

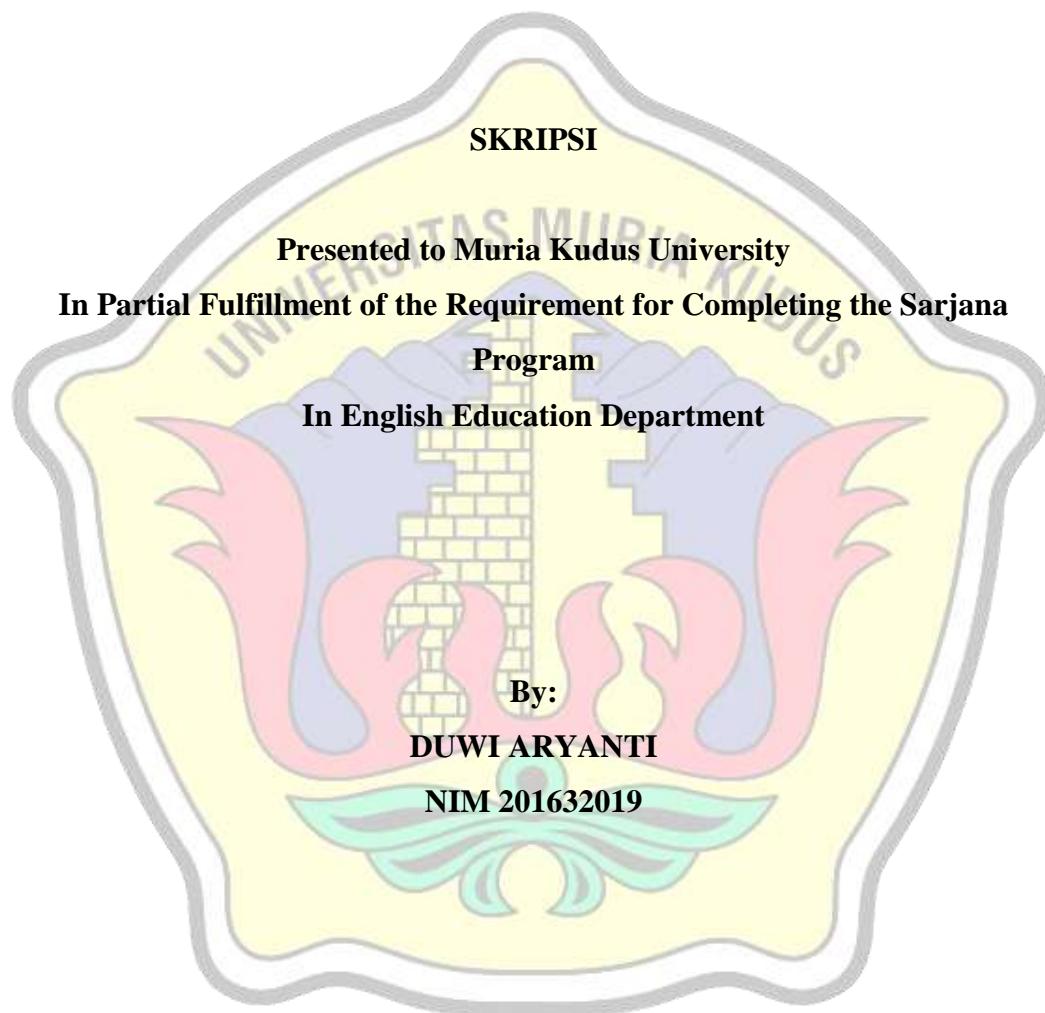
**SKRIPSI**



**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
UNIVERSITAS MURIA KUDUS  
2021**



**STUDENTS' PERCEPTION ON STRATEGIES OF TEACHING  
VOCABULARY AT SDN SRIWEDARI 01 PATI IN THE ACADEMIC  
YEAR 2020/2021**

