing strategies and students' responses of MAN 1 JEPARA in learning vocabulary.

The data from interview was conducted on Thursday March 19th, 2024 with teacher and students in MAN 1 JEPARA. The researcher got the data by interview to 1 teacher to answer the first question and 12 students to answer the second question. The interview conducted face to face. Every student was given the similar question that could answer the research question and fulfill accomplish the goal of this research. The findings present the analysis of the research data categorizing the data into two sections: The first section discusses the language learning strategies were employed by the

teacher in learning vocabulary and the second section discusses the students' responses toward strategies applied in class.

Regarding the first research question, the researcher interviewed one teacher in a class. The development of appropriate strategies will improve students' ability. The interview result, as can be seen in Appendix 1, shows that the teacher applied two language learning strategies in learning vocabulary. Those were Memory, and Social Strategies.

Memory strategy is the way to assist students notice the written form of words especially in new vocabulary. Understanding new words can be enhanced by asking learners to translate them into their own languages so they can comprehend the concepts of both languages. The teacher can also apply this strategy by delivering pictures, which incorporates noticing, understanding and connecting. This is the way that can work well for learners who have good visualization skills and imaginations. It works by encouraging students to think about the sound of a new word, consider if it sounds like any word in another language they know, and then connect the two concepts in an image.

This study examines strategies are needed to support students' learning. The teacher employed those strategies in learning vocabulary. The teacher reviews the previous material. At the same time, this strategy helps students integrate new knowledge and new information that is considered worth remembering because they have mandatory memorization of vocabulary. The teacher provides small flashcards and games then students guess the meaning. They practice new vocabulary by doing things or they describe new words, for example by guessing words and then someone describes the word using other words. If the review is through exercises, so they learn to know main of text, then play topics, synonyms,onyms so they can implement the vocab they have learned in reading.

While social strategy can help learners increase their ability by developing cultural understanding and becoming aware of others' thoughts and feelings. It is an indirect language learning strategies that help learners to increase proficiency levels asking questions, cooperating and empathizing with others. Asking questions helps learners get closer to the intended meaning and understanding. Then, it also promotes cooperative language learning strategies, it might be necessary to

help learners involve a regular learning partner or a temporary pair. In addition, empathy is essential to successful communication in learning language. The teacher applied this strategy to improve learners' learning in increasing vocabulary especially understanding the material with peers and teacher.

This strategy attempts to help the students control and regulate their own understanding such as planning monitoring and regulating. In this case, the teacher is able to encourage students to find and provide students' own actions and selection and selections with respect to others. They use their time well, it means that it's their study time at home first before they are joining Mrs. Nori's class in speaking session, they will exchange ideas and discuss together about any topic in class. Social strategy is essential when they have something that have not understood yet, they will raise their hands then ask to the teacher. If they are with peers, they will immediately ask someone to answer the question. Also, they usually hear, such as listen to music, singing, explaining daily activity, especially with their friends. Students are given the opportunity to ask questions and express their opinions. Then sometimes they can say it but don't really understand the meaning. This is an

example of a teaching moment that allows the teacher to support process as well as an opportunity for students in learning vocabulary. The teacher used this strategy to improve students' performance and productivity in learning. After doing the speaking session, the teacher evaluated the students to find out how far their progress is in learning vocabulary. In the learning process, students can play a role in discussions with teachers and other students. The discussion is more focused on discussing simple thing. Students can find other references outside the handbook. Understanding the strategy used by teacher in class is going to supply many benefits on learning vocabulary.

B. Students' Responses Toward Strategies Applied

Regarding the second research question, the researcher interviewed 12 students of first grade in senior high school. The interview result as can be seen in Appendix 2, it shows students' responses toward the strategies applied at MAN 1 JEPARA. After interviewing the students, it was found that there were some responses toward strategies in learning vocabulary. There are several points in the interview. There was about their assumption in the learning implemented by the teacher, obstacles during participating in the

learning, evaluation for the text learning, and their satisfaction during learning.

From the interview's result, we can conclude that there are two things some students assume due to teacher's strategies. The first one is communicative because the teacher and students are able to discuss the material whenever they use and practice their vocabularies. The teacher explained the material in simple explanation and easy to understand. The teacher was doing a discussion in every meeting and answered all questions from students. One of the most exciting moment is memorizing time. They can get and know more about new vocabularies. They feel challenged to practice and deliver what they are going to say and express to others in speaking session.

The second thing is the interesting thing. It is more about attracting students to use their vocabulary as far as the material they understand. The majority of students assume that memorizing new vocabularies and pronunciation were the main obstacles. They have to listen how to pronounce the word correctly before memorizing it. Sometime it is easy to memorize and then they forget the word and the meaning easily. This happens because students rarely practice the words, they

only memorize then it lost. The teacher should give more discussion session. Learning duration must be extended because the understanding of the words for each student is very varied. Students are satisfied with learning. Some are getting new knowledge and experiencing the improvement in learning vocabulary.

