

ABSTRACT

The Bachelor's thesis entitled "Exploring Teacher's Practices in Teaching Vocabulary by Using Vocabulary Self-Collection Strategy (VSS) at MTsN 3 Blitar" was written by Muhammad Hafizh Kurnia Imawan, Student ID Number 1860203221007, English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sayyid Ali Rahmatullah Tulungagung, Advisor: Arpinda Syifa'a Awal, M. Pd.

Keywords: Vocabulary Self-Collection Strategy (VSS), teacher practices, vocabulary learning, private dictionary, EFL classroom.

This study explored teacher practices in teaching vocabulary using the Vocabulary Self-Collection Strategy (VSS) at MTsN 3 Blitar. The study focused on how the teacher implemented VSS in vocabulary teaching, how the teacher guided and facilitated students throughout the implementation process, and what challenges emerged during the implementation of VSS activities. The study involved one English teacher as the primary participant and Grade VII students as supporting participants.

This study employed a qualitative case study design. Data were collected through classroom observations, semi-structured interviews, Focus Group Discussions (FGDs), and documentation. The collected data were analyzed through the procedures of data condensation, data display, and conclusion drawing and verification. The trustworthiness of the findings was established through methodological and source triangulation.

The findings revealed three major results: (1) the teacher implemented VSS as a structured and recurring vocabulary-teaching practice through guided vocabulary selection, vocabulary discussion, vocabulary recording using private dictionaries, systematic vocabulary review, and vocabulary application in meaningful classroom activities; (2) the teacher guided and facilitated students' vocabulary learning by providing continuous guidance, scaffolding through peer learning, collaborative classroom interaction, and the use of private dictionaries to support vocabulary learning and monitor students' learning readiness; and (3) the main challenges in teaching vocabulary using VSS involved managing student diversity and maintaining student engagement, which were addressed through adaptive instructional practices, including differentiated support, peer learning, individual guidance, technology utilization, and flexible classroom management.

Overall, this study demonstrated that VSS was implemented as a structured vocabulary-teaching practice that integrated continuous teacher guidance, collaborative learning, and adaptive instruction within regular English lessons. The findings suggest that successful vocabulary teaching using VSS depends not only on the strategy itself but also on the teacher's ability to adapt instructional practices to students' learning needs and classroom conditions.

ABSTRAK

Skripsi yang berjudul "Exploring Teacher's Practices in Teaching Vocabulary by Using Vocabulary Self-Collection Strategy (VSS) at MTsN 3 Blitar" ditulis oleh Muhammad Hafizh Kurnia Imawan, NIM 1860203221007, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, dengan dosen pembimbing Arpinda Syifa'a Awal, M. Pd.

Kata Kunci: *Vocabulary Self-Collection Strategy* (VSS), praktik guru, pembelajaran kosakata, *private dictionary*, kelas EFL.

Penelitian ini bertujuan untuk mengeksplorasi praktik guru dalam mengajarkan kosakata menggunakan *Vocabulary Self-Collection Strategy* (VSS) di MTsN 3 Blitar. Penelitian ini berfokus pada bagaimana guru mengimplementasikan VSS dalam pembelajaran kosakata, bagaimana guru membimbing dan memfasilitasi siswa selama proses pembelajaran, serta tantangan yang dihadapi dalam pelaksanaan VSS.

Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Partisipan utama penelitian adalah seorang guru bahasa Inggris, sedangkan siswa kelas VII berperan sebagai partisipan pendukung. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, *Focus Group Discussion* (FGD), dan dokumentasi. Data dianalisis melalui kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Keabsahan data diperoleh melalui triangulasi metode dan triangulasi sumber.

Hasil penelitian menunjukkan tiga temuan utama, yaitu: (1) guru mengimplementasikan VSS sebagai praktik pembelajaran kosakata yang terstruktur dan berkelanjutan melalui pemilihan kosakata secara terbimbing, diskusi kosakata, penggunaan *private dictionary*, peninjauan kembali kosakata, dan penerapan kosakata dalam aktivitas pembelajaran; (2) guru membimbing dan memfasilitasi pembelajaran kosakata melalui pemberian arahan, *scaffolding*, pembelajaran teman sebaya, interaksi kolaboratif, serta penggunaan *private dictionary* sebagai sarana pendukung pembelajaran; dan (3) tantangan utama dalam pelaksanaan VSS meliputi keberagaman karakteristik siswa dan upaya mempertahankan keterlibatan siswa, yang direspons melalui berbagai bentuk pembelajaran adaptif..

Secara keseluruhan, penelitian ini menunjukkan bahwa VSS diimplementasikan sebagai praktik pembelajaran kosakata yang terstruktur dan terintegrasi dalam pembelajaran bahasa Inggris. Keberhasilan implementasinya tidak hanya bergantung pada strategi yang digunakan, tetapi juga pada kemampuan guru dalam memberikan bimbingan, memfasilitasi pembelajaran, dan menyesuaikan praktik pembelajaran dengan kebutuhan siswa serta kondisi kelas.