

**VOCABULARY TEACHING STRATEGIES USED BY TEACHERS OF  
JUNIOR HIGH SCHOOL  
( A Descriptive Study on Private Junior High Schools in Cilacap in Academic  
Year 2012/2013 )**



**A THESIS**

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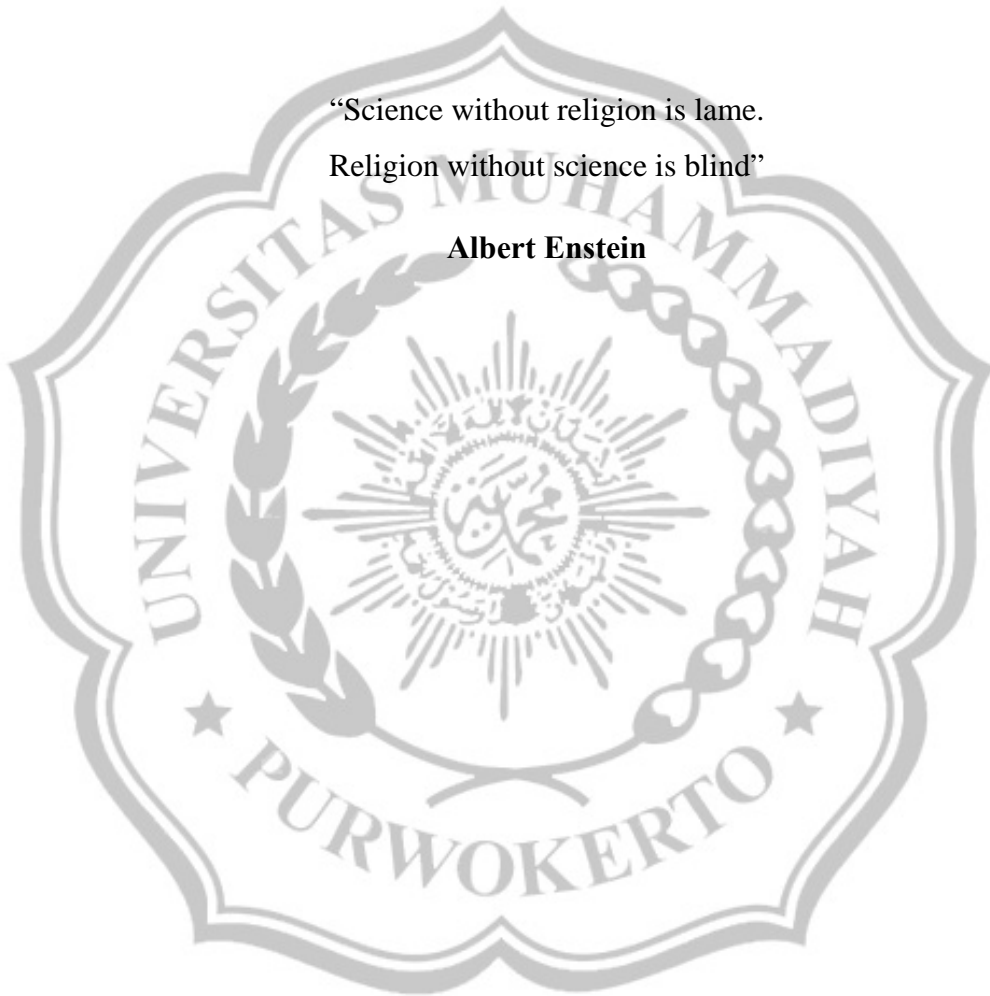
**2012**

### **Motto**

Experience is the best teacher

“Science without religion is lame.  
Religion without science is blind”

**Albert Einstein**



## DEDICATION

**This thesis is dedicated to:**

- **My beloved father and mother**

I am nothing without you. Thank you for all of your caring, trusting, and supporting that always given to me up till now. Your pray, love and affection make me warm and save. I Love you much my dearest parent.

- **My beloved brother “ Willy and Imam “**

Thanks for your support.