The first study is Strategies. The teacher employed these strategies in teaching vocabulary MAN 1 JEPARA. According to result of the interview, it was shown that memory and social strategies become the most widely implemented learning strategies by teacher in class. However, other strategies, such as affective strategy, are the least implemented. So that, this shows that memory strategy, such as applying images and sounds, reviewing well, and employing action, are able to help students become a good learner in learning vocabulary. This strategy invites learners to take advantage of their own abilities and improve them by practicing these things.

This research is in line with Tania Henriquez and others' study.³⁸ It was explored a variety of learning strategies by teachers in promoting strategy English as a

³⁸ Tania Henríquez and others, 'The Effects of Memory and Social Strategies on Oral Production', *Colombian Applied Linguistics Journal*, 19.2 (2018), 209–19 <<https://doi.org/10.14483/calj.v19n2.10535>>.

second language (ESL) in Chile, they found that *memory strategy* is mostly applied. This research aimed to improve learners' oral production achievements through a direct instruction period of memory and social learning strategies. The participants included 10 eleventh grade students from a state-subsidized school. The researchers analyze the results obtained from the pre-test and post-test. Results showed that students' oral production improved as a result of the memory instruction and social strategies suggesting that the former is more influential than the latter. These findings also show that memory strategies facilitate students' vocabulary learning; nevertheless, improving students' oral production might be enhanced only if these two elements are developed together.

In social strategies, it can be concluded that the teacher provides some ways to interact with students and with the teacher herself. This was done so that students are able to understand the material well that being studied. So, this strategy involved receiving answers, correcting mistakes, establishing cooperation, trying to study feelings and thoughts of people of the targeted culture in learning vocabulary. This can help learning to interact and may resemble real interactions.

This research is in line with Angeliki Psaltou Joycey and others' study, it examines on EFL teachers' language learning strategy instructional practices which facilitate their learners' identification and selection of L2 learning strategies (LLS). To investigate the LLS which teachers promoted in mainstream and Muslim minority schools in Greece, it used data elicited through a 47 item specifically-designed questionnaire. Differences in LLS promotion were identified between mainstream and minority school teachers; age and teaching experience influenced the promotion of certain strategy categories but no differences were found between primary and secondary school teachers or between postgraduate qualification holders and non-holders. Results showed it guide includes several activities for explicit and integrated classroom LLSI of social strategies, which have been identified in this study as being the least selected and promoted by the EFL teachers surveyed.³⁹

The second study is students' response toward the strategies applied at MAN 1 JEPARA to help them prepare in learning vocabulary. Learning vocabulary is

³⁹ Angeliki Psaltou-Joycey and others, 'Promotion of Language Learning Strategies in The Classroom: EFL Teacher' Perceptions', *Language Learning Journal*, 46.5 (2018), 557-68 <<https://doi.org/10.1080/09571736.2018.1503114>>.

essential for students who have not understood yet the meaning in reading or speaking session. The teacher explains the material easy to understand and teachers are also open to discussion. The teacher gave a mandatory in memorizing vocabulary, at least 10 to 20 new vocabularies in every meeting. It is not by teacher to find out their progress in understanding the material that has been learned, especially in vocabulary. There is also obstacle they experience. It is the difficulty of pronouncing words in English. Therefore, the teacher advises them to listen the right pronunciation before memorizing it, they can use an online dictionary.

This research is in line with Nadia Ghounane's study. This aims that EFL learners encounter hindrances in learning correct pronunciation due to the lack of interaction with speakers. The current research work is mainly concerned with finding solutions for pronunciation lacuna of EFL learners in realizing oral proficiency. Data were collected by a questionnaire and an audio recording test for speech of 150 first year students are not motivated towards learning pronunciation and. The results also showed that there are teaching difficulties due to the teaching strategies that enhance a fair practice of correct pronunciation.

Pronunciation should be taught and learnt as an integral part of communication. The teacher plays the role of the facilitator because he has to provide the learners with bases on sound production, syllables intonation and stress. Therefore, the learners can follow these guidelines and develop their awareness towards the importance of pronunciation in developing the skills in target language.⁴⁰

To get positive responses from students in learning activities, strategies need to be considered which are suitable to be applied in learning. Strategy is the way delivered by teachers in achieving teaching objectives seen from how the teaching process is or how lesson material learned. Student response to learning obtained through providing material and then students respond it that gave been followed. By learning vocabulary implemented by the teacher, students feel happy because teacher provide opportunities for students to understand new vocabulary, memorization, and application in speaking skill. Students feel that the learning strategies applied in class in learning are varied. From the discussion above, from the researcher believes that the

⁴⁰ Nadia Ghounane, 'Difficulties Encountered In Teaching English Pronunciation For EFL Learners', January 2018, 2018, 426 <<https://doi.org/10.46217/1065-009-001-022>>.

use of strategies in learning vocabulary is essential in the process of understanding the material in class for students.

