

A P P E N D I C E S

Appendix 1 Interview Guide

Instrument Validator Sheet (Interview)

Research Title : Teacher Strategies To Improve Students' Vocabulary Mastery In Grade V At SDN 72 Kaur

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Validator

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Date : 06 Jul 2026

Please put a check mart (✓) in the appropriate column based on your assessment of each aspect of the instrument.

Criteria

- 4 = Very Good
- 3 = Good
- 2 = Fair
- 1 = Poor

A. Validation Criteria

No	Aspect Criteria	4	3	2	1
1.	The interview questions are relevant to the research objectives.	✓			
2.	The interview questions are relevant to the research questions.	✓			
3.	The interview questions are based on appropriate theories	✓			
4.	The language used is clear and understandable	✓			
5.	The interview questions can obtain in-depth information.		✓		
6.	The interview questions are suitable for qualitative research.	✓			
7.	The sequence of questions is logical.	✓			
8.	The interview questions are appropriate for Grade V	✓			

No	Aspect Criteria	4	3	2	1
	English teachers.				
9.	Question are from bias, discrimination, or sensitive issues	✓			
10.	The interview instrument can answer the research questions.		✓		

B. General Assement

No.	Statement	Yes	No
1.	This instrument is suitable to use without revisions	✓	
2.	This instrument is suitable to use with revisions		
3.	This instruments is not suitable to use		

C. Comments & Suggestion

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Bengkulu, 06 Juli 2026
Validator

**TEACHER STRATEGIES TO IMPROVE STUDENTS' VOCABULARY MASTERY
IN GRADE V AT SDN 72 KAUR**

Research Instrument

By: Aida Nurdiana

A. Interview Questions

No.	Aspect	Indicator	Question
1.	Planning Vocabulary Instruction	• Learning objectives • Vocabulary selection • Lesson preparation	1. What learning objectives do you usually set before teaching vocabulary? 2. How do you select vocabulary appropriate for Grade V students? 3. How do you prepare vocabulary learning activities before the lesson?
2.	Vocabulary Teaching Strategies	• introducing new vocabulary • Explaining word meaning • Providing contextual	4. How do you introduce new vocabulary to your students? 5. How do you explain the meaning of unfamiliar words? 6. How do you help students understand vocabulary through context or examples? 7. What strategies do you usually use to improve students' vocabulary mastery? 8. How do you encourage students to actively use new vocabulary during classroom activities? 9. How do you use repetition or

No.	Aspect	Indicator	Question
			review activities to help students remember vocabulary? 10. What learning media do you usually use when teaching vocabulary? Why?
3	Vocabulary Practice	- Monitoring vocabulary understanding - Evaluating vocabulary mastery	11. What classroom activities do you use to provide opportunities for students to practice vocabulary? 12. How do you review previously learned vocabulary?
4	Assessment	- Monitoring vocabulary understanding - Evaluating vocabulary mastery	13. How do you know whether students understand the vocabulary taught? 14. How do you assess students' vocabulary mastery?
5	Challenges and Reflection	- Challenges in teaching vocabulary - Solutions and improvement	15. What challenges do you face in teaching vocabulary, and how do you overcome them?

B. Observed Checklist

Instructions for Completing the Observation Sheet

Check the "Yes" box (✓) if the teacher used the strategy during the observation, or 'No' if the teacher did not use it. Provide a brief note in the "Comments" column to describe the situation or the students' responses when the strategy was applied.

No.	Observed Aspect	Indicator	Yes	No	Notes
1	Lesson Planning	Teacher prepares vocabulary lesson before teaching			
2	Learning Objectives	Teacher explains the objectives of vocabulary learning			
3	Vocabulary Presentation	Teacher introduces new vocabulary clearly			
4	Teaching Strategy	Teacher applies appropriate vocabulary teaching strategies			
5	Student Participation	Students actively participate in vocabulary activities			
6	Use of Media	Teacher uses learning media (pictures, flashcards, videos, games, etc.)			
7	Vocabulary Review	Students practice using new vocabulary in classroom activities			
8	Vocabulary Review	Teacher reviews previously learned vocabulary			
9	Assessment	Teacher checks students' vocabulary understanding			

No.	Observed Aspect	Indicator	Yes	No	Notes
10	Classroom Interaction	Teacher provides feedback and encourages students during vocabulary learning.			

Bengkulu, 04 Jul 2026
Validator

Appendix 2 interview result

INTERVIEW RESULTS

Guru I YN

1. **Tujuan pembelajaran apa yang biasanya Anda tetapkan sebelum mengajarkan kosakata?**
"Biasanya, saya ingin anak-anak terlebih dahulu mengenal kosakata yang akan mereka pelajari hari itu. Setelah mereka mengetahui artinya, saya meminta mereka mengucapkan kata-kata tersebut dan menggunakannya dalam kalimat sederhana."
2. **Bagaimana Anda memilih kosakata yang sesuai untuk siswa kelas lima?**
"Saya memilih kosakata yang selaras dengan materi di buku pelajaran dan yang sering mereka temui dalam kehidupan sehari-hari. Dengan begitu, siswa akan lebih mudah memahaminya."
3. **Bagaimana Anda mempersiapkan kegiatan pembelajaran kosakata sebelum pelajaran dimulai?**
"Sebelum masuk ke kelas, saya meninjau kembali materi yang akan saya ajarkan. Terkadang saya menyiapkan gambar atau contoh benda untuk membantu siswa mengingatnya dengan lebih mudah."
4. **Bagaimana Anda memperkenalkan kosakata baru kepada siswa?**
"Biasanya, saya menulis kata-kata tersebut di papan tulis terlebih dahulu, lalu mengucapkannya satu per satu, dan siswa mengikutinya. Setelah itu, saya menjelaskan artinya."
5. **Bagaimana Anda menjelaskan arti kata-kata yang tidak dikenal?**
"Jika ada kata yang sulit, saya menjelaskannya menggunakan contoh, gambar, atau dengan mengaitkannya dengan benda-benda di sekitar mereka."
6. **Bagaimana Anda membantu siswa memahami kosakata melalui konteks atau contoh?**
"Saya biasanya membuat kalimat contoh sederhana—misalnya, saat mengajarkan tentang buah-buahan, saya mengatakan 'Saya suka apel' atau 'Dia makan pisang.' Terkadang saya juga menunjuk langsung ke benda tersebut atau gambarnya agar anak-anak lebih cepat mengerti."
7. **Strategi apa yang biasanya Anda gunakan untuk meningkatkan penguasaan kosakata siswa?**

"Saya sering menggunakan gambar, mengulang pengucapan kata-kata beberapa kali, lalu meminta anak-anak mengucapkannya satu per satu. Terkadang saya juga menyisipkan permainan sederhana agar mereka tidak bosan."