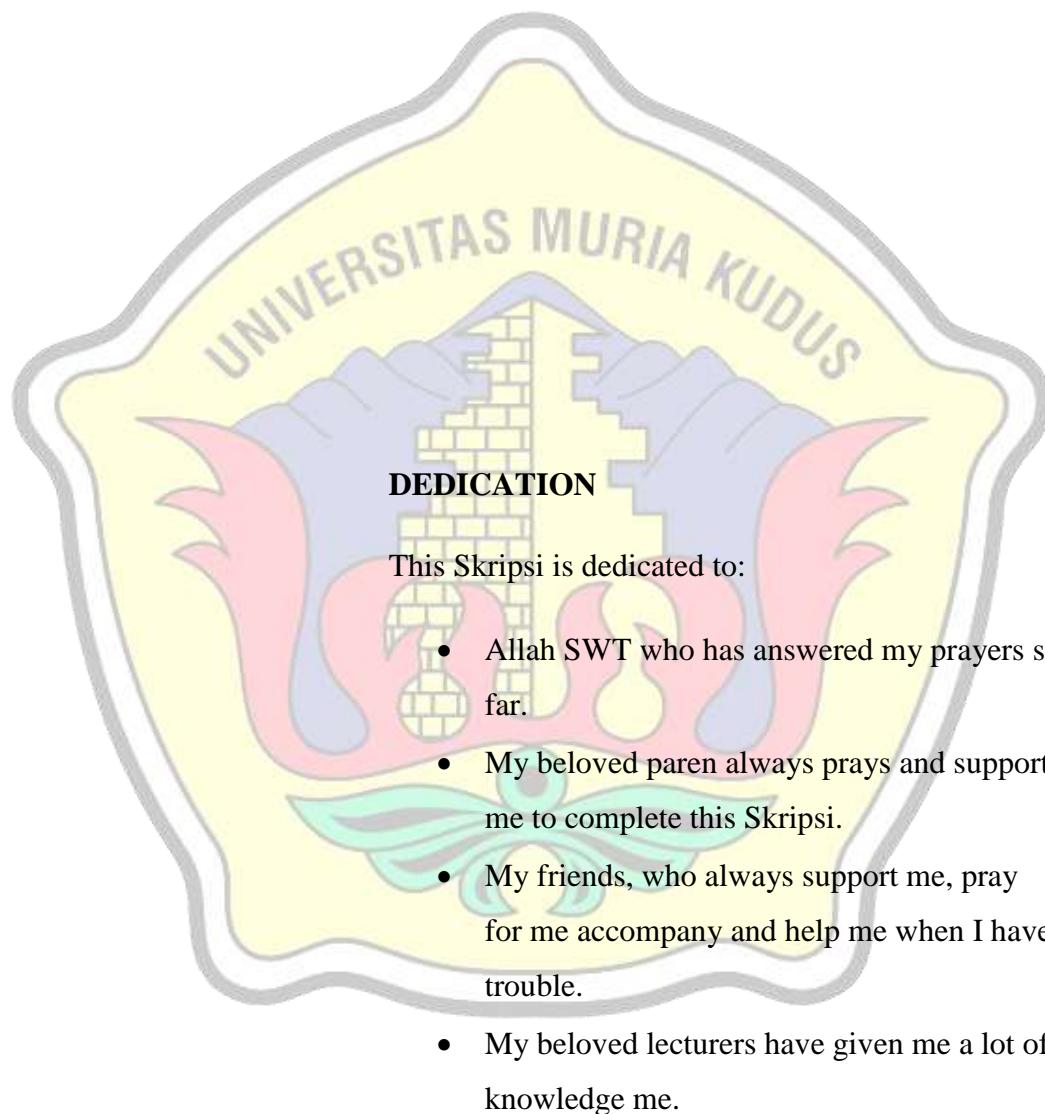


**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2021**

## MOTTO AND DEDICATION

### MOTTO

*“The most dangerous enemies in the world are fear and doubt. The most loyal friend, only courage and unwaver faith.”*

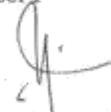


**ADVISORS APPROVAL**

This is to certify that the Skripsi Proposal of Duwi Aryanti (NIM: 201632019) has been approved by the Skripsi proposal advisors for further approval by the Examining Committee.

Kudus, December 19<sup>th</sup>, 2020

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This certifies the Skripsi of Duwi Aryanti (NIM: 201632019) has been approved by the examining committee as a requirement for the Sarjana Degree of English Education.

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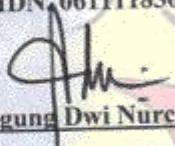
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2. Nuraeningsih, S.Pd., M.Pd. as the Head of English Education Department all at once as the first advisor for all time and patience in guiding the researcher to compose this Skripsi.
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7. All of the teachers in SDN Sriwedari 01 Pati have helped the researcher in conducting the research.

Kudus, February 2020  
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## **ABSTRACT**

Aryanti, Duwi. 2021. *Students' Perceptions on Strategies of Teaching Vocabulary at SDN Sriwedari 01 Pati in The Academic Year 2020/2021*. Skripsi, English Education Department, Teachers Training and Education Faculty, Universitas Muria Kudus, Advisor: (1) Nuraeningsih, S.Pd. M.Pd, (2) Rusiana, S.Pd. M.Pd.

**Keyword:** *Teachers' Perception, Teaching Vocabulary, Vocabulary Teaching Strategies*

Based on according to Brown, learning English starts from an early age that can improve student competence in intercultural interaction to motivate and encourage students to be enthusiastic in learning English. There are several problems faced by teachers when teaching in primary schools. The most basic problem is when students find it difficult to remember vocabulary in learning English is not always a priority in language learning English in SDN Sriwedari 01 Pati.