CHAPTER V

CONCLUSION AND SUGGESTION

Conclusion and suggestion are explained in this last chapter related to data analysis and discussion result:

A. Conclusion

It can be concluded that strategies implemented by the teacher in learning vocabulary applied two learning strategies. Those strategies were memory and social strategies. Memory strategies are creating mental linkages, practicing speaking skill, reviewing well, and employing action. Therefore, these strategies invite learners to take advantages of their own abilities and improve them by practicing these. Social strategies are asking questions in a foreign language, receiving answer, correcting mistakes, establishing cooperation, and empathizing with others.

The second research question, students' responses toward the strategies implemented in learning vocabulary was communicative, and interesting. It's communicative because the teacher and students are able to discuss the material whenever they use and practice their vocabularies.

The teacher explained the material in simple explanation and easy to understand. The interesting thing is more about attracting students to use their vocabulary as far as the material they understand. This can be seen from the students' responses regarding the strategies applied in learning vocabulary. Learning strategies implemented in learning vocabulary can increase students' interest in lessons as well.

Based on the research results, learning strategy implemented by teacher was successful in improving students' vocabulary. Students need to acknowledge their learning. Learning strategies implemented by the teacher gave the understanding of the material more effective for the students' success in learning vocabulary. The activeness of student participants is emphasized in this learning. At the beginning of the lesson, students assume that memorizing new vocabularies and pronunciation were the main obstacles. They have to listen how to pronounce the word correctly before memorizing it. Here the role of the teacher to direct students to operate the platform is very important. However, a slowly the

obstacles began to decrease as they began to feel interested in learning vocabulary.

B. Suggestion

Based on the conclusion above, there are some suggestions as follow:

1. Teacher

For the teacher, this research can improve students' learning related to various strategies in learning vocabulary. So, the teacher is going to recognize the variety of learning strategies implemented in learning vocabulary to maximize their learning as far as the material they understand.

2. Other researchers

For other researchers, this study going to stimulate other researchers reviewing critical, and comprehensive. So that they can create new way related to this investigation to reveal many aspects in improving learning quality.

REFERENCES

- Alpino, Susanto, 'The Teaching of Vocabulary: A Perspective', *Jurnal KATA: Penelitian Ilmu Bahasa Dan Sastra*, 1.2 (2018), 182–91
- Alshahrani, Haya Ali, *Strategies to Improve English Vocabulary and Spelling in the Classroom for ELL, ESL, EO and LD Students*, 2019, III <<http://www.ijonmes.netdergipark.gov.tr/ijonmes>>
- , 'Strategies to Improve English Vocabulary and Spelling in the Classroom For ELL, ESL, EO and LD Students', *International Journal of Modern Education Studies*, 3.2 (2019), 65–81 <<http://doi.org/10.51383/ijonmes.2019.41>>
- Amatul Firdausah, Dina Merris Maya Sari, 'Teaching Vocabulary To Young Learners Using Flashcards', *Jurnal Bahasa, Sastra, Seni, Dan Budaya*, 6.April (2022), 719–24
- Deni, Rahma, and Fahriany Fahriany, 'Teachers' Perspective on Strategy for Teaching English Vocabulary to Young Learners', *Vision: Journal for Language and Foreign Language Learning*, 9.1 (2020), 48–61 <<https://doi.org/10.21580/vjv9i14862>>
- Djaman Satory, Aan Komariah, *Metododlogi Penelitian Kualitatif*, Alfabeta (Bandung, 2017)
- Ghounane, Nadia, 'Difficulties Encountered In Teaching English Pronunciation For EFL Learners', January 2018, 2018, 426 <<https://doi.org/10.46217/1065-009-001-022>>
- Henríquez, Tania, Harry Von, Victor Peña, and Elena Adriana Llanquileo, 'Los Efectos de Estrategias

Sociales y de Memoria En La Producción Oral’, *Colombian Applied Linguistics Journal*, 19.2 (2017), 209–19

<<https://revistas.udistrital.edu.co/index.php/calj/article/view/10535/12910>>

Hoang, Nguyen, and Terry Daniel R., ‘English Learning Strategies among EFL Learners: A Narrative Approach’, *IAFOR Journal of Language Learning*, 3.1 (2019), 4–19 <<https://doi.org/10.22492/ijll.3.1.01>>