8. Bagaimana Anda mendorong siswa untuk secara aktif menggunakan kosakata baru selama kegiatan di kelas?

"Saya sering memanggil siswa satu per satu untuk menyebutkan nama benda atau membuat kalimat pendek. Jika mereka cukup berani untuk mencoba, saya biasanya memuji mereka untuk meningkatkan kepercayaan diri mereka."

9. Bagaimana Anda menggunakan pengulangan atau kegiatan ulasan untuk membantu siswa mengingat kosakata?

"Di akhir pelajaran, saya selalu mengulas kosakata yang telah kita pelajari. Terkadang saya akan menanyakannya lagi pada minggu berikutnya agar mereka tidak cepat lupa."

10. Media pembelajaran apa yang biasanya Anda gunakan saat mengajarkan kosakata? Mengapa?

"Saya kebanyakan menggunakan gambar dari buku, kartu flash, dan video pendek jika kami memiliki proyektor. Menurut saya, gambar lebih menarik, dan anak-anak lebih mudah mengingat kosakata dengan cara itu."

11. Kegiatan kelas apa yang Anda gunakan untuk memberikan kesempatan kepada siswa berlatih kosakata?

"Biasanya, saya meminta siswa menyebutkan nama benda-benda yang ditampilkan dalam gambar yang saya tunjuk. Terkadang saya juga meminta mereka membuat kalimat sederhana atau bermain permainan menebak kata bersama teman sekelas mereka."

12. Bagaimana Anda mengulang kosakata yang telah dipelajari sebelumnya?

"Saya biasanya mengulang kosakata yang telah dipelajari di awal pelajaran. Saya mengajukan pertanyaan sederhana, seperti 'Apa ini?' atau saya menunjuk sebuah gambar dan meminta mereka menjawab."

13. Bagaimana Anda mengetahui apakah siswa memahami kosakata yang diajarkan?

"Jika mereka bisa menjawab pertanyaan, menyebutkan arti sebuah kata, atau menggunakan kata tersebut dalam kalimat sederhana, itu berarti mereka mulai memahaminya."

14. Bagaimana Anda menilai penguasaan kosakata siswa?

"Saya biasanya menilainya melalui latihan di buku pelajaran, tugas, dan cara mereka menjawab pertanyaan di kelas. Terkadang saya juga memberikan kuis singkat."

15. Tantangan apa yang Anda hadapi dalam mengajarkan kosakata, dan bagaimana Anda mengatasinya?

“Tantangan yang paling umum adalah siswa cepat lupa kosakata yang telah mereka pelajari. Beberapa di antaranya juga malu untuk berbicara. Saya biasanya mengulang materi tersebut secara berkala dan mendorong mereka untuk membangun rasa percaya diri.”

Teacher 2 SK

1. Tujuan pembelajaran apa yang biasanya Anda tetapkan sebelum mengajarkan kosakata?

“Tujuan saya adalah agar siswa mengetahui arti kosakata baru dan dapat membacanya dengan benar. Saya tidak langsung menuntut mereka menghafal semuanya.”

2. Bagaimana Anda memilih kosakata yang sesuai untuk siswa Kelas V?

“Saya memilih kosakata yang ada di buku pelajaran dan sesuai dengan tema pembelajaran minggu itu.”

3. Bagaimana Anda mempersiapkan kegiatan pembelajaran kosakata sebelum pelajaran dimulai?

“Biasanya saya membaca materi terlebih dahulu, lalu menentukan kata-kata penting yang harus dipahami siswa.”

4. Bagaimana Anda memperkenalkan kosakata baru kepada siswa Anda?

“Saya memperlihatkan gambar atau benda, kemudian menyebutkan kosakatanya dalam bahasa Inggris.”

5. Bagaimana Anda menjelaskan arti kata-kata yang tidak dikenal?

“Saya lebih sering menggunakan bahasa Indonesia terlebih dahulu agar mereka mengerti, baru setelah itu diberikan contoh penggunaannya.”

6. Bagaimana Anda membantu siswa memahami kosakata melalui konteks atau contoh?

“Biasanya saya memberikan contoh yang dekat dengan kehidupan mereka. Misalnya kata ‘chair’, saya langsung menunjuk kursi yang ada di kelas sehingga mereka langsung mengerti maksudnya.”

7. Strategi apa yang biasanya Anda gunakan untuk meningkatkan penguasaan kosakata siswa?

"Saya sering menggunakan metode pengulangan, tanya jawab, dan latihan membaca bersama. Jika anak-anak sering mendengar dan mengucapkan kata yang sama, mereka biasanya lebih cepat hafal."

8. Bagaimana Anda mendorong siswa untuk secara aktif menggunakan kosakata baru selama kegiatan di kelas?

"Saya meminta mereka menjawab pertanyaan menggunakan bahasa Inggris meskipun hanya satu atau dua kata. Yang penting mereka mau mencoba dulu."

9. Bagaimana Anda menggunakan kegiatan pengulangan atau ulasan untuk membantu siswa mengingat kosakata?

"Saya biasanya mengulang kosakata sebelum masuk ke materi baru. Jadi, materi sebelumnya tetap mereka ingat."

