Deeping into Effective Teaching Strategies in Developing Vocabulary of English as a Foreign Language

Ediwarman Ediwarman[a] [*], John Pahamzah[b]

[a,b] Universitas Sultan Ageng Tirtayasa, Serang, Indonesia

Article Info	Abstract
	The purpose of this article is to conduct critical reviews of vocabulary teaching strategies that have been effectively used in English classroom. The data obtained is contained in the site Google Scholar with the topic Method for Teaching Vocabulary in English. The result of the analysis article shows some effective strategies for teaching English vocabularies, such as teaching English vocabulary using drama, flashcards, movies, animation videos, and crosswords.
*Corresponding author: datuk@untirta.ac.id	

INTRODUCTION

Teaching is guiding and facilizing learning for the learner to learn, sitting the conditions for learning. Brown (in Sinurat, Ginting, & Lubis, 2020) said that the term "teaching" could be replaced with the term "learning" because "teaching" facilitates the learning process, provides the learner with opportunities to learn, and creates the conditions necessary for learning. In teaching, teachers are active, and students are allowed to speak and convey their ideas. Teaching is a communication process in which reciprocity occurs (feedback) or two-way communication where teachers and students open up to each other and discuss. Teaching English is the process of learning English. Since English is not spoken as a first language in Indonesia, we as learners need put more effort into studying it. English is a foreign language in Indonesia, making it challenging to teach and learn, especially for pupils who have been studying English from kindergarten (Aba, 2019). As one of the most crucial parts of English, vocabulary is something that students must acquire in order to be successful in the language.

Vocabulary is the words that people can use. Hatch and Brown (1995) provide a definition of vocabulary as a compilation of terms pertaining to a certain language, including the lexicon used by individual speakers of that language. Students' proficiency in English can be obtained from the large number of English vocabularies that they know because the most important component in English is one of them is vocabulary. Vocabulary is one of the basic pillars of initial knowledge in mastering the English language (Simamora & Oktaviani, 2020). However, it is important to note that mastering vocabulary requires not just memorization but also regular practice. Teachers should have the appropriate strategies for teaching English vocabulary.

Teaching strategy is the way to implement the plan to achieve the lesson's goals. Teaching strategies are the teacher's way of carrying out the teaching process to achieve the desired goal effectively (Riza, Sevrika, & Sepriani, 2018). In order to optimize the effectiveness of the teaching and learning process, it is essential for the instructor to identify the appropriate learning strategy and tailor it to the student's academic level. The choice of an effective learning technique significantly impacts a student's level of competency. The right strategy can make students feel happy and enjoy and follow the learning well.

Currently, many students continue to encounter challenges when they try to acquiring language skills. Thombury (in Rahmatillah, 2014) proposes some factors that make vocabulary difficult: grammar, meaning, range, length and complexity, pronunciation, spelling, and grammar. The purpose of this article is to conduct some critical reviews of vocabulary-teaching strategies which have been effectively used in vocabulary instruction from previous relevant research.

METHOD

In completing this article, the method used is an article review. The same precautions that must be taken with any other study to guarantee accuracy, precision, and reliability must also be done with a literature review in order for it to qualify as a legitimate research approach. Academic reviews are evaluated based on the work done, the findings, and the clarity of the reporting (Rahmasari, 2016)). The researcher can use various strategies, standards, and guidelines developed specifically for conducting a literature review, depending on the purpose of the review. The information was found on Google Scholar under the heading "Strategy for Teaching English Vocabulary.". In this research, author using qualitative descriptive research method.

Qualitative research methods are approaches used to explore and understand people's experiences, behaviors, and social contexts through non-numerical data. These methods are particularly valuable in fields like education, where researchers seek to understand complex phenomena from the perspectives of those involved. Key characteristics of qualitative research include its focus on the depth of understanding, its inductive approach, and its use of rich, detailed data.

RESULT

After analyzing some articles about teaching English vocabulary, writers found some effective strategies, such as: They are teaching English vocabulary using drama. Using drama strategy in teaching vocabulary, can create an intellectual and emotional environment that can support students to think. It makes them apply communication skills and dare to take risks. Drama as a teaching strategy has an impact on long-term vocabulary progress. Students learn new vocabulary and language through drama to achieve communication skills and express themselves. Besides communication skills, students can develop through drama, and the pupils can also share their ideas and opinions with their

peers. They can talk about activities and improvisations and get feedback for thinking because learning with drama is delightful, making students eager to learn vocabulary through drama. They were very amused, and their enthusiasm was very high. Additionally, they consistently engage in the process of learning.