Kainta, Erwin, and Jerry Rombot, ‘Exploring Students’ Motivation and Vocabulary Achievement through Labeling Method’, *Vision: Journal for Language and Foreign Language Learning*, 9 (2020), 1 <<https://doi.org/10.21580/vjv9i14509>>

I_name, Nazurty, Rustam I_name, Priyanto I_name, Nurullaningsih I_name, Anggia Pratiwi, Sarmandan I_name, and others, ‘Learning Strategies in Reading: The Case of Indonesian Language Education Student Teachers’, *Universal Journal of Educational Research*, 7 (2019), 2536–43 <<https://doi.org/10.13189/ujer.2019.071133>>

Ma’mun, Nadiyah, ‘The Effect of Task Based Language Teaching on the Teaching Practice of Pre Service English Teacher’, *Vision: Journal for Language and Foreign Language Learning*, 7 (2019), 161 <<https://doi.org/10.21580/vjv7i23046>>

Moeleong Lexy J, *Metodologi Penelitian Kualitatif*, PT Remaja (Bandung, 2018)

Nemati, Azadeh, and Abdullah Griebi, ‘The Comparison of Language Learning Strategies between Iranian and Iraqi EFL Learners Based on 1990 Oxford’s Model’, *Vision: Journal for Language and Foreign Language Learning*, 11.2 (2022), 163–80

<<https://doi.org/10.21580/vjv12i116862>>

Nunan, David, *Research Methods in Language Learning, TESOL Quarterly*, 1995, XXIX
<<https://doi.org/10.2307/3588081>>

Octaviana, Inggil, Rayinda Rahmah, and Dewi Puspitasari, 'The Use of Codenames Game to Help Students in Learning Vocabulary', *Vision: Journal for Language and Foreign Language Learning*, 8 (2019), 101
<<https://doi.org/10.21580/vjv8i23770>>

Panjaitan, Esra Elisabeth, Exsanti Jumina Sibarani, and Erikson Saragih, 'Vocabulary Teaching Strategies By Efl Teachers of Junior High School Level', *Jurnal Pendidikan LLDIKTI Wilayah I (JUDIK)*, 1.02 (2021), 57–63
<<https://doi.org/10.54076/judik.v1i02.168>>

Psaltou-Joycey, Angeliki, Eleni Agathopoulou, Edgar Joycey, Areti-Maria Sougari, Vassilia Kazamia, Konstantinos Petrogiannis, and others, 'Promotion of Language Learning Strategies in the Classroom: EFL Teachers' Perceptions', *The Language Learning Journal*, 46.5 (2018), 557–68
<<https://doi.org/10.1080/09571736.2018.1503114>>

Robert, Sheridan, and Markslag Laura, 'Effective Strategies for Teaching Vocabulary: An Introduction to Engaging Cooperative Vocabulary Card Activities', *PASAA: Journal of Language Teaching and Learning*, 53.June (2018), 216–29

El Sakka, Samah Mohammed Fahim, 'Explicit Affective Strategy Instruction to Develop Speaking Performance of Egyptian EFL University Students', *English Language Teaching*, 12.4 (2019), 85
<<https://doi.org/10.5539/elt.v12n4p85>>

Sari, Intan Permata, Elva Elvinna Asahra, and Yana Yana,

- ‘Improving Students’ Vocabulary Mastery Using English Song’, *PROJECT (Professional Journal of English Education)*, 2.3 (2019), 410–15
- Septiningrum, Kartika Ayu, Siti Tarwiyah, and Siti Mariam, ‘A Portrait of Learner’s Autonomy through Metacognitive Strategy on Reading Comprehension (A Study At SMP N 32 Semarang)’, *Vision: Journal for Language and Foreign Language Learning*, 7.1 (2018), 66–82 <<https://doi.org/10.21580/vjv7i12805>>
- Shakarami, Alireza, Karim Hajhashemi, and Nerina J. Caltabiano, ‘Compensation Still Matters: Language Learning Strategies in Third Millennium ESL Learners’, *Online Learning Journal*, 21.3 (2017), 235–50 <<https://doi.org/10.24059/olj.v21i3.1055>>
- Sheridan, Robert, and Laura Markslag, ‘Effective Strategies for Teaching Vocabulary: An Introduction to Engaging Cooperative Vocabulary Card Activities’, *Pasaa*, 53.June (2017), 216–29
- Shonia, Galuh Ajeng, ‘Language Learning Strategies By Indonesian EFL Learners: A Case Study of Gender Role’, *PEOPLE: International Journal of Social Sciences*, 3.2 (2018), 1768–83 <<https://doi.org/10.20319/pijss.2017.32.17681783>>
- Suharsini, Arikunto, *Scholar*, 2013
- Sutrisno, Hadi, ‘Metodologi Research’, *Yogyakarta: Andi Offset*, 2004
- Wulandari, Bunga, ‘AN EVALUATION OF LANGUAGE LEARNING STRATEGIES USED BY ENGLISH STUDENTS’, *IJEE (Indonesian Journal of English Education)*, 5 (2018) <<https://doi.org/10.15408/ijee.v5i1.8460>>

