ABSTRACT

Farrasa, Khansa. 2026 *Teaching Vocabulary Through Recount Text In Junior Secondary School Level (A Narrative Study at 9th Grade of SMP Muhammadiyah 2 Cirebon Academic Year of 2025/2026)* Supervisor 1: Slamet Riyadi, S.S., M.Pd., Supervisor 2: Drs. Ashari M.Pd., Chief External Examiner: Erna Wardani, S.Pd., M.Hum., External Examiner: Weksa Fradita Asriyama, S.Pd., M.Pd., Ministry of Higher Education, Science, and Technology, Jenderal Soedirman University, Faculty of Humanities, Department of Language Education, English Language Education Study Program, Purwokerto.

This study aimed to explore how English teachers see, implement, and face challenges in teaching vocabulary through recount texts at the ninth grade of SMP Muhammadiyah 2 Cirebon in the academic year 2025/2026. This research employed a qualitative narrative study. The data were collected through classroom observations, document analysis, and semi-structured interviews with the English teacher and analyzed using thematic analysis. This study addressed three research questions: (1) how vocabulary teaching through recount texts was implemented, (2) the teacher views on teaching vocabulary through recount texts, and (3) the challenges faced during the teaching process. The analysis was guided by vocabulary learning theories proposed by Dirgeyaksa and Schmitt, as well as vocabulary teaching challenges described by Thornbury. The findings revealed that the teacher viewed vocabulary as the foundation of language learning. Limited mastery of vocabulary caused students to have difficulty understanding recount texts, expressing ideas, and participating actively in classroom activities. In practice, the teacher applied strategies such as contextual explanation, repetition, visualization, and simplified language to support students' vocabulary comprehension. However, the implementation was influenced by several challenges, including students' limited vocabulary mastery, low confidence and motivation, pronunciation and spelling difficulties, time management constraints, limited learning resources, and difficulties in assessing students' vocabulary understanding. In conclusion, teaching vocabulary through recount texts requires appropriate instructional strategies, sufficient instructional time, and supportive learning environments that consider students' cognitive and affective needs.

Keywords: *learning challenges, qualitative research, recount text, teacher view, vocabulary teaching.*

ABSTRAK

Farrasa, Khansa. 2026 *Teaching Vocabulary Through Recount Text In Junior Secondary School Level (A Narrative Study at 9th Grade of SMP Muhammadiyah 2 Cirebon Academic Year of 2025/2026)* Pembimbing 1: Slamet Riyadi, S.S., M.Pd., Pembimbing 2: Drs. Ashari M.Pd., Ketua Penguji Eksternal: Erna Wardani, S.Pd., M.Hum., Penguji Eksternal: Weksa Fradita Asriyama, S.Pd., M.Pd., Kementerian Pendidikan Tinggi, Sains, dan Teknologi, Universitas Jenderal Soedirman, Fakultas Ilmu Budaya, Jurusan Pendidikan Bahasa, Program Studi Pendidikan Bahasa Inggris, Purwokerto.

Penelitian ini bertujuan untuk mengeksplorasi pandangan guru, implementasi, serta tantangan dalam pengajaran kosakata melalui teks recount pada siswa kelas sembilan SMP Muhammadiyah 2 Cirebon tahun ajaran 2025/2026. Penelitian ini menggunakan desain kualitatif dengan pendekatan studi naratif. Data dikumpulkan melalui observasi kelas, analisa dokumen, dan wawancara semi-terstruktur dengan guru bahasa Inggris, kemudian dianalisis menggunakan analisis tematik. Penelitian ini difokuskan pada tiga rumusan masalah, yaitu: (1) bagaimana implementasi pengajaran kosakata melalui teks recount, (2) bagaimana pandangan guru terhadap pengajaran kosakata melalui teks recount, dan (3) tantangan yang dihadapi dalam proses pembelajaran. Analisis data didasarkan pada teori pembelajaran kosakata dari Dirgeyaksa dan Schmitt serta teori tantangan pengajaran kosakata dari Thornbury. Hasil penelitian menunjukkan bahwa guru memandang kosakata sebagai fondasi utama dalam pembelajaran bahasa. Keterbatasan penguasaan kosakata menyebabkan siswa mengalami kesulitan dalam memahami teks recount, mengekspresikan ide, dan berpartisipasi aktif di kelas. Dalam praktik pembelajaran, guru menerapkan strategi seperti penjelasan kontekstual, pengulangan, visualisasi, dan penyederhanaan bahasa. Namun, pengajaran kosakata juga menghadapi berbagai tantangan, antara lain keterbatasan kosakata siswa, rendahnya kepercayaan diri dan motivasi, kesulitan pelafalan dan ejaan, keterbatasan waktu, minimnya sumber belajar, serta kesulitan dalam mengevaluasi penguasaan kosakata siswa. Sebagai kesimpulan, pengajaran kosakata melalui teks recount memerlukan perencanaan yang matang, strategi yang tepat, serta dukungan pembelajaran yang memadai.

Kata kunci: *pandangan guru, penelitian kualitatif, , pengajaran kosakata , tantangan pembelajaran, teks recount.*