

CHAPTER I

INTRODUCTION

1.1 Background

Vocabulary is one of the key components in English language learning that affects communication skills and general language comprehension. Vocabulary includes not only a list of known words, but also how those words are used in various communication contexts. A broad and deep understanding of vocabulary helps students understand texts, express opinions and actively participate in conversations. Therefore, vocabulary teaching is very important, especially at the secondary school level, where students are expected to use English more effectively and confidently.

When learning English, vocabulary is one of the main elements that has the greatest impact on students' comprehension, expression and communication skills. According to David Crystal, linguists define vocabulary as “the collection of words owned or known by a person or in a language”, according to research by Aziz et al. (2024). Without adequate vocabulary mastery, students will have difficulty in understanding texts, conveying ideas, or participating in meaningful communication. For students learning English as a second language, mastering vocabulary is very important so that they can communicate both in class and in everyday life. Effective vocabulary teaching is not enough to provide word lists or memorization tasks, but also requires creative and innovative teaching strategies so that students can internalize and apply the words. A teacher must be able to create strategies that not only make students active, but also generate enthusiasm for learning and facilitate students' understanding of what is being taught. The right strategy will help students master understanding faster and increase their desire to learn.

Engaging technology-based and student-centered learning strategies are increasingly important in today's modern learning era. Today's students tend to be more responsive to visual, interactive and collaborative learning, so teachers are required to adapt their teaching approaches to the characteristics and needs of today's students to make learning more effective and meaningful. The use of

digital learning media, educational games, and group activities are examples of strategies that can increase student engagement in vocabulary learning.

Based on initial observations at SMPN 8 Palopo, many students have difficulty in mastering English vocabulary, which has an impact on their overall language skill. It was found that English teachers have implemented various strategies in teaching English vocabulary in eighth grade. However, it is not yet known in depth what strategies are most effective and how they are implemented in the learning process. Therefore, this research is important to analyze the strategies used by teachers in teaching vocabulary, as well as the factors that influence teaching strategies.

Research related to this research is Sari et al., (2024) who conducted a study on the analysis of teacher teaching strategies. The purpose of this study is to describe the teacher's strategies and how the teacher applies these strategies in teaching English vocabulary. The study shows that the strategies used by teachers to teach English vocabulary are dictionaries, games, exercises, and collaborative learning. In addition to learning strategies, teachers use several media to teach English vocabulary, basically, English is an interesting language.

Based on the description above, the researcher is interested in examining more deeply the teacher's strategy in teaching English vocabulary at SMPN 8 Palopo. This research is expected to contribute to the development of vocabulary learning strategies that are more effective and relevant to the needs of today's students.

1.2 Problem Statement

Based on the background above, the problem statement what are the strategies used by teacher in teaching English vocabulary at eighth-grade students of SMPN 8 Palopo?

1.3 Objective of the research

To find out the strategies used by the teacher in teaching English vocabulary to eighth-grade students at SMPN 8 Palopo.

1.4 Significance of the Research

1. Theoretically

It helps readers gain knowledge about the strategies used by teachers in teaching English vocabulary in the eighth grade of SMPN 8 Palopo.

2. Practically

The results can be a consideration for teachers to apply which strategies are suitable for use in the learning process.

1.5 Scope of the Research

The writer focused on analyzing the strategies used by teachers in teaching English vocabulary to eighth grade students at SMPN 8 Palopo. This research does not cover all aspects of English language learning, but only focuses on teaching strategies related to vocabulary acquisition. The writer was limited to one school and one grade level, namely the eighth grade of SMPN 8 Palopo, and involved one English teacher and the students taught by the teacher.

1.6 Operational Definition

In this section, operational definitions will explain the key terms and concepts used in this study to ensure a common understanding among readers. Each term will be defined in a way that specifies how it will be measured or observed in the context of this study.