- Yulianti, Dwiana, 'Learning Strategies Applied by the Students in Writing English Text', *Journal on English as a Foreign Language*, 8 (2018), 19
<<https://doi.org/10.23971/jefl.v8i1.583>>
- Yulianti, Dwiana Binti, 'Learning Strategies Applied by the Students in Writing English Text', *Journal on English as a Foreign Language*, 8.1 (2018), 19
<<https://doi.org/10.23971/jefl.v8i1.583>>
- Yulisa, Desma, and Edukasi Pendidikan Dan Pengajaran, 'Learning to Listen: Listening Strategies and Listening Comprehension of Islamic Senior High School Students', *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 5 (2018)
<<https://doi.org/10.19109/ejpp.v5i1.2046>>

APPENDIX 1
INTERVIEW FOR TEACHER

Strategy	Expression
Memory Strategies	<p>Do Students connect prior knowledge with new items? If so, how is the explanation?</p> <p><i>(Di setiap pertemuan kelas, di review sebentar materi sebelumnya untuk menambah pemahaman di materi lanjutan.)</i></p> <p><i>(At each class meeting, briefly review the previous material to increase understanding of the next material.)</i></p>
	<p>Do Students apply new items in learning? If so, how is the explanation?</p> <p><i>(Menyediakan flashcard kecil- kecil begitu, terus mereka menebak, seperti games. Atau seperti setoran hafalan kosakat.)</i></p> <p><i>(Provide small flashcards like that, then they guess, like a game. Or like a vocabulary memorization deposit.)</i></p>

	<p>Do Students use sounds, picture or images of new words? If so, how is the explanation?</p> <p><i>(Ya, mereka menggunakan gambar).</i></p> <p><i>(Yes, they use pictures).</i></p>
	<p>Do students practice or act new words? If so, how is the explanation?</p> <p><i>(Yes, mereka praktik kosakata baru lewat seperti mengerjakan atau mereka mendeskripsikan kata baru, misalnya lewat tebak kata terus ada yang mendeskripsikan kata itu dengan kata lain. Contohnya menjelaskan berarti kamu harus bilang “something that everybody knows”, jadi menjelaskannya seperti itu untuk mereka tahu kata explain).</i></p> <p><i>(Yes, they practice new vocabulary by doing things or they describe new words, for example by guessing words and then someone describes the word with another word. For example explaining means you have to say “something that everybody knows”, so explaining it like that is for them to know the word explain).</i></p>

	<p>Do students review their vocabularies? If so, how is the explanation?</p> <p><i>(iya, kalua review nya lewat Latihan soal, jadi mereka belajar mengetahui inti bacaan nya, lalu main topic, sinonim, anonym di bacaan itu. Sehingga mereka bisa mengimplementasikan vocab yang udah mereka dapat di bacaan itu.)</i></p> <p><i>(Yes, if the review is through practice questions, so they learn to know the gist of the reading, then the main topic, synonyms, anonyms in the reading. So they can implement the vocabulary they have learned in the reading.)</i></p>
	<p>Do students memorize new words? If so, how is the explanation?</p> <p><i>(Tentu, mereka ada hafalan wajib setoran kosakata)</i></p> <p><i>(Of course, they have to memorize the mandatory vocabulary deposit)</i></p>
Cognitive Strategies	<p>Do students learn pronunciation? If so, how is the explanation?</p> <p><i>(Yes, their learn also pronunciation nya, misalnya penilaian juga mereka menyebutkan kata “sweat” maunya)</i></p>

	<p><i>'sweat, tapi mereka maunya " sweet", jadi artinya beda. Nah itu juga pronunciation. And then kalua di setoran vocab juga mereka, mereka suruh belajar sendiri lewat: google translate, atau aplikasi lainnya. Terus mereka mendengarkan, jadi oas waktu mereka maju setoran, ,mereka mengucapkan pengucapan yang benar. Kalua semisal pronounce nya salah ya berarti salah, atau langsung skip vocab selanjutnya.)</i></p> <p><i>(Yes, they also learn pronunciation, for example, in the assessment, they also say the word "sweat" they want 'sweat', but they want "sweet", so the meaning is different. Well, that's also pronunciation. And then when it comes to vocabulary, they tell them to learn by themselves using: Google Translate, or other applications. Then they listen, so when they go to the next assignment, they pronounce the correct pronunciation. If, for example, the pronunciation is wrong, it means it's wrong, or they immediately skip the next vocabulary.)</i></p>
	<p>Do students use own words that have similar meaning with new words? If so, how is the explanation?</p> <p><i>(Tidak, mereka tidak menghafal sinonim atau kata yang sama)</i></p>

