

ABSTRACT

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The aims of this research is to investigate what are the strategies that the teacher used and to investigate the teacher's reasons for using the strategies in teaching English vocabulary to seventh grade students. This study used a qualitative descriptive method with observation sheet and interview sheet as the research instruments. The data collection was carried out by observed the teaching and learning process in the classroom and by conducted interview with the teacher. The findings of this study indicate that the teacher used more than one strategy in teaching English vocabulary, namely presentation strategies that included verbal strategies such as translation (16), definition (1), and exemplification (2); practice strategies that included semantic maps (7) and classroom test (6); and strategies for training such as guessing from context (2), keeping vocabulary notes (2), and using a dictionary (3). In addition, it was also found that the teacher's reasons used the strategies were because determined by the learning content and the value of the teacher's teaching strategies for students. Therefore, it can be concluded that the strategies used by the teacher in teaching vocabulary can help students in knowing, recognizing, and acquiring various vocabularies related to the material being taught, namely vocabularies about adjectives and nouns in descriptive texts.

Keywords: Teacher Strategies, Teaching, English Vocabulary