- **My dearest “ Dwi Pamungkas ”**

I find a true love from you dear. Thanks for always caring, loving and everything. I promise to become your best partner.

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Thanks for nice togetherness. It makes me more and more enjoy the time with you all.

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Especially transfer class ‘ 2010 that I can’t mention one by one. Truly, I will miss you all. Thanks for the togetherness. Wish you all luck guys.

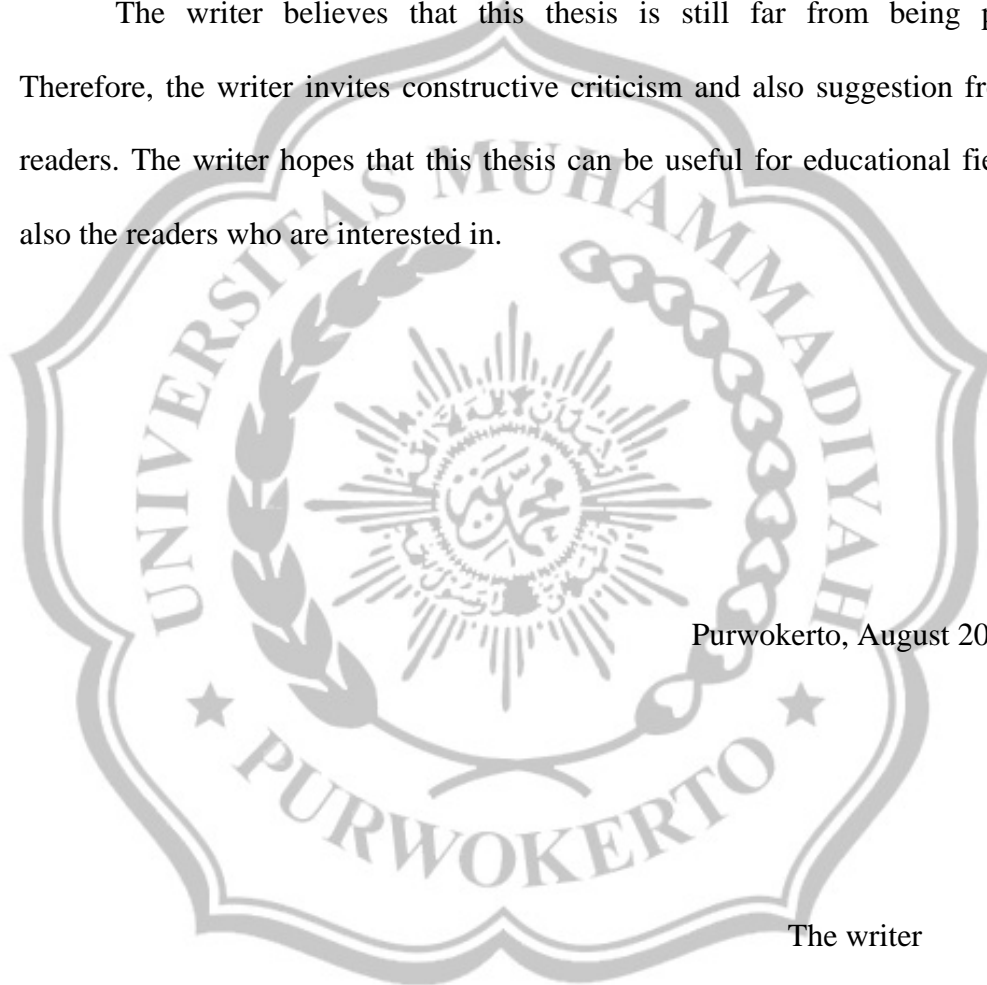
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The writer believes that this thesis is still far from being perfect. Therefore, the writer invites constructive criticism and also suggestion from the readers. The writer hopes that this thesis can be useful for educational field and also the readers who are interested in.