	<p><i>(No, they don't memorize synonyms or similar words).</i></p>
	<p>Do students get the meaning without translate word by word? If so, how is the explanation?</p> <p><i>(Mereka menggunakan kamus dan google translate)</i> <i>(They use dictionary and google translate)</i></p>
<p>Compensation Strategies</p>	<p>Do students change new words to another words? If so, how is the explanation?</p> <p><i>(Tidak)</i> <i>(no)</i></p>
	<p>Do students use a word or phrase (synonym)? If so, how is the explanation?</p> <p><i>(Tidak menghafal sinonim)</i> <i>(don't memorize synonyms)</i></p>
	<p>Do students desire to improve vocabulary through the difficulties in learning vocabulary? If so, how is the explanation?</p> <p><i>(Tidak)</i> <i>(no)</i></p>

Metacognitive Strategies	<p>Do students are able to ask English speakers to correct the English? If so, how is the explanation?</p> <p><i>(Tidak)</i> <i>(no)</i></p>
	<p>Do you have clear goals for improving vocabulary? If so, how is the explain?</p> <p><i>(Untuk tahap SMA ini, mereka di tahap menghafal kosakata dan berdiskusi dengan temannya)</i> <i>(For this high school stage, they are at the stage of memorizing vocabulary and discussing with their friends)</i></p>
	<p>Do students try to be relax in learning vocabulary? If so, how is the explanation?</p> <p><i>(Terkadang mereka juga merasa gugup atau nge blank)</i> <i>(Sometimes they also feel nervous or blank)</i></p>
Affective Strategies	<p>Do students aware if feeling tense or nervous in using new words? If so, how is the explantion?</p> <p><i>(Nerveous pasti, mereka relax kalua diajak game. Kalau vocab sebenarnya awal awal saja, kalau sekarang mereka</i></p>

lebih seperti takut lupa. Karena ini sudah masuk semester 2 kayaknya mereka sudah mengontrol diri mereka, untuk ngucapinnya. Kalau blank tetap ada tapi yang nggak parah begitu. Kecuali kalau yang tidak belajar.)

(Nervous for sure, they relax when asked to play games. For vocabulary, it's actually just the beginning, but now they're more afraid of forgetting. Since we're already in the second semester, it seems like they've controlled themselves to say it. There are still blanks, but they're not that serious. Unless they don't study.) (Nervous for sure, they relax when asked to play games. For vocabulary, it's actually just the beginning, but now they're more afraid of forgetting. Since we're already in the second semester, it seems like they've controlled themselves to say it. There are still blanks, but they're not that serious. Unless they don't study.)

Do students ask other person to slow down in explaining the material if do not understand it? If so, how is the explanation?

(Ya of course, mereka ditahap basic jadi kalua ada yang practice speakingnya cepat mereka meminta untuk mengulang

	<p><i>Kembali serta berbicara secara pelan-pelan)</i> <i>(Yes, of course, they are at the basic level, so if someone practices speaking too quickly, they will ask to repeat it again and speak slowly)</i></p>
<p>Social Strategies</p>	<p>Do students plan special time for learning and communicative with others? If so, how is the explanation?</p> <p><i>(Yes, kalau mereka punya waktu yang digunakannya, berarti ya di jam belajarnya mereka (minimal), kalau di kelas bu nori, belajar dulu di rumah, karena nanti waktu di kelas kita tinggal tukar pikiran tentang topik tertentu. Bacaan tentang topik nanti siswa di pelajari dulu, terus kita nanti diskusi Bersama)</i></p>
	<p>Do students ask for help from learners/ teacher? If so, how is the explanation?</p> <p><i>(mereka akan mengangkat tangan Ketika ada hal yang belum dipahami. Kalau sesama murid, mereka akan langsung bertanya jawaban kepada yang lebih tahu.)</i> <i>(They will raise their hands when there is something they don't understand. If it's between fellow students, they will immediately ask the answer to someone who knows better.)</i></p>

Do students guess the meaning of the words with peers? If so, how is the explanation?