Based on the teacher's information, they found a fundamental problem in teaching vocabulary in SDN Sriwedari 01 Pati. The students find it difficult to remember vocabulary in learning English because it does not belong to the final exam. The objective of the research is to know teachers' perceptions on strategies of teaching vocabulary to students in SDN Sriwedari 01 Pati. In terms of the advantages of using strategies in teaching vocabulary, and the implementation of strategies in teaching vocabulary.

This kind of research is qualitative with descriptive qualitative research. The researcher selected three teachers who taught English in SDN Sriwedari 01 Pati. The instrument used in this study was an interview and questionnaire sheets on vocabulary teaching strategies.

The finding of the research showed that questions given by the researcher were categorized into two aspects of Teachers' Perceptions on Strategies of Teaching Vocabulary to Students of SDN Sriwedari 01 Pati with a high score 100% for very positive. Teachers' response to the advantages of using strategies in teaching vocabulary showed that 100% very positive based on the result of the questionnaire's answer. So, the implementation of strategies in teaching vocabulary, that is 100% very positive based on the result of the questionnaire's answer. The students- enjoy and interest in learning vocabulary.

Based on the finding, the researcher concludes that teachers' perceptions on strategies of teaching vocabulary to students of SDN Sriwedari 01 Pati, teachers are very positive in terms of the advantages and implementations of strategies in teaching vocabulary. of the picture, LKS, and things around to teach vocabulary. Students were easier to understand the new vocabulary. And then, for the implementation of strategies in teaching vocabulary are teaching can use crossword vocabulary, picture, group discussion, gave understandably, the class task of the vocabulary like real communicative practice.

## **ABSTRACT**

Aryanti, Duwi. 2021. *Persepsi Siswa Tentang Strategi Pengajaran Kosakata di SDN Sriwedari 01 Pati Tahun Ajaran 2020/2021.* Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus, Pembimbing: (1) Nuraeningsih, S.Pd. M.Pd., (2) Rusiana, S.Pd. M.Pd.

Kata Kunci: Persepsi Guru, Kosakata Pengajaran, Strategi Mengajar Kosakata

Berdasarkan teori Brown, pembelajaran bahasa inggris dimulai sejak usia dini yang dapat meningkatkan kompetensi siswa dalam interaksi antar budaya untuk memotivasi dan mendorong siswa agar bersemangat dalam belajar bahasa inggris. ada beberapa kendala yang dihadapi guru saat mengajar di sekolah dasar. Masalah yang paling mendasar adalah ketika siswa merasa kesulitan untuk mengingat kosakata dalam pembelajaran bahasa inggris tidak selalu menjadi prioritas dalam pembelajaran bahasa inggris di SDN Sriwedari 01 Pati.

Berdasarkan informasi dari guru, mereka menemukan adanya kendala mendasar dalam pembelajaran kosakata di SDN Sriwedari 01 pati. Siswa kesulitan untuk mengingat kosakata dalam pembelajaran bahasa inggris karena tidak termasuk dalam ujian akhir. Tujuan dari penelitian ini adalah untuk mengetahui persepsi guru tentang strategi pembelajaran kosakata pada siswa di SDN Sriwedari 01 Pati. menurut keuntungan menggunakan strategi dalam mengajar kosakata, dan penenrapan strategi mengajar kosakata.

Jenis penelitian ini adalah kualitatif dengan jenis penelitian kualitatif deskriptif. Peneliti memilih tiga guru di SDN Sriwedari 01 Pati. instrumen yang digunakan dalam penelitian ini adalah wawancara dan lembar angket tentang strategi pembelajaran kosakata.

Hasil penelitian menunjukkan bahwa pernyataan yang diberikan peneliti dikategorikan menjadi dua aspek persepsi guru tentang strategi mengajar kosakata pada siswa SDN Sriwedari 01 Pati dengan skor 100% untuk sangat positif. Respon guru terhadap keuntungan penggunaan strategi dalam mengajar kosakata menunjukkan bahwa 100% sangat positif berdasarkan hasil jawaban kuisioner. Jadi, penerapan strategi dalam mengajar kosakata itu 100% sangat positif. Para siswa menikmati dan minat belajar kosakata.

Berdasarkan temuan tersebut, peneliti menyimpulkan bahwa persepsi guru tentang strategi pengajaran kosakata pada siswa SDN Sriwedari 01 Pati adalah persepsi yang positif ditinjau dari keuntungan dan implementasi, menggunakan strategi dalam pembelajaran kosakata berguna untuk gambar, LKS, dan benda sekitar untuk mengajar kosakata. Siswa lebih mudah memahami kosakata baru. Dan kemudian, untuk implementasi strategi dalam pengajaran dapat menggunakan kosakata silang, gamabr, diskusi kelompok, memberi pengertian, tugas kelas kosakata seperti praktik komunikatif nyata.

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