Using flashcards to teach vocabulary in English is one method. Flashcards are a highly useful tool for learning vocabulary in English (Aba, 2019). Flashcards are very effective because of their cute and colorful shapes that can keep students interested and motivated in the teaching process. Flashcards are cards containing individual words, which may be printed or handwritten. They are organized and presented in the same categories and order as individual photos. One of the simplest ways to elicit a language sample is to show an interesting picture. Using pictures increases children's interest in learning and increases vocabulary mastery. Furthermore, using flash cards can assist students in mastering vocabulary (Rahmasari, 2016). Additionally, the inclusion of legendary short tales has the potential to enhance students' motivation and active engagement in the teaching and learning process. Short stories can maintain students' long-term memory, so they will easily memorize the given vocabulary. Flashcards and legendary short story materials are simple to incorporate into teaching and learning. Students will remember the words given to them when constructing the best medium. It is also obvious that students will have a favorable impression of the material. Furthermore, it can pique students' interest, keep their memories fresh, and boost their motivation. Impressed moments have a strong influence on student's long-term memory.

The movie is a strategy for teaching English vocabulary. Teaching vocabulary through the film is effective (Simamora & Oktaviani, 2020). Students can learn English and discover new vocabulary by watching English movies. The more they watch English movies, the easier it is for them to learn the language because they can learn it not only through listening activities but also through the scenes and expressions of the actors/actresses in the film.

They are using the animation strategy to learn English Vocabulary. According to the findings of this study, teaching vocabulary through animation videos is effective (Siregar, Tobing, & Fitri, 2021). Because animated videos with images and writings allow students to recognize easily, understand, and define the words presented. Overall, the multimedia learning environment directly impacts learning and even personal growth. The effect is unique and difficult to achieve with traditional educational materials. As a result, it is not surprising that ed tech companies are growing, and schools are increasingly attempting to provide a multimedia learning environment for their students.

Utilizing Crossword Puzzles for English Vocabulary Instruction. This study aims to discover how crossword puzzle learning media is used in schools. The findings of this study indicate that teachers can use crossword puzzles as ideas for learning media because they can enliven the learning atmosphere in the classroom, build new vocabulary, and attract students' attention in teaching-learning activities (Rahayu, WL, & Sophia, 2021). Crossword puzzles require student participation for them to

be active, which is both mental and physical. As a result, students will experience a more pleasant environment, allowing them to maximize their learning outcomes. This crossword puzzle method has drawbacks, such as incorrect student answers due to lack of concentration or when working on it, the time limit has run out, so answer it quickly. As a result, teachers must continue to innovate to compensate for the shortcomings. Giving bonus letters to across and down answer boxes is one way to mitigate that weakness. This bonus letter can be placed in the available answer box's front, center, or back. Because there are already letters listed on the box, this letter can provide instructions for students to fill in the answer box.

DISCUSSION

To discover how crossword puzzle learning media is used in schools. The findings of this study indicate that teachers can use crossword puzzles as ideas for learning media because they can enliven the learning atmosphere in the classroom, build new vocabulary, and attract students' attention in teaching-learning activities (Rahayu, WL, & Sophia, 2021). Crossword puzzles require student participation for them to be active, which is both mental and physical. As a result, students will experience a more pleasant environment, allowing them to maximize their learning outcomes. This crossword puzzle method has drawbacks, such as incorrect student answers due to lack of concentration or when working on it, the time limit has run out, so answer it quickly. As a result, teachers must continue to innovate to compensate for the shortcomings. Giving bonus letters to across and down answer boxes is one way to mitigate that weakness. This bonus letter can be placed in the available answer box's front, center, or back. Because there are already letters listed on the box, this letter can provide instructions for students to fill in the answer box.

The result of the analysis article shows some effective strategies for teaching English vocabularies, such as teaching English vocabulary using drama, flashcards, movies, animation videos, and crosswords. The teacher should choose the appropriate strategy. However, the execution is subpar even if the instructor has previously created the instruction plan and chosen the approach. Students will be bored and can't follow the teaching-learning well.

CONCLUSION

Teaching is a learning process. Brown said that the term "teaching" could be replaced with the term "learning" because "teaching" facilitates the learning process, provides the learner with opportunities to learn, and creates the conditions necessary for learning (Sinurat, Ginting, & Lubis, 2020). In teaching, teachers are active, and students are allowed to speak and convey their ideas. Teaching is a communication process in which reciprocity occurs (feedback) or two-way communication where teachers and students open up to each other and discuss. Teaching English is the process of learning English. Students' proficiency in English can be obtained from the large number of English vocabulary that they know because the most important component in English is

one of them is vocabulary. Vocabulary is one of the basic pillars of initial knowledge in mastering the English language.

Based on the result, the researcher found an effective strategy for teaching English vocabulary. There are some effective strategies for teaching English vocabulary, such as teaching English vocabulary using drama, flashcards, movies, animation videos, and crosswords. The teacher should choose the appropriate strategy. But even though the teacher already made the lesson plan and chose the design, the implementation is not good. Students will be bored and can't follow the teaching-learning well.

ACKNOWLEDGEMENTS

REFERENCES

Aba, L. (2019). Flashcards as A Media in Teaching English Vocabulary. *AL-Lisan: Jurnal Bahasa (e-Journal)*, 170-179.

Agustin, M. (2019). Teachers' Techniques in Teaching English Vocabulary to Young Learners. *The Journal of English Language Teaching, Literature, and Applied Linguistics (JELA)*, 29-34.

Alshraideh, D. S., & Alahmadi, N. (2020). Using Drama Activities in Vocabulary Acquisition. *International Journal of English Language Teaching*, 41-50.