10. Media pembelajaran apa yang biasanya Anda gunakan saat mengajarkan kosakata? Mengapa?

"Saya lebih sering menggunakan buku paket dan gambar. Kadang, jika memungkinkan, saya memutar video agar siswa lebih tertarik mengikuti pelajaran."

11. Kegiatan apa saja yang Anda lakukan di kelas untuk memberikan kesempatan kepada siswa berlatih kosakata?

"Saya lebih sering mengajak siswa membaca kosakata bersama-sama, kemudian satu per satu saya tunjuk untuk menyebutkan arti atau membuat kalimat sederhana."

12. Bagaimana Anda mengulang kosakata yang telah dipelajari sebelumnya?

"Saya biasanya memulai pelajaran dengan mengulang materi minggu lalu. Saya menanyakan beberapa kosakata yang pernah dipelajari sebelum masuk ke materi baru."

13. Bagaimana Anda mengetahui apakah siswa memahami kosakata yang diajarkan?

"Jika mereka bisa menjawab pertanyaan saya tanpa melihat buku atau bisa mencocokkan gambar dengan kata yang benar, berarti mereka sudah memahaminya."

14. Bagaimana Anda menilai penguasaan kosakata siswa?

"Saya melihat dari hasil latihan, pekerjaan rumah, dan keaktifan mereka selama proses pembelajaran berlangsung."

15. Tantangan apa yang Anda hadapi dalam mengajarkan kosakata, dan bagaimana Anda mengatasinya?

"Kemampuan siswa berbeda-beda. Ada yang cepat menghafal, ada juga yang perlu diulang berkali-kali. Jadi saya biasanya memberikan latihan tambahan untuk siswa yang masih mengalami kesulitan."

Teacher 3

1. What learning objectives do you usually set before teaching vocabulary?

"Saya ingin siswa minimal mengenali dan mengingat beberapa kosakata baru setiap pertemuan."

2. How do you select vocabulary appropriate for Grade V students?

"Saya memilih kata yang sederhana dan dekat dengan kehidupan mereka, misalnya tentang sekolah, keluarga, atau hewan."

3. How do you prepare vocabulary learning activities before the lesson?

"Saya menyiapkan buku, gambar, dan latihan sederhana supaya waktu belajar tidak hanya mendengarkan penjelasan."

4. How do you introduce new vocabulary to your students?

"Biasanya saya mulai dari gambar, kemudian saya sebutkan kosakatanya dan siswa mengikuti."

5. How do you explain the meaning of unfamiliar words?

"Kalau ada kata yang belum mereka tahu, saya kasih contoh kalimat atau memperagakannya supaya mereka lebih mengerti."

6. How do you help students understand vocabulary through context or examples?

"Saya biasanya memberikan contoh kalimat sederhana lalu saya kaitkan dengan kegiatan sehari-hari. Kalau anak-anak masih bingung saya jelaskan lagi memakai bahasa Indonesia."

7. What strategies do you usually use to improve students' vocabulary mastery?

"Saya suka menggunakan permainan kecil seperti menebak gambar, mencocokkan kata dengan gambar, sama mengulang pengucapan bersama-sama. Anak-anak biasanya lebih semangat kalau belajarnya sambil bermain."

8. How do you encourage students to actively use new vocabulary during classroom activities?

"Saya sering mengajak mereka berdialog sederhana atau menjawab pertanyaan tentang gambar yang saya tunjuk. Walaupun jawabannya masih pendek, saya tetap kasih apresiasi."

9. How do you use repetition or review activities to help students remember vocabulary?

"Saya mengulang kosakata di awal dan di akhir pembelajaran. Kadang saya buat kuis singkat supaya mereka bisa mengingat lagi."

10. What learning media do you usually use when teaching vocabulary? Why?

"Saya biasanya menggunakan flashcard, gambar, dan benda yang ada di sekitar kelas. Media seperti itu lebih mudah dipahami daripada hanya menjelaskan lewat tulisan."

11. What classroom activities do you use to provide opportunities for students to practice vocabulary?

"Saya sering menggunakan permainan sederhana seperti mencocokkan gambar dengan kata, menyusun huruf menjadi kata, atau meminta siswa bekerja berpasangan supaya mereka lebih aktif."

12. How do you review previously learned vocabulary?

"Biasanya saya membuat kuis singkat atau mengajak siswa mengulang kosakata bersama-sama sebelum memulai pelajaran."

13. How do you know whether students understand the vocabulary taught?

"Saya lihat dari cara mereka menjawab pertanyaan, mengerjakan latihan, dan waktu mereka menggunakan kosakata saat kegiatan di kelas."

14. How do you assess students' vocabulary mastery?

"Saya menilai dari tugas harian, kuis, latihan lisan, dan hasil evaluasi di akhir materi."

15. What challenges do you face in teaching vocabulary, and how do you overcome them?

"Kadang siswa kurang percaya diri menggunakan bahasa Inggris dan ada yang mudah bosan. Jadi saya mencoba menggunakan gambar, permainan, dan aktivitas yang lebih bervariasi supaya mereka tetap semangat belajar."