Purwokerto, August 2012

The writer

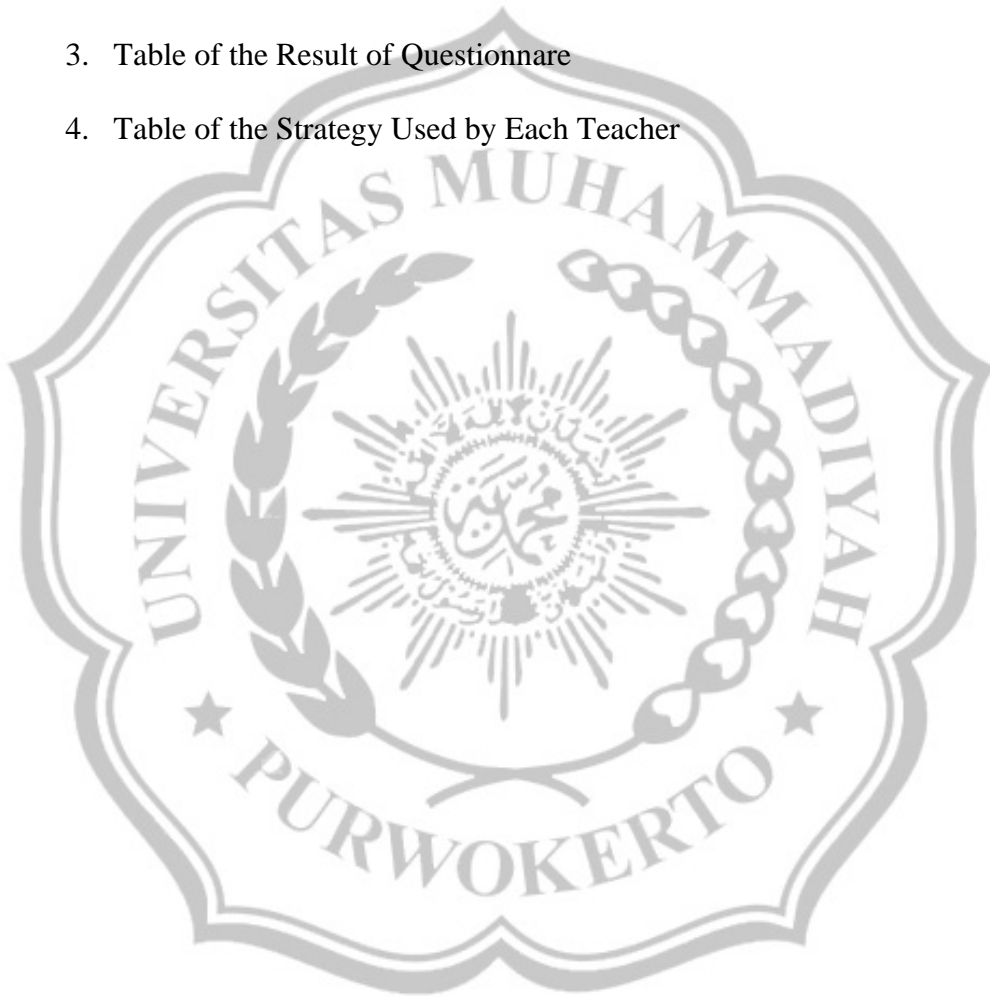
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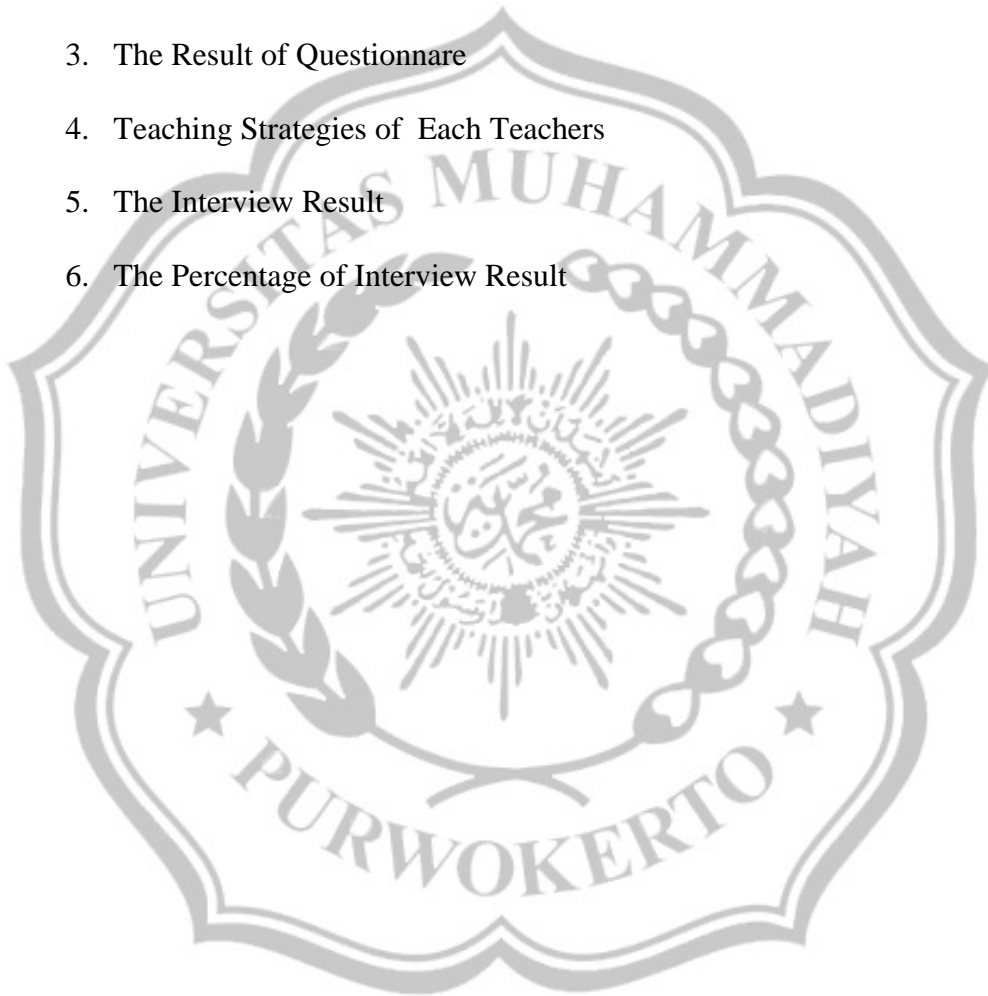
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## **ABSTRACT**

