

**THE STRATEGIES USED
BY AN ENGLISH TEACHER IN TEACHING VOCABULARY
TO GRADE THREE STUDENTS**

A THESIS



**By
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**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
2020**

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A THESIS

Presented to Faculty of Teacher Training and Education
Widya Mandala Catholic University Surabaya
In Partial fulfilment of the requirement for the Degree of
Sarjana Pendidikan in Teaching English as Foreign Language



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2020

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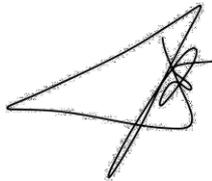
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A handwritten signature in black ink, appearing to be the name 'Henny', written in a cursive style.

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The Writer

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ABSTRACT

Henny. *The Strategies Used by An English Teacher in Teaching Vocabulary to Grade Three Students*. S1 Thesis. Faculty of Teacher Training and Education at Widya Mandala Catholic University Surabaya.

Keywords: teaching strategies, teaching vocabulary, grade three students.

Vocabulary is the most important aspects in learning language as without understanding the vocabulary, the learners will not know the meaning at all. In school, it is the duty of the teachers to teach vocabulary to the students. The teacher plays an important role to make the students understand the language well, especially in teaching young learners. The teacher needs to find a suitable strategy in order to make the students understand the material well. This study therefore was aimed to identify the strategies used by an elementary teacher in teaching vocabulary to the third grade students of elementary school and why the teacher used the strategies in teaching vocabulary to grade three students.

The writer conducted a qualitative study. The writer observed the English teacher of the third graders of private Elementary School in Surabaya as the subject of the study. The writer focused on the strategies used by the English teacher in an elementary school. It described the techniques and the methods used by the English teacher in teaching vocabulary to the third grade of elementary school. The writer would take the primary data from observing the classroom. Additional supporting data were taken by interviewing the teacher and researcher's reflective journals and notes. The data were analyzed in terms of its frequency of occurrence to see the prominent strategies used by the teacher.

The result shows that the English teacher used strategies from both visual and verbal. The writer used the theory of Sanusi which separate the teaching strategies into two, visual and verbal technique. From visual strategy, the teacher used mime, gesture, action, visual aids, realia, and picture. From verbal strategy, the teacher used explanation, translation and

also using commands. The teacher used those strategies mostly because the teacher followed the teacher's handbook which already provided video for each Unit, students' activity, small quizzes, and more. By following the teacher's handbook, the teacher could prepare the learning material to be more organized and the teacher could also predict when the students finished the material of each unit.