Appendix 3 observation result

Observation Ceklis

No	Observed Aspect	Yes	No	Notes
1	Teacher prepares vocabulary lesson before teaching	✓		Guru telah menyiapkan materi dan daftar kosakata sebelum pembelajaran dimulai
2	Teacher explains the objectives of vocabulary learning	✓		Guru menjelaskan tujuan pembelajaran
3	Teacher introduces new vocabulary clearly	✓		Guru memperkenalkan kosakata menggunakan gambar dan contoh sederhana.
4	Teacher applies appropriate vocabulary teaching strategies	✓		Guru menggunakan pengulangan fungsi ganda, dan media gambar selama pembelajaran.
5	Students actively participate in vocabulary activities		✓	Hanya beberapa siswa yang aktif menjawab pertanyaan. Sebagian besar masih pasif dan malu menggunakan kosakata Inggris
6	Teacher uses learning media	✓		Guru menggunakan gambar dan flash card untuk membantu siswa memahami kosakata.
7.	Students practice using new		✓	Sebagian siswa belum mampu menggunakan kosakata baru dalam kalimat dan masih banyak yang lupa bentuk jamak.

	vocabulary in classroom activities			
8	Teacher reviews previously learned vocabulary	✓		Guru Mengulangi kembali melalui tanya jawab sebelum memulai materi baru.
9	Teacher checks students' vocabulary understanding	✓		Guru menggunakan dan memberi kan pertanyaan sebelum memulai materi baru. memberikan pertanyaan lisan dan tulisan.
10	Teacher provides feedback and encourages students	✓		Guru memberikan koreksi dan motivasi kepada siswa selama pembelajaran berlangsung.

Appendix 4 Data Analysis Process

DATA 1- Explicit Vocabulary Instruction

A. Raw Data

Interview-Teacher 1 (YN):

"I usually write the new vocabulary on the whiteboard first. Then I pronounce each word clearly and ask the students to repeat after me several times. After that, I explain the meaning before asking them to use the words in simple sentences."

Interview -Teacher 2 (SK):

"I often introduce vocabulary through pictures or real objects. I say the English word first, then students repeat it together. After that, I explain the meaning in Indonesian if necessary."

Interview - Teacher 3 (ML):

"I usually begin with pictures or flashcards. I pronounce the vocabulary clearly, and students repeat the pronunciation together before we continue with other classroom activities."

Observation: The teacher introduces new vocabulary by showing pictures, pronouncing the words clearly, and then asking the students to repeat the pronunciation together. The teacher also explains the meanings before the students answer questions related to the vocabulary.

B. Data Reduction

Raw Information	Reduced Data
Teacher writes new vocabulary on whiteboard.	Vocabulary presentation
Teacher pronounces vocabulary.	Pronunciation modeling
Students repeat vocabulary.	Repetition/drilling
Teacher explains meaning.	Meaning explanation
Teacher uses Indonesian when necessary.	Translation

Category: Explicit Vocabulary Instruction

C. Data Display

Source	Finding
Teacher Interview	Vocabulary was written, pronounced, explained, and practiced through repetition.
Teacher Interview	Vocabulary was introduced through pictures/objects, pronunciation, repetition, and Indonesian explanation.
Teacher Interview	Vocabulary was introduced through pictures/flashcards, pronunciation, and repetition.
Observation	Teacher directly introduced vocabulary, modeled pronunciation, and asked students to repeat.

Pattern: All three teachers used direct teacher guidance before students were asked to use vocabulary independently.

D. Conclusion Drawing

The teachers implemented explicit vocabulary instruction by directly presenting new vocabulary, modeling pronunciation, explaining meanings, and asking students to repeat and practice the words.

DATA 2 - Contextualizing Vocabulary

A. Raw Data

Teacher 1:

“Usually, I explain difficult words by giving simple examples. For instance, when teaching fruits, I say ‘I like apples’ or ‘She eats bananas.’ Sometimes I also point to the real object or show a picture so students can immediately understand what the word means.”

Teacher 2:

“I usually give examples that are close to the students' daily lives. For example,

when teaching the word 'chair,' I immediately point to the chair in the classroom. Students understand the meaning much faster because they can directly see the object."

Observation: Teachers use simple examples, objects in the classroom, and familiar situations to help students understand vocabulary.

B. Data Reduction

Raw Information	Reduced Data
Teacher gives simple examples.	Simple examples
Teacher uses daily-life situations.	Daily-life context
Teacher points to real objects.	Real objects
Teacher uses pictures.	Visual contextualization

Category: Contextual Learning

C. Data Display

Source	Finding
Teacher Interview	Vocabulary was explained through simple sentences and real objects/pictures.
Teacher Interview	Vocabulary was connected to objects in students' surroundings.
Observation	Teacher connected vocabulary with familiar classroom situations.

Pattern: Vocabulary was connected with students' familiar experiences and concrete objects.

D. Conclusion Drawing

The teachers implemented contextual learning by connecting new vocabulary with students' daily experiences, familiar situations, simple sentences, and real objects.

DATA 3 - Visual Media

A. Raw Data

Teacher 1:

“Students understand vocabulary faster when they can see pictures or real objects.”

Teacher 3:

“I usually begin with pictures or flashcards. I pronounce the vocabulary clearly, and students repeat the pronunciation together before we continue with other classroom activities.”

Observation: Teachers use pictures and flashcards to help students understand vocabulary.

B. Data Reduction

Raw Information	Reduced Data
Pictures are used.	Pictures
Flashcards are used.	Flashcards
Real objects are used.	Real objects
Students understand vocabulary through visual materials.	Visual support

Category: Visual Media

C. Data Display

Source	Finding
Interview	Teachers reported using pictures, flashcards, and real objects.
Observation	Pictures and flashcards were used during vocabulary instruction.

Pattern: Interview statements were supported by classroom observation.

D. Conclusion Drawing

Visual media such as pictures, flashcards, and real objects were used to make vocabulary more concrete and easier for students to understand.

DATA 4 -Repetition

A. Raw Data

Teacher 1:

“At the end of every lesson, I always review the vocabulary that we have learned. Sometimes, in the following week, I ask the students about the same vocabulary again because they often forget the words if they are not repeated.”

Teacher 2:

“I usually review the vocabulary before starting a new lesson. I ask students the words we learned in the previous meeting because they easily forget if we immediately move to new vocabulary.”

Teacher 3:

“I repeat the vocabulary at the beginning and at the end of the lesson. Sometimes I also give a short quiz because students can remember vocabulary better when they review it several times.”

Observation: The teacher repeats the target vocabulary several times, reviews vocabulary from the previous lesson, and asks students to recall the vocabulary at the end of the lesson.