### **VOCABULARY TEACHING STRATEGIES USED BY TEACHERS OF JUNIOR HIGH SCHOOL ( A Descriptive Study on Private Junior High Schools in Cilacap Academic Year 2012/2013 )**

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The aims of this research were to find out the kinds of strategy of vocabulary teaching which applied by teachers and the dominant strategy used by teachers in teaching English vocabulary for students of Junior High School. The researcher applied descriptive method in this research. The research was conducted at the eight private Junior High Schools in Cilacap in academic year 2012/2013. The researcher used random sampling to get the sample. The sample was 17 English teachers of private Junior High School.

The techniques of collection data were interview and questionnaire. Interview consisted of 5 questions and the questionnaire consisted of 20 items. The researcher analyzed the data by using percentage to determine which strategy was used each teacher in teaching vocabulary and what vocabulary teaching strategies dominantly used by teachers.

The result were 20.75% of the teachers used memory strategy, meanwhile determination strategies reached 20.52%, other strategies were cognitive strategies which reached the same with metacognitive strategies was 19.61%, and the last was social strategies reached 19.49%, so it concluded that the dominant strategy used by teachers was memory strategy.

Based on the analysis of interview result, the researcher could identify that most teachers used guessing, by using media, drilling in teaching vocabulary, and others methods. Then most of teachers said that the effective ways to teach vocabulary was through context sentence, drilling and using dictionary. Teachers taught vocabulary in various activities of speaking, reading, listening and writing. For the most responses from students were teachers taught by using media, games, guessing and others strategy.