(Yes, mereka banyak merubah kata-katanya, mereka lebih sering menggunakan kata-kata yang biasa di dengar, seperti mendengarkan music, sing, menjelaskan kegiatan keseharian. Mereka lebih sering menggunakan vocab yang mereka dengar terutama Bersama teman-teman mereka dan lebih maksud lagi, missal mereka mendengarkan lagunya Taylor Swift, terus lagu-lagu tiktok yang Bahasa Inggris. Terus kadang mereka bisa mengucapkannya tetapi tidak terlalu paham maksud di artinya.)

(Yes, they change their words a lot, they use words that are commonly heard more often, such as listening to music, singing, explaining daily activities. They use vocabulary that they hear more often, especially with their friends and more meaningfully, for example, they listen to Taylor Swift's songs, then TikTok songs in English. Then sometimes they can pronounce it but don't really understand the meaning.

APPENDIX 2

INTERVIEW FOR STUDENT

1. What is your name?
2. What do you think about the learning implemented by teacher in learning vocabulary?
Please explain.
3. What obstacles did you experience while participating in learning vocabulary? Please specify and explain at least 2 point?
4. What things are needed to evaluate for next learning session? Please explain.
5. Are you satisfied with the learning applied in learning vocabulary? Please explain.

Student interview

1. A. Diki Trisusanto / X. E9
B. Interesting, especially during vocabulary memorization sessions
C. Don't really understand the vocabulary
D. Learn video clips to understand the vocabulary
E. Not satisfied, because I don't really understand, a little difficult to understand.

2. A. Fauziah sulistiana/ X. E9
 - B. Can help, make vocabulary easier in English
 - C. Hard to find vocabulary points for words that are not understood and the pronunciation is difficult
 - D. Maybe explained in more detail about vocabulary through cards for each student
 - E. Satisfied, because in learning it is quite easy to understand and can be understood.

3. A. Julia rahayu suryaningsih/ X. E9
 - B. A little difficult to understand foreign words from English, that's why Mrs. Nori requires memorizing vocabulary
 - C. Sometimes can't differentiate between English formulas, sometimes forget or often get confused (mistaken)
 - D. Need to learn vocabulary through music
 - E. Quite satisfied, because sometimes there are some words that are difficult to pronounce.

4. A. Kirani sekartadji/ X. E9
 - B. learning vocabulary is fun, but the pronunciation, sometimes the vocabulary is the same
 - C. Difficult/confusing pronunciation, sometimes it is difficult to understand what it means
 - D. Hold games, sometimes students don't really understand When in the lesson so it needs a way that is easy to understand.

- E. Satisfied, because every vocabulary learning is asked to memorize, for example what it means, they are asked to explain.
5. A. Maulana Rois fahriansyah/ X. E9
B. Good in delivery, clear, fun.
C. There is a requirement to memorize vocabulary, sometimes 10-20 vocabulary
D. None, already good
E. Satisfied, yes can know this and that, then how to use it at what time.
6. A. Muhammad candra Winata/X. E9
B. happy, because the class is lively and friends are excited to learn
C. difficult to memorize vocabulary, difficult to concentrate, pronunciation does not match the written vocabulary.
D. more active/enthusiastic, more focused on learning.
E. clear
7. A. Muhammad rizqi Ramadhan ardiansyah/ X E.9
B. easy, easy to follow for me who doesn't really understand English
C. the problem is sometimes sleepy, lazy, because the lesson is in the morning
D. the lesson is made more relaxed, the students have to be more active

E. satisfied, because the learning goes into the brain, but sometimes forgets (gets lost).

8. A. Restu wahyu dwi prastika/ X E9
B. The vocabulary can help to work on questions such as tests, for everyday learning
C. It is difficult to memorize because earlier, the pronunciation was different from the writing
D. Satisfied, because during class there is a discussion session sometimes I am immediately asked to come forward, but I am not the least bit nervous.
9. A. Yustian maulana adnan habib/ X E9
B. Can know the vocabulary (know the meaning of the vocabulary), memorize, learn.
C. Difficult to memorize, sometimes easy to memorize sometimes hard to enter
D. Because using easy vocabulary, memorizing it is usually a little bit each meeting
E. Satisfied, because memorizing can know the meaning of the vocabulary. Can know the word for example fairy tale.
10. A. Ahmad maulana asyhar/ X E9
B. rather difficult, because I can't speak English (vocabulary) and my tongue is stiff when pronouncing English words.
C. There is a requirement to memorize vocabulary, sometimes 10-20 vocabulary.
D. more active in learning to pronounce, learning to read