- a. **Vocabulary Mastery:** Refers to the extent to which students can understand, use and apply English vocabulary in a variety of contexts. This will be measured through assessments that include written tests, oral presentations, and in-class participation, focusing on students' ability to recall and use vocabulary correctly.
- b. **Teaching Strategies:** The methods and techniques used by teachers to facilitate vocabulary learning. This includes various approaches such as the use of visual aids, interactive activities, collaborative learning and technology integration. The effectiveness of these strategies will be evaluated based on student engagement, comprehension, and feedback from students and teachers

- c. **Student Engagement:** The level of student participation and engagement in the learning process. This will be assessed through observations of classroom interactions, student responses during the lesson, and self-reported measures of interest and motivation in learning vocabulary.
- d. **Teaching Experience:** The duration and quality of time teachers spend teaching English, which affects their effectiveness in delivering vocabulary instruction. This will be operationalized by categorizing teachers based on their years of experience and their ability to implement various teaching strategies.
- e. **Learning Environment:** The physical and psychological context in which vocabulary learning takes place, including the layout of the classroom, the availability of resources, and the overall atmosphere created by the teacher. This will be assessed through classroom observations and student surveys on their perceptions of the learning environment.
- f. **Assessment Methods:** Techniques used to evaluate students' vocabulary knowledge and progress. These include written tests, oral assessments, and informal observations. The effectiveness of these methods will be analyzed based on their ability to accurately reflect students' vocabulary acquisition and learning outcomes.
- g. **Professional Development:** Ongoing training and educational opportunities for teachers aimed at improving their teaching skills and strategies. This will be measured by the frequency and type of professional development activities that teachers participate in, as well as their self-reported improvement in teaching practice.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Definition of Teacher Teaching Experience in English Language Learning

In general, teaching experience can be defined as the accumulation of time and processes that a teacher has gone through in carrying out his or her role as an educator. Teacher teaching experience is how long and how actively teachers are involved in the learning process in the classroom, and how much they encounter various learning situations. This experience includes direct interaction with students, instructional teaching strategies, and reflection on teaching practices. In addition, teaching experience is also related to the teacher's ability to manage the class, understand and deliver lesson content, as well as assess and provide feedback to students.

English teachers' teaching experience refers to the accumulated time, knowledge, skills and reflections that teachers acquire during their English teaching assignments in the classroom. This experience is not only measured by the length of teaching time, but also by the depth of teachers' understanding of the learning process, classroom management, teaching strategies, and adaptability to the needs of different students and learning contexts. Firdaus & Daniatul (2014) state that teaching experience is a summary of the teacher's understanding of the things experienced during teaching, which includes mastery of knowledge, skills, and values that are internalized in the teacher. Lorincz, M., & Greba, I. (2022). Thus, teaching experience contributes significantly to the improvement of teaching quality, including teachers' ability to plan and implement lessons flexibly and responsively to the classroom situation.

Based on this explanation, teachers' teaching experience, especially in English language learning, is an accumulation of time, knowledge, skills, and reflections gained during their teaching duties. This experience is not only measured by the length of teaching time, but also by the teacher's deep understanding of the learning process, classroom management, teaching strategies, and adaptability to the needs of different students. Teaching experience

contributes significantly to improving the quality of teaching, including the teacher's ability to plan and implement lessons flexibly and responsively to the classroom situation. Therefore, teaching experience is crucial in shaping a teacher's competence and effectiveness in educating students.

2. Definition of English Vocabulary

According to David Crystal, linguists define vocabulary as “the collection of words owned or known by a person or in a language”, according to research by Aziz et al. (2024). Vocabulary is very important in English language learning because it serves as the basis for the development of language skills such as reading, writing, speaking, and listening. Vocabulary is usually defined as the collection of words that a person knows and uses in their communication. To master a language, understanding vocabulary is essential as it is the foundation of language skills. In the context of English, vocabulary helps students not only in communicating but also in thinking critically and analytically about various subjects. The breadth and depth of a person's vocabulary can significantly affect their ability to understand academic texts and engage in discussions on various subjects.

Vocabulary is a very important component of English to learn, and students must master certain vocabulary to help them learn English before they master the four skills. Teachers must be creative in choosing materials and be able to capture students' attention when presenting English, especially vocabulary. As young students are often more active, engaged and adaptable, teaching English to them is different from teaching adults. According to Syafrizal and Haerudin (2018).