B. Data Reduction

Raw Information	Reduced Data
Teacher reviews vocabulary at the end.	Review
Teacher reviews previous vocabulary.	Previous vocabulary review
Students easily forget vocabulary.	Vocabulary retention problem
Teacher repeats vocabulary.	Repetition
Teacher uses short quizzes.	Reinforcement/evaluation

Category: Repetition and Review

C. Data Display

Source	Finding
Teacher 1	Reviews vocabulary at the end and in the following week.
Teacher 2	Reviews previous vocabulary before a new lesson.
Teacher 3	Reviews at the beginning and end and sometimes uses quizzes.
Observation	Repetition occurred throughout the lesson.

Pattern: All three teachers consistently used repetition, although the timing differed.

D. Conclusion Drawing

Repetition was the most consistently implemented strategy. The teachers repeatedly reviewed vocabulary because students tended to forget newly learned words.

DATA 5 - Interactive Activities

A. Raw Data

Teacher 1:

"I sometimes use simple guessing games because my students are usually more enthusiastic when they learn while playing."

Teacher 3:

"Some students become bored if the lesson only focuses on memorizing vocabulary. That is why I often use games, pictures, and pair activities to make the class more interesting."

Observation: The students participated in guessing games, matched pictures with vocabulary, and answered the teacher's questions.

B. Data Reduction

Games + Pictures + Pair activities + Matching + Q&A → Interactive vocabulary practice

C. Data Display

Source	Finding
Teacher 1	Uses guessing games.
Teacher 3	Uses games, pictures, and pair activities.
Observation	Students participated in guessing, matching, and Q&A activities.

D. Conclusion Drawing

Teachers used interactive activities, including games, picture matching, pair work, and question-and-answer activities, to increase students' vocabulary practice and participation.

DATA 6 - Continuous Assessment and Feedback

A. Raw Data

Teacher 3:

“Before the lesson ends, I usually ask students to mention today's vocabulary again to make sure they remember it.”

Teacher 2:

“If students still make mistakes, I explain the vocabulary once again before finishing the lesson.”

Observation: Teachers ask oral questions and assign exercises to assess students' understanding and provide feedback and encouragement during class.

B. Data Reduction

Questioning + Exercises + Correction + Feedback + Encouragement → Continuous assessment

C. Data Display

Source	Finding
Interview	Teacher checks vocabulary recall before closing the lesson.
Interview	Teacher provides further explanation when students make

Source	Finding
	mistakes.
Observation	Teacher asks questions, provides exercises, correction, and motivation.

D. Conclusion Drawing

Teachers conducted continuous vocabulary assessment through questioning, exercises, observation, and feedback to monitor students' understanding and support vocabulary learning.

DATA 7 -Students Easily Forget Vocabulary

RQ3: Challenges.

A. Raw Data

Teacher 1:

“At the end of every lesson, I always review the vocabulary that we have learned. Sometimes, in the following week, I ask the students about the same vocabulary again because they often forget the words if they are not repeated.”

Observation: When the same vocabulary is reviewed in the next lesson, many students are unable to recall it on their own and need prompts or repetition from the teacher.

B. Data Reduction

Students forget vocabulary → Weak vocabulary retention → Need repetition

C. Data Display

Source	Finding
Interview	Students often forget vocabulary if it is not repeated.
Observation	Students needed additional prompts and repetition.

D. Conclusion Drawing

Students' difficulty in retaining newly learned vocabulary was a major challenge for teachers, requiring continuous repetition and review.

DATA 8 - Students' Low Confidence

A. Raw Data

Teacher 1:

“Some students actually know the vocabulary, but they are shy to say it in front of the class. I usually give praise when they try to answer so they become more confident.”

Teacher 2:

“Many students are afraid of making mistakes. I always tell them that it is okay to answer using one or two English words first. The important thing is that they are willing to try.”

Teacher 3:

“Some students are still not confident using English during classroom activities. I usually appreciate every attempt they make, even if the answer is not perfect.”

Observation: Only a few students actively participated, while many students remained passive and hesitant to use English.

B. Data Reduction

Shy + Afraid of mistakes + Not confident → Low confidence

C. Data Display

Interviews with the three teachers revealed confidence issues, and observations also showed that students were passive or hesitant when using English.

D. Conclusion Drawing

Students' low confidence in using English affected their participation in vocabulary learning. Teachers responded through praise, encouragement, and gradual opportunities to practice.

DATA 9 - Different Learning Abilities

A. Raw Data

Teacher 2:

“My students have different abilities. Some of them can memorize vocabulary quickly, while others need repeated explanations and extra practice.”

Teacher 1:

“When I teach new vocabulary, some students understand immediately, but others still need examples, pictures, and more practice before they can use the words correctly.”

Teacher 3:

“I often have to repeat the explanation for certain students because their vocabulary level is different from their classmates.”

Observation: Some students are not yet able to use the new vocabulary on their own and still rely on the teacher’s help.

B. Data Reduction

Different abilities → Different learning needs → Additional explanation/practice

C. Data Display

Source	Finding
Teacher 1	Some students need more examples, pictures, and practice.
Teacher 2	Some students memorize quickly while others need repetition.
Teacher 3	Some students need repeated explanation.
Observation	Some students still depend on teacher guidance.

D. Conclusion Drawing

Differences in students' vocabulary abilities created a challenge for teachers because some students required additional explanations, repeated practice, and individual support.

DATA 10- Students Become Easily Bored

A. Raw Data

Teacher 3:

“Some students become bored if the lesson only focuses on memorizing vocabulary. That is why I often use games, pictures, and pair activities to make the class more

interesting.”

Teacher 1:

“I sometimes use simple guessing games because my students are usually more enthusiastic when they learn while playing.”

Observation: Students become more engaged when teachers use pictures, flashcards, and interactive activities.

B. Data Reduction

Boredom → Low interest → Games/visual media needed

C. Data Display

Interview menunjukkan siswa mudah bosan ketika pembelajaran hanya berfokus pada memorization, sedangkan observasi menunjukkan engagement meningkat ketika digunakan games, pictures, dan interactive activities.