Bakhsh, S. A. (2016). Using Games as a Tool in Teaching Vocabulary to Young Learners. *English Language Teaching*, 120-128.

Butler, Y. G. (2019). Teaching Vocabulary to Young Second or Foreign Language Learners. 4-33.

Cahyono, B. Y., & Widiati, U. (2008). The Teaching of EFL Vocabulary in The Indonesian Context: The State of The Art. *TEFLIN Journal*, 1-17.

Demircioglu, S. (2010). Teaching English Vocabulary to Young Learners Via Drama. *Procedia Social and Behavioral Sciences*, 339-443.

Gao, Y. L., Wang, F. Y., & Lee, S. Y. (2020). The Effect of Three Different StorytellingApproaches on The Vocabulary Acquisition and Response Pattern of Young EFL Students. *Language Teaching Research*, 1-21.

Groot, A. M. (2006). Effects of Stimulus Characteristics and Background Music on Foreign Language Vocabulary Learning and Forgetting. *Language Learning*, 463-506.

Indrasari, A., Novita, D., & Megawati, F. (2018). Big Book: Attractive Media for Teaching Vocabulary to Lower Class of Young Learners. *Journal of English Educators Society*, 141-154.

Karami, A. (2019). Implementing Audio-Visual Materials (Videos), As An Incidental Vocabulary Learning Strategy, In Second/Foreign Language Learners' Vocabulary Development: A Current Review of The Most Recent Research. *i-manager's Journal on English Language Teaching*, 60-70.

Kralova, Z., Kamenicka, J., & Tirpakova, A. (2022). Positive Emotional Stimuli in Teaching Foreign Language Vocabulary. *System*, 1-12.

Lelawati, S., Dhiya, S., & Mailani, P. N. (2018). The Teaching of English Vocabulary to Young Learners. *Professional Journal of English Education*, 95-100.

Neris, M. J. (2010). Facilitating Vocabulary Acquisition of Young English Language Learners. *Electronic Theses, Treatises, and Dissertations*.

Nguyen, N. T. (2021). A Review of The Effects of Media on Foreign Language Vocabulary Acquisition. *International Journal of TESOL & Education*, 30-37.

Permana, I. Y. (2020). Teaching Vocabulary for Elementary School Students (A Literature Review). *The Art of Teaching English as a Foreign Language*, 1-4.

Petursdottir, A. I., & Haflidadottir, R. D. (2009). A Comparison of Four Strategies for Teaching Foreign-Language Vocabulary. *Journal of Applied Behavior Analysis*, 685-690.

Pitriani, D., & Jufri. (2013). The Use of Cartoon Movies as a Media in Teaching Vocabulary to Young Learners. *Journal of English Language Teaching*, 106-113.

Rahayu, A. C., WL, M. Y., & Sophia, T. C. (2021). The Use of CrosswordPuzzle in Teaching English Vocabulary. *English Teaching, Literature, and Linguistics (Eternal)*, 271-283.

Rahmasari, B. S. (2016). The Use of Flashcards in Teaching Vocabulary Fourth Grade Students of SDN Sukosari 02 Dagangan Madiun. *Jurnal Edutama*, 1-10.

Ramadhani, A. P. (2015). Techniques in Teaching Vocabulary to Young Learners at LIA English Course. *TELL-US Journal*, 1-8.

Riza, A., Sevrika, H., & Sepriani. (2018). Expository Teaching Strategies in Teaching Learning Process: A Study at SMA Kartika 1-5 Padang. 1-5.

Sarode, R. D. (2018). Teaching Strategies, Styles, and Qualities of A Teacher: A Review for Valuable Higher Education. *International Journal of Current Engineering and Scientific Research (IJCESR)*, 57-62.

Simamora, M. W., & Oktaviani, L. (2020). What Is Your Favorite Movie?: A Strategy of English Education Students to Improve English Vocabulary. *Journal of English Language Teaching and Learning (JELTL)*, 44-49.

Sinurat, H., Ginting, S. A., & Lubis, S. (2020). An Analysis of Teacher Pedagogical Misconduct in Teaching English. 1-19.

Siregar, A. S., Tobing, E. G., & Fitri, N. R. (2021). Developing of Teaching Materials: Using Animation Media to Learning English Vocabulary for Early Childhood. *Indonesian Journal of Research and Educational Review*, 9-16.

Snodgrass, M. R., Stoner, J. B., & Angell, M. E. (2013). Teaching Conceptually Referenced Core Vocabulary for Initial Augmentative and Alternative Communication. *Augmentative and Alternative Communication*, 323-333.

Thompson, C. G., & Gillern, S. V. (2020). Video-Game Based Instruction for Vocabulary Acquisition with English Language Learners: A Bayesian Meta-Analysis. *Educational Research Review*, 1-23.

Zhao, M., & Lornklang, T. (2019). The Use of Picture Word Inductive Model Focusing on Chinese Culture to Promote Young Learner's English Vocabulary Acquisition. *Advances in Language and Literary Studies*, 105-111.