Vocabulary is a very important component of language knowledge for learners in language acquisition, according to Cameron (2001). Gaining comprehension is one of the important aspects of learning English. This is because people who have a lot of comprehension will be better able to communicate their ideas and emotions. A learner who has a lot of comprehension will be better able to understand complex texts and more confidently participate in discussions.

Vocabulary is essential for language learning as it shapes other language skills. According to Alqahtani (2015), students with sufficient vocabulary will

more easily understand topics, talk about concepts, and actively participate in the communication process.

According to Schmitt (2021), students who have good vocabulary knowledge are better able to apply grammar rules in their writing. This demonstrates the relationship and mutual influence between vocabulary and grammar during the language learning process.

Based on the various definitions of the concept, Vocabulary mastery is essential for learning English. It impacts on the ability to speak, understand texts and express ideas well. The development of other language skills, such as writing, speaking and understanding grammar, will be supported by an extensive vocabulary mastery. This is because there is a close relationship between vocabulary acquisition and grammar in the process of language acquisition. Therefore, vocabulary acquisition should be the main focus in English language learning.

3. Definition of Learning Strategy

Learning strategies are essential to help students learn. According to Haidir and Salim (2012), strategies are usually defined as “methods” or ‘techniques’, and “ways” of communicating messages to students through teaching materials to achieve learning objectives. Dafid (2011) states that a learning strategy is a system that organizes teaching and learning activities and includes teachers, students, and supporting resources. According to Antoni (2010), learning strategies are methods that teachers use to help students achieve academic goals and understand subject matter. This explanation shows that learning strategies are an important component of education, which focuses on the best ways to maximize student learning by considering the active role of teachers and available resources.

According to Djamarah and Zain (1997:5), there are four basic strategies in learning activities which include the following:

- a. Identify and determine the specifications and qualifications for changes in student behavior and personality as expected.
- b. Choose a teaching and learning approach system based on the aspirations and outlook on life of the community.

- c. Selecting and determining the procedures, methods and learning techniques that are considered the most appropriate and effective so that they can be used as a guide by teachers in carrying out their teaching activities.
- d. Establish norms and minimum limits for success or criteria and standards of success so that they can be used as guidelines by teachers in carrying out and evaluating the result of teaching and learning activities which will then be used as feedback to improve learning.

Teaching activities are a collection of activities carried out by teachers with the aim of teaching and helping students adapt to their environment. These activities change students' thoughts, feelings and actions to help them adapt to their environment.

4. Strategies in Teaching Vocabulary

Vocabulary learning requires an appropriate learning strategy. In other words, the teacher's learning strategy must support the student's learning strategy. According to Mothe (2000), educators can employ creative methods to introduce language in the classroom, such as:

- a. Showing actual objects and showing models: This is a very beneficial method for teaching vocabulary to beginners. A teacher should often use real object models to teach vocabulary, such as words like pen, chalk, table, chair, ball, flower, tomato and so on, as this provides real experience and meaning for students.
- b. Showing pictures: Pictures, graphs and maps can help students understand certain concepts or words. Teachers should use this picture dictionary. For example, use a picture of “fish” and use words such as cold blood, water, big, small, eyes, spine, gills, and so on related to fish. Some words go well with pictures, especially nouns. This can also be a great way to introduce related word blocks that are often used in foreign language education, such as: nouns and verbs related to class or home.
- c. Teaching words in the context: Teachers should create contexts that are interesting, reasonable, clear and relevant to students' lives. This is important for vocabulary teaching as it helps to capture students' attention and produce the desired understanding naturally.