D. Conclusion Drawing

Students' boredom was a challenge that could reduce participation. Therefore, teachers used games, visual media, and varied activities to maintain students' interest.

Appendix 5 interviews with teachers



Appendix 6 the teaching and learning process



Appendix 7 textbooks used



HURUF (Alphabet)									
Aa	1	Bb	2	Cc	3	Dd	4	Ee	5
Ff	6	Gg	7	Hh	8	Ii	9	Jj	10
Kk	11	Ll	12	Mm	13	Nn	14	Oo	15
Pp	16	Qq	17	Rr	18	Ss	19	Tt	20
Uu	21	Vv	22	Ww	23	Xx	24	Yy	25
Zz	26								

BILANGAN-BILANGAN (Numbers)									
One	1	Two	2	Three	3	Four	4	Five	5
Six	6	Seven	7	Eight	8	Nine	9	Ten	10
Eleven	11	Twelve	12	Thirteen	13	Fourteen	14	Fifteen	15
Sixteen	16	Seventeen	17	Eighteen	18	Nineteen	19	Twenty	20
Twenty-one	21	Twenty-two	22	Twenty-three	23	Twenty-four	24	Twenty-five	25
Twenty-six	26	Twenty-seven	27	Twenty-eight	28	Twenty-nine	29	Thirty	30
Forty	40	Fifty	50	Sixty	60	Seventy	70	Eighty	80
Ninety	90	Hundred	100	Thousand	1000	Million	1,000,000	Billion	1,000,000,000

OPPOSITION (Lawan Kata)									
Hot	Sejuk	Big	Small	Happy	Sedih	Good	Bad	Young	Old
Rich	Poor	Light	Dark	Wet	Dry	Open	Close	Up	Down
Fast	Slow	High	Low	Long	Short	Far	Near	Here	There
Now	Then	Day	Night	Summer	Winter	Hot	Cold	Alive	Dead
Correct	Wrong	Right	Left	Yes	No	Can	Cannot	Must	Need not
Should	Should not	May	May not	Will	Will not	Can	Cannot	Must	Need not
Know	Not know	Remember	Forget	Like	Dislike	Love	Hate	Follow	Not follow
Follow	Not follow	Follow	Not follow	Follow	Not follow	Follow	Not follow	Follow	Not follow



Appendix 8 visual aids in the classroom



Appendix 9 Proposal Seminar Decree



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Website: www.uinfasbengkulu.ac.id

16 Desember 2025

Nomor: 5265 /Un.23/F.II/PP.00 9/12/2025

Lamp. : -

Perihal: Seminar Proposal Skripsi

Kepada Yth.

1. Dr. Syamsul Rizal, M. Pd. (Penyeminar I)

2. Hanura Febriani, M. Pd. (Penyeminar II)

Assalamualaikum Warahmatullahi Wabarakatuh

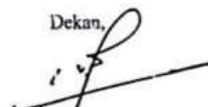
Dengan ini kami sampaikan jadwal Seminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Rabu, 17 Desember 2025
Tempat : Ruang Munaqasah Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Alystia Ananda Harjono 2223230002	08.00-09.00	Exploring Students' Confidence In Speaking English Through The Think-Pair-Share Technique (A Qualitative Study Of The Third Semester English Department Students At UIN FAS Bengkulu)
2.	Aida Nurdiana 2223230001	09.00-10.00	Teachers' Strategies In Overcoming English Reading Literacy Barriers Through Reading Repetition In Grade V At SDN 72 Kaur
3.	Elsa Diah Santika 2223230006	10.00-11.00	Exploring The Challenges Faced By Teachers In Teaching English Reading Skills To Grade VIII Students At SMP 14 Kaur
4.	Viona Dwi Lestari 2223230090	11.00-12.00	The Integration of Local Culture Can Enrich English Learning: The Implementation Of Local Culture On English Language Learning In Senior High Schools At SMA 01 Bengkulu City

Demikian jadwal ini disampaikan untuk dilaksanakan sebagaimana mestinya.

Dekan,


Mus Mulyadi

Catatan :

Bagi Dosen yang berhalangan agar memberitahu 1 hari sebelum pelaksanaan seminar proposal

Appendix 10 Supervisor Appointment Decree



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website: www.uinfasbengkulu.ac.id

SURAT PENUNJUKAN

Nomor : 0411 /Un.23/F.II/PP.009/02/2026

Dalam rangka penyelesaian akhir studi mahasiswa, maka Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UINFAS) Bengkulu dengan ini menunjuk dosen :

- | | |
|--------|------------------------------|
| 1 Nama | : Dr. Syamsul Rizal, M. Pd |
| N I P | : 196901291999031001 |
| Tugas | : Pembimbing I |
| 2 Nama | : Dr. Hanura Febriani, M. Pd |
| N I P | : 199002142020122004 |
| Tugas | : Pembimbing II |

Bertugas untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draft skripsi, kegiatan penelitian sampai persiapan ujian munaqasah bagi mahasiswa yang namanya tertera dibawah ini :

- | | |
|----------------|--|
| Nama Mahasiswa | : Aida Nurdiana |
| N I M | : 2223230001 |
| Judul Skripsi | : Teachers' Strategies In Overcoming English Reading Literacy Barriers In Grade V At SDN 72 Kaur |
| Program Studi | : Tadris Bahasa Inggris |

Demikian surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu
Pada Tanggal : 3 Februari 2026
Dekan,

Mas Mulyadi

Tembusan :

1. Wakil Rektor 1
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

Rj

Appendix 11 Comprehensive Examination Decree



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website: www.iainbengkulu.ac.id

Nomor : 183r /Un.23/F.II/PP.00.9/06/2026
Lamp. :
Perihal : Ujian Komprehensif

Kepada Yth.

