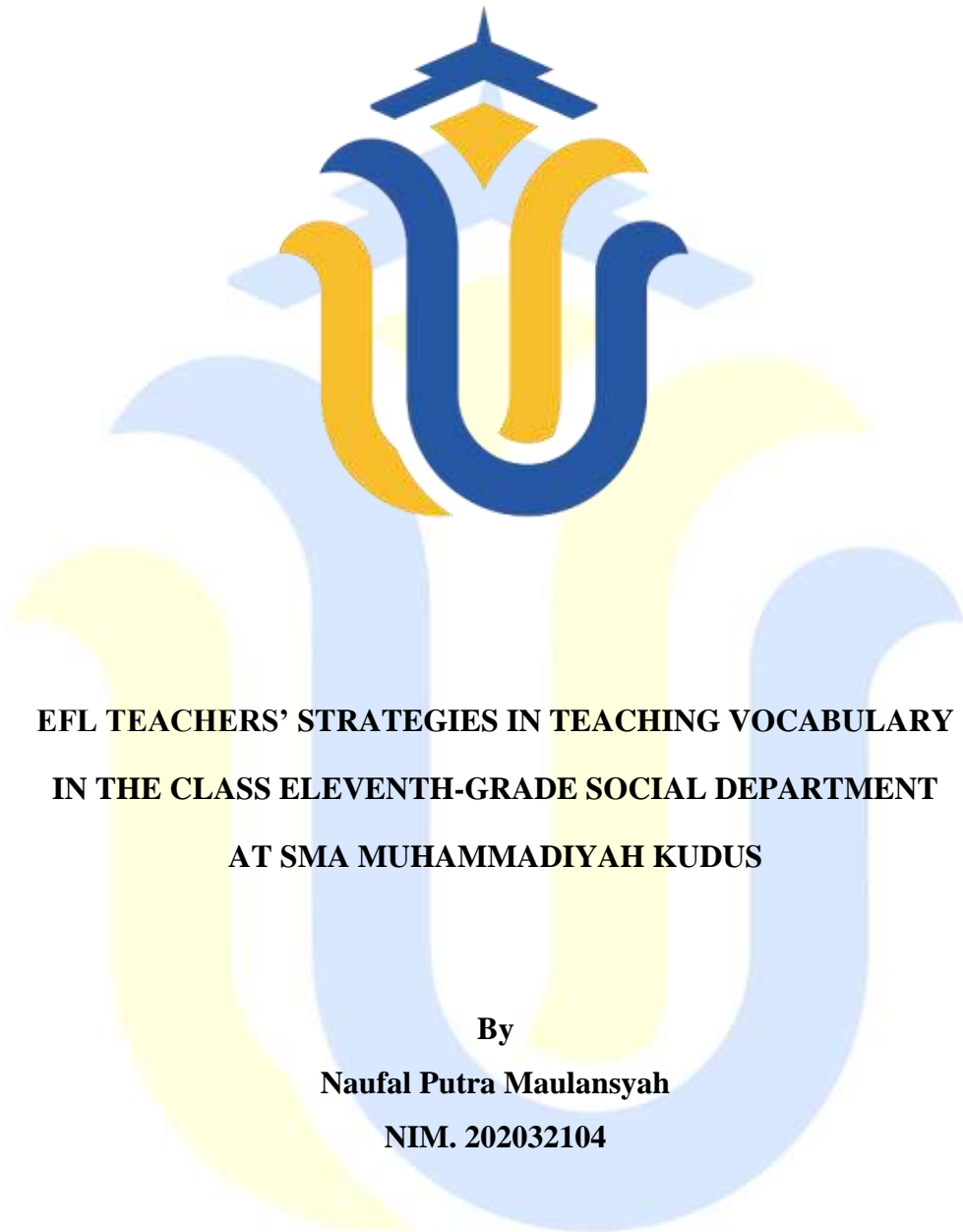


**SKRIPSI**



**EFL TEACHERS' STRATEGIES IN TEACHING VOCABULARY  
IN THE CLASS ELEVENTH-GRADE SOCIAL DEPARTMENT  
AT SMA MUHAMMADIYAH KUDUS**

**By  
Naufal Putra Maulansyah  
NIM. 202032104**

**ENGLISH EDUCATION DEPARTMENT TEACHER TRAINING AND  
EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2024**



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**SKRIPSI**

**Presented to the University of Muria Kudus  
in Partial Fulfilment of the Requirements for Completing  
the Sarjana Program in the Department of English Education**