- d. Etymology: Compared to simple linguistic symbols and their current semantic meaning, it is easier to understand the etymology of a word. The teacher can ask students to look up the explanation in the dictionary or in other sources. Search or consider sources on the internet. An interesting story about how a word was created can be a good reminder for students to remember the word in question. Therefore, it will be easier to understand new terms by learning the etymology of words.
- e. Associated vocabulary: Teaching all words related to one topic together is easier than teaching each word separately in the context of “fruits”. For example, teaching all words like orange, banana, grape, lemon, pineapple, mango and watermelon together would be easier. Faces are an example of a lexical field.
- f. Dictionary: Teachers should encourage their students to look up words in a dictionary, this is a difficult but important task, and ESL college students should learn how to use a dictionary in practice.
- g. Synonyms and antonyms: Students can easily gain new understanding and broader understanding by using synonyms. Students can solve them because of synonyms that are based on words and phrases they already know. Most adjectives have multiple signs, and phrases usually have similar nonverbal verbs. Ask students to invent five new words, then ask them to spell them using their meanings and synonyms. Next, have them create a list of words that are the opposite words of the antonyms. While one group is given a word, the other group is asked for the opposite word. For example, rude means “polite”, flexible means ‘rigid’, and generous means “cruel”.
- h. Reading the word: Students can improve their vocabulary by reading words aloud. Sounds can be used to explain words such as ring, hiss and scrape. Teachers can make their own tones or bring audio tapes or CDs for students to listen to and write down the words they hear. The situation can be made easy and interesting if the English teacher chooses vocabulary, marks the vocabulary, and uses various techniques in the classroom.
- i. Crossword puzzles: provides an entertaining method of checking vocabulary. They can solve puzzles in groups, compete with other students, or do

homework at home. Teachers can also create “word puzzles”, also known as “crosswords”, where students work together to find and circle the words in the puzzle. Teachers can also include different versions of the word in the puzzle, only one of which is spelled correctly.

- j. Showing video: Select segments in the video that showcase different actions or visual details. Give students a list of vocabulary words to use and direct them to create a paragraph containing as many words as possible. After watching the video, students will be better at this activity. As they learn to use more appropriate vocabulary, their writing and speaking skills will improve.
- k. Role-Play: Creating a reliable classroom environment. This is very important for classroom communication as it gives students the opportunity to communicate in various social roles and social contexts. Teachers can ask students to speak freely or talk about daily activities.

Anuthama, B (2010) stated that teachers can apply innovative methods to teach vocabulary by using the ripple effect, word wall approach, and use of color.

- a. Ripple effect: Teachers can teach students that many English words have more than one meaning. Words often have the same meaning. Almost always, along with association and imagination, there is a primary meaning that governs other meanings. There is a correlation between meanings. For example, the color of growing grass is the primary meaning of the word “green”. Everything green can be described by terms like “green”, such as “green plant”, “green fly”, “green signal”, “green revolution”, “green ribbon”, etc.
- b. Word-wall approach: Students can see, touch, hear, say and write words on the word wall. This improves their vocabulary recall and encourages them to connect new words with words they already know. This method can be used to create new context for new words or to respond to significant context. More importantly, the Word Wall encourages students to actively participate, which is essential for effective learning.
- c. The use of color: Coloring the words helps students stay focused on their task and increases the amount of time and attention given to each word. Students may underline words or color them with crayons; the results are fun for

everyone. As students learn the material, text and exercises painted in pencil appear more familiar to them and are easier to work on than blank text.

According to Shen Weiwei (2003), the 5R model is the dimensions and dynamics of effective vocabulary learning strategies: receiving, recognizing, remembering, retrieving, and recycling in four specific language skills to discover new words. By using the four major language skills, audio or visual materials, and from teachers, native speakers, or other students, you can accidentally discover new words. Students should use high-quality contextualization resources.

During the gradual process of recognition, students usually try, consciously or unconsciously, to find and identify new words so that they can recognize them. With restraint, they can then guess or analyze the meaning of the words through the morphological elements they have seen before, finding relationships or images about the sound or shape of the words. After that, students recall the words.

Herrel and Henriksen (1999) proposed some effective strategies to teach vocabulary to young learners (in Putra, H. E., 2016). The following are some of these strategies.

1. Guessing meaning from context

There are many strategies that teachers can employ to implement this strategy, such as:

- a. Definition

Definitions give words meaning. A writer can use phrases or statements to define something. Key words used to give definitions are: “is/are known as,” “is/are described as,” and “is/are defined as.”

- b. Restatement

The writer can use other words, phrases, or sentences to give meaning to difficult words. Key words used in restatement are: “in other words”, “that is”, “meaning,” and so on.

- c. Punctuation marks

Writers usually use punctuation to explain the meaning of unfamiliar words. The writer