1. Dr. Pasmah Chandra, M.Pd.I
(Kompetensi UIN)
2. Pebri Prandika Putra, M. Hum.
(Kompetensi Jurusan/Prodi)
3. Hengki Satrisno, M.Pd.I.
(Kompetensi Keguruan)

Assalamualaikum Warahmatullahi Wabarakatuh

Dengan Hormat,

Dengan ini kami sampaikan jadwal Ujian Komprehensif Mahasiswa Tadris Bahasa Inggris,
Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Jum'at, 26 Juni 2026
Tempat : Ruang Munaqasah Tadris Bahasa Lantai 3 Dekanat

Adapun nama-nama mahasiswa tersebut diantaranya:

No	Nama Mahasiswa	NIM	Waktu
1	Elsa Dia Santika	2223230006	08.00-09.00
2	Resti Amalia Putri	2223230024	09.00-10.00
3	Aida Nurdiana	2223230001	10.00-11.00
4	Angel Amori	2223230003	11.00-12.00

Demikian jadwal ini disampaikan untuk dilaksanakan sebagaimana mestinya.

Bengkulu, 23 Juni 2026
Dekan

KH AIRAH

Appendix 12 Research Permit



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Website: www.uinfasbengkulu.ac.id

Nomor : 1404 / Un.23/F.II/TL.00/05/2026

8 Mei 2026

Lampiran : 1 (satu) Exp Proposal

Perihal : Mohon Izin Penelitian

Kepada Yth,
Kepala SDN 72 Kaur
Di –
Kabupaten kaur

Dengan Hormat,

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul *“An Investigation into Teachers' Strategies in Improving Students' Vocabulary Mastery in Grade V at SDN 72 Kaur”*.

Nama : Aida Nurdiana
NIM : 2223230001
Prodi : Tadris Bahasa Inggris
Tempat Penelitian : SDN 72 Kaur
Waktu Penelitian : 12 Mei - 12 Juni 2026

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Dekan,


U. KHAIRIAH

2



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FAKULTAS TARBIYAH DAN TADRIIS
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Website: www.uinfasbengkulu.ac.id

SURAT PERMOHONAN IZIN PENELITIAN

Lampiran : -
Hal : Permohonan Izin Penelitian

Kepada Yth.
Kepala Sekolah SDN 72 KAUR
Di Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Sehubungan dengan akan dilakukan penyusunan skripsi dari mahasiswa S-
I Tadris Bahasa Inggris dengan hormat saya yang bertanda tangan di bawah ini:

Nama : Aida Nurdiana
NIM : 2223230001
Instansi : Universitas Islam Negeri (UIN) Fatmawati Sukarno
Bengkulu
Semester : Delapan (VIII)
Fakultas : Tarbiyah dan Tadris
Prodi : Tadris Bahasa Inggris
Judul : An Investigation into Teachers' Strategies in Improving
Students' Vocabulary Mastery in Grade V at SDN 72 Kaur

Dengan ini saya yang bertanda tangan di bawah ini bermaksud untuk
mengajukan permohonan izin kepada Bapak/Ibu agar kiranya memberikan izin
dalam meneruskan penelitian di SDN 72 Kaur.

Demikian surat permohonan ini saya buat dengan sebenar-benarnya tanpa
ada paksaan dari pihak manapun. Atas perhatian dan kerja samanya saya ucapkan
terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Bengkulu, 27 April 2026

Mahasiswa



Marlaini, S.Pd.
NIP. 197708252022212007

Aida Nurdiana
NIM. 2223230001

Appendix 13 Research Completion Certificate



SURAT KETERANGAN SELESAI PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Marlaini, Sp.d
NIP : 197708252022212007
Jabatan : Kepala Sekolah SDN 72 Kaur
Alamat : Desa Air Palawan Kec. Nasal Kab. Kaur

Menyatakan dengan sesungguhnya bahwa mahasiswa tersebut dibawah ini :

Nama : Aida Nurdiana
NIM : 2223230001
Instansi : Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu
Semester : Delapan (VIII)
Fakultas : Tarbiyah dan Tadris
Prodi : Tadris Bahasa Inggris
Judul : "An Investigation into Teachers' Strategies in Improving Students' Vocabulary Mastery in Grade V at SDN 72 Kaur"

Bahwa benar telah menyelesaikan Penelitian Skripsi dari tanggal 13 Mei 2026 sampai dengan tanggal 13 Juni 2026 di SDN 72 Kaur.

Demikian surat keterangan ini dibuat dengan sesungguhnya untuk dapat dipergunakan seperlunya.

Air palawan, 13 Juni 2026
Kepala Sekolah

MARLAINI, S.Pd
NIP. 197708252022212007

Appendix 14 Thesis Supervision Record



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KARTU BIMBINGAN SKRIPSI

Nama : Aida Nurdiana
NIM : 2223230001
Jurusan : Tadris
Prodi : Tadris Bahasa Inggris
Pembimbing I : Dr. Syamsul Rizal, M. Pd
Judul Skripsi : TEACHER STRATEGIES TO IMPROVE STUDENTS' VOCABULARY MASTERY IN GRADE V AT SDN 72 KAUR

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	Kamis, 25 Juni 2026	Chapter IV	- Remove the background information regarding the school from the results section.	4
2.	Senin, 29 Juni 2026	Chapter IV	- Add the similarities and differences between this study and previous research to the discussion section	4
3.	Jum'at, 03 Juli 2026	Chapter IV	- Pembahasan langsung buat sub bab berdasarkan research question	4
4.	Selasa, 07 Juli 2026	Chapter IV	- Add sub bab hasil setelah explain per research question	4
5.	Kamis, 16 Juli 2026	Chapter IV	- Bagian interview result lebih detail dan di urutkan lagi	4
6.	Selasa, 21 Juli 2026	Chapter IV	- pada pembahasan explain jawaban lebih diperjelas dan perbandingan dengan penelitian terdahulu	4
7.	Kamis, 23 Juli 2026	Chapter IV	- Hapus/ Hilangkan Questioner jika tidak ingin memfotokan dan metode focus grup	4
8.	Jum'at, 24 Juli 2026	Chapter I-V		4
		A	A C C	4