E. satisfied, because the teacher can understand when explaining.

11. A. Diani ifana saifa/ X E9

B. Makes it easier to understand vocabulary

C. Pronunciation

D. Learning to read English (vocabulary)

E. Satisfied, because the teacher explains in detail

12. A. Fitrotul aulia/ X E9

B. Good at studying, understandable, not boring.

C. Rather difficult to memorize and pronounce the words, and difficult to understand them

D. Occasionally create games or quizzes in class so that there is a new atmosphere in the class.

E. Satisfied, in the explanation because told to memorize the vocabulary.

APPENDIX 3

DOCUMENTATION

A. Student





B. Teacher



C. Headmaster



APPENDIX 4

RESEARCH DOCUMENT



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fitk.walisongo.ac.id>

Nomor : 0482/Un.10.3/D1/TA.00.01/03/2024

Semarang, 7 Maret 2024

Lamp : -

Hal : Mohon Izin Riset

a.n. : Ahmad Taqiyuddin
Hasywafa

NIM : 1803046108

Yth. Kepala MAN 1 JEPARA

Di Jepara

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Ahmad Taqiyuddin Hasywafa

NIM : 1803046108

Alamat : Ds. Karangnongko RT.02, RW.01, Kec. Nalumsari, Kab. jepara

Judul skripsi : *TEACHING STRATEGIES IN DEVELOPING AT MAN 1 JEPARA*

Pembimbing : Dra, Hj. Ma'rifatul Fadhillah, M.Ed

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 30 hari, mulai tanggal 14 Maret sampai dengan tanggal 13 April 2024.

Demikian atas perhatian dan tercabulnya permohonan ini disampaikan terima kasih.
Wassalamu'alaikum Wr.Wb.

a.n. Dekan,

Wakil Dekan Bidang Akademik



Tembusan :

Dekan FITK UIN Walisongo Semarang (sebagai laporan)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEPARA
MADRASAH ALIYAH NEGERI 1 JEPARA

Jl Raya Tahunan-Batealit KM 4,7 Jepara 59461
Telepon (0291) 596 090; Faksimile (0291) 596 090

NPSN : 20362931 Email : man1jepara@gmail.com Website : www.man1jepara.sch.id

SURAT KETERANGAN
NOMOR 338/Ma.11.20.01/TL.00/05/2024

Yang bertanda tangan di bawah ini,

Nama : Drs. H. AH RIF AN, M.Ag.
NIP : 196612121992031004
Pangkat/golongan : Pembina Utama Muda / IV.c
Jabatan : Kepala Madrasah

dengan ini menerangkan bahwa

Nama : AHMAD TAQIYUDDIN HASYWAF A
N I M : 1803046108
Fakultas : Ilmu Tarbiyah dan Keguruan
Program studi : Pendidikan Bahasa Inggris
Perguruan tinggi : UIN Walisongo Semarang

telah melaksanakan kegiatan penelitian/riset di Madrasah Aliyah Negeri 1 Jepara pada tanggal 18 Maret s.d. 13 April 2024 dengan judul "TEACHING STRATEGIES IN DEVELOPING AT MAN 1 JEPARA".

Demikian surat keterangan ini dibuat, untuk digunakan sebagaimana mestinya.

Jepara, 6 Mei 2024
Kepala

AH. RIF AN

APPENDIX 5

SCHOOL PROFILE

Brief history of MAN 1 JEPARA

Bawu Jepara State Madrasah Aliyah originated from a private Madrasah Aliyah which was founded on July 16, 1984 under the name Madrasah Aliyah Bawu by the MTsN Bawu Teachers Council Board pioneered by Drs. Tuchri, M. faiz, BA, H. Dimjati, Drs. H. Abdul Khamid, H. Asrori and Ali Qosim.

The concern of MTsN Bawu teachers to establish Madrasah Aliyah was motivated by the concern that there were no formal educational institutions at the SLTA level in the Batealit District area so that many MTs and SLTP graduates had to continue their education in other areas.

Since its inception, Bawu Jepara State Islamic Senior High School has undergone 3 changes, namely:

- Bawu Jepara State Islamic Senior High School
- Kendal Filial State Islamic Senior High School in Bawu
- Kudus Filial State Islamic Senior High School in Bawu

Then based on the Decree of the Minister of Religion Number: 244 of 1993 dated March 25, 1993, the Kudus Filial State Islamic Senior High School in Bawu officially became the Bawu Jepara State Islamic Senior High School.

CURRICULUM VITAE

Name : Ahmad Taqiyyuddin Hasywafa
Address : Ds. Karangnongko, RT 02 RW 01,
Kec. Nalumsari, Kab. Jepara
Place, Date of Birth : Jepara, 5 April 2000
Gender : Male
E-mail : ahmadtaqi05@gmail.com
Phone : 081326131525
Education Background : 1. Formal Education

- TK Mustika Rini
- SDN 01 Karangnongko
- MTsN 1 Kudus
- MAN 1 Kudus

Semarang, 5th June 2024

Researcher

Ahmad Taqiyyuddin Hasywafa

1803046108