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2024**

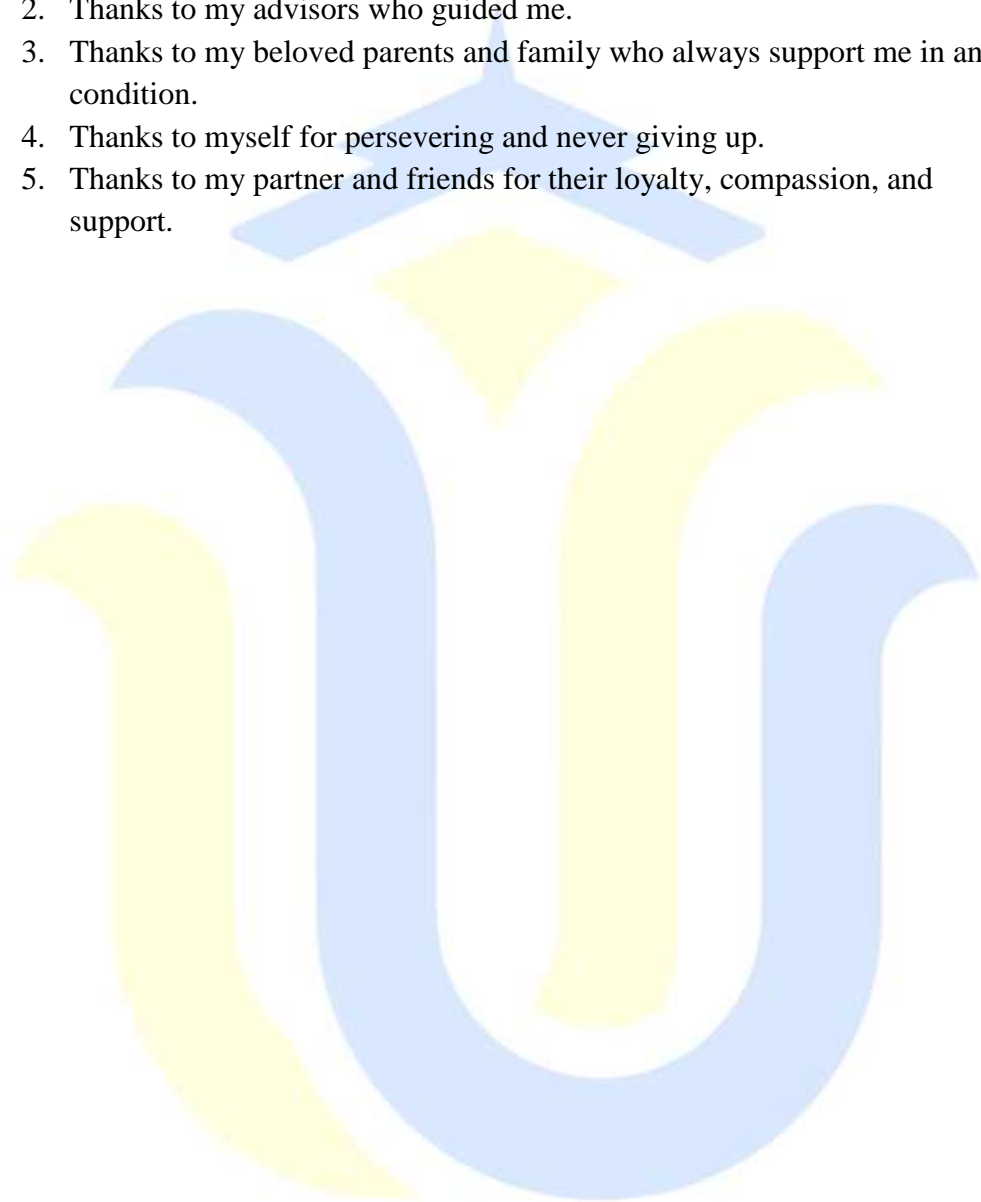
## MOTTO AND DEDICATION

### **Motto:**

“Learn from mistakes, grow to be better.”

### **Dedication:**

1. Thanks to Muria Kudus University.
2. Thanks to my advisors who guided me.
3. Thanks to my beloved parents and family who always support me in any condition.
4. Thanks to myself for persevering and never giving up.
5. Thanks to my partner and friends for their loyalty, compassion, and support.




