

ABSTRACT

Nurdin, Agus (2024). Teacher's Strategies in Improving students' Vocabulary Mastery in Urban and Rural Schools

This study examines teachers' strategies for improving students' vocabulary mastery in urban and rural schools in Indonesia. It aims to understand how these strategies impact student learning and identify specific challenges students face in different educational contexts.

The study employed a qualitative approach with a case study design, focusing on two schools: SMAN 24 Bandung (urban) and MAN 1 Majalengka (rural). Data was collected through classroom observations, interviews with English teachers, and questionnaires distributed to students from both schools. The research utilized observation checklists, interview protocols, and Likert-scale questionnaires as instruments, with analysis conducted through thematic coding and descriptive statistics.

Urban and rural teachers employ social, memory, and context clue strategies. Urban teachers often use repetition, visual aids, and contextual learning. In contrast, rural teachers rely more on traditional methods like translation and drilling, supplemented by cooperative learning and audiovisual materials when possible. Students in both settings generally respond positively, with urban students favoring interactive and digital activities and rural students preferring cooperative learning.

The study concludes that urban and rural teachers use different vocabulary teaching strategies due to resource availability. Urban teachers leverage technology and diverse materials, while rural teachers adapt traditional methods. The study recommends continued strategy diversification, increased support for rural schools, and further research on the long-term impact of these approaches.

Keywords: Vocabulary Mastery, Urban School, Rural School