Mengetahui
Koordinator Prodi Tadris Bahasa Inggris

Pebri Prandika Putra, M.Hum.
NIP.198902032019031003

Bengkulu, 17 Juni 2026 24 Juli 2025
Pembimbing I

Dr. Syamsul Rizal, M.Pd.
NIP. 196901291999031001



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KARTU BIMBINGAN PROPOSAL

Nama : Aida Nurdiana
NIM : 2223230001
Jurusan : Tadris
Prodi : Tadris Bahasa Inggris
Pembimbing I : Dr. Syamsul Rizal, M. Pd
Judul Skripsi : AN INVESTIGATION INTO TEACHERS' STRATEGIES IN IMPROVING STUDENTS' VOCABULARY MASTERY IN GRADE V AT SDN 72 KAUR

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	22-04-2026	Chapter 1	Judul tambahan Exploring / investigation karena menggunakan Metode Kuantitatif	h
2	29-04-2026	Chapter II	Karena → suplemen	h
3	04-05-2026	Chapter III	Se	h
4	6-5-2026	Chapter I-III	Se	h
5.	08-05-2026	Research Instrument	ACC	h

Mengetahui
Koordinator Prodi Tadris Bahasa Inggris

Pebri Prandika Putra, M.Hum.
NIP.198902032019031003

Bengkulu, 22 April 2026
Pembimbing I

Dr. Syamsul Rizal, M.Pd
NIP. 196901291999031001



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KARTU BIMBINGAN SKRIPSI

Nama : Aida Nurdiana
NIM : 2223230001
Jurusan : Tadris
Prodi : Tadris Bahasa Inggris
Pembimbing I : Dr. Hanura Febriani, M. Pd.
Judul Skripsi : TEACHER STRATEGIES TO IMPROVE STUDENTS' VOCABULARY MASTERY IN GRADE V AT SDN 72 KAUR

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	Senin, 23 Juni 2026	Chapter II	- Add vocabulary mastery of Student at elementary level - changes in teaching & learning vocabulary - informasi saran dihighlightkan - Diantaranya dari hasil wawancara yang disampaikan	
2.	Jumat, 03 Juli 2026	Chapter IV	- minta validasi instrument wawancara dari pertama - Masukan Questionnaire juga yang sudah divalidasi	
3.	Rabu, 08 Juli 2026	Chapter IV	- Bagikan interview lebih dijabarkan lagi, diseksis, perbaiki Questionnaire	
4.	Senin, 13 Juni 2026	Chapter IV	- Dihighlight Challenge, dihighlight lagi mengenai anak / siswa dihighlight masih ke student forget easily vocabulary	
5.	Jumat, 17 Juli 2026	Chapter I-V	Acc to first advice	

Mengetahui
Koordinator Prodi Tadris Bahasa Inggris

Febri Prandika Putra, M.Hum.
NIP.198902032019031003

Bengkulu, 27 Juli 2026
Pembimbing 2

Hanura Febriani, M.Pd
NIP. 199002142020122004



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Website: www.uinbengkulu.ac.id

KARTU BIMBINGAN PROPOSAL

Nama : Aida Nurdiana
NIM : 2223230001
Jurusan : Tadris
Prodi : Tadris Bahasa Inggris
Pembimbing I : Dr. Hanura Febriani, M. Pd.
Judul Skripsi : TEACHERS' STRATEGIES IN OVERCOMING ENGLISH READING LITERACY BARRIERS
IN GRADE V AT SDN 72 KAUR

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	23-02-2026	Chapter 1	1. Review Background 2. Check Buku panduan	
2.	05-03-2026	Chapter 1	1. Add vocabulary Strategi 2. Strategy matching / learning vocabulary	
3.	09-03-2026	Chapter 2	1. Vocabulary rubric 2. Vocabulary level 3. Learning Strategies 4. Rubric vocabulary table	
4.	29-03-2026	Chapter 3	1. Research Sub objektifnya simple 2. Cara penulisan diperbaiki	
5.	05-04-2026	Chapter 3	1. Make Research Instrument	
6.	08-04-2026	Chapter 3	3. Research Instrument buat dalam bentuk table (aspect/indicator/question)	
7.	19-04-2026	Chapter 3	1. Research Instrument buat dari cari Sumber/umangs Mengatakan terbut Quarta tersebut	
8.	16-04-2026	Chapter 3 / Research Instrument	Acc to Conduct the research	

Mengetahui
Koordinator Prodi Tadris Bahasa Inggris

Pebri Prandika Putra, M.Hum.
NIP.198902032019031003

Bengkulu, 23 Februari 2026
Pembimbing 2

Hanura Febriani, M.Pd
NIP. 199002142020122004

Appendix 15 Statement of Originality and Plagiarism-Free Declaration



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SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Aida Nurdiana

NIM : 2223230001

Program Studi : Tadris Bahasa Inggris

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Kepala Prodi Tadris Bahasa Inggris

Pebri Prandika Putra, M.Hum
NIP. 198902032019031003

Bengkulu, 05 August 2026



Aida Nurdiana
NIM. 2223230001

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Tania Septiana

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BIOGRAPHY



Aida Nurdiana was born in Lampung on December 10, 2004. She is the youngest of three siblings, the daughter of Abdul Anas and Masdalena, and currently resides in Air Palawan Village, Nasal Subdistrict, Kaur Regency, Bengkulu Province. Her formal education includes graduating from Kaur State Elementary School No. 72 in 2016, Kaur State Junior High School No. 20 in 2019, and the South Bengkulu Islamic High School (MAN) in 2022. In 2022, he enrolled in the Bachelor's program in English Education at Fatmawati Sukarno State Islamic University in Bengkulu, and as of the writing of this thesis, he remains enrolled as a student in the Bachelor's program in English Education at Fatmawati Sukarno State Islamic University in Bengkulu.