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This is to certify that the *Skripsi* of Naufal Putra Maulansyah (202032104) has been approved by the *Skripsi* advisors for further approval by the Examining Committee

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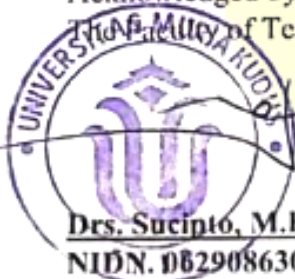
  
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Kudus, 6<sup>th</sup> August 2024

The Researcher



Naufal Putra Maulansyah



## ABSTRACT

Maulansyah, N.P, 2024. *“EFL Teachers’ Strategies In Teaching Vocabulary In The Class Eleventh-Grade Social Department At Sma Muhammadiyah Kudus”*. Skripsi. English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus. Advisors (1) Dr. Fitri Budi suryani, S.S.,M.Pd. (2) Dr. Rismiyanto, S.S., M.Pd.

**Keywords:** *Vocabulary, Teaching, Teachers Strategies*

Vocabulary is not only an important component of language expression but also the most basic application of language content. For most learners, the breadth and depth of vocabulary will affect listening, speaking, reading, writing, and translation levels, therefore, teaching vocabulary becomes very important. To develop vocabulary teaching strategies is important, Teaching strategy refers to the method or approach used by a teacher or teacher to convey lesson material to students. it also refers to a variety of techniques, approaches, and plans designed to facilitate students' understanding, retention of information, and active participation in the learning process.

This research uses a qualitative descriptive approach using two instruments, namely observation and interviews. This research aims to find out teacher strategies in teaching vocabulary and how they are implemented in eleventh grade social studies. This study selected EFL teachers and two eleventh grade social department classes.

Based on finding the strategies of teaching vocabulary EFL teacher in class eleventh grade social department at SMA Muhammadiyah Kudus used strategies as follows: Direct Instruction Giving the Meaning Quickly, Discussion Using Words Parts, and Writing Using Words parts. In this research teacher used this strategies and this strategies helped students to more understanding vocabulary. It means students can more easier to improve English and four skill in learning english.

Teacher are advised for teacher to explore other strategies further. Because it allows teachers to use other strategies to make students more active and interested in learning. Apart from that, the use of technology as a medium is also recommended because of developments over time, so teachers are required to always follow developments, otherwise learning will be less effective.

## ABSTRAK

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**Keywords:** *Vocabulary, Teaching, Teachers Strategies*

Kosakata tidak hanya merupakan komponen penting dalam ekspresi bahasa tetapi juga merupakan penerapan paling dasar dari isi bahasa. Bagi sebagian besar pembelajar, keluasaan dan kedalaman kosakata akan mempengaruhi tingkat mendengarkan, berbicara, membaca, menulis, dan menerjemahkan, oleh karena itu, pengajaran kosakata menjadi sangat penting. Untuk mengembangkan strategi pengajaran kosakata itu penting, Strategi pengajaran mengacu pada metode atau pendekatan yang digunakan oleh seorang guru atau guru untuk menyampaikan materi pelajaran kepada siswa. itu juga mengacu pada berbagai teknik, pendekatan, dan rencana yang dirancang untuk memfasilitasi pemahaman siswa, penyimpanan informasi, dan partisipasi aktif dalam proses pembelajaran.

Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan menggunakan dua instrumen yaitu observasi dan wawancara. Penelitian ini bertujuan untuk mengetahui strategi guru dalam mengajar kosakata dan bagaimana penerapannya dalam IPS kelas sebelas. Penelitian ini memilih guru EFL dan dua kelas departemen sosial kelas sebelas.

Berdasarkan temuan strategi pengajaran kosakata EFL, guru di kelas sebelas jurusan IPS di SMA Muhammadiyah Kudus menggunakan strategi sebagai berikut: Instruksi Langsung Memberi Makna dengan Cepat, Diskusi Menggunakan Bagian Kata, dan Menulis Menggunakan Bagian Kata. Dalam penelitian ini guru menggunakan strategi ini dan strategi ini membantu siswa untuk lebih memahami kosakata. Artinya siswa dapat lebih mudah meningkatkan bahasa Inggris dan empat keterampilan dalam belajar bahasa Inggris.

Guru disarankan bagi guru untuk mengeksplorasi strategi lain lebih lanjut. Karena memungkinkan guru menggunakan strategi lain agar siswa lebih aktif dan tertarik belajar. Selain itu pemanfaatan teknologi sebagai media juga dianjurkan karena adanya perkembangan dari waktu ke waktu, sehingga guru dituntut untuk selalu mengikuti perkembangan, jika tidak pembelajaran akan menjadi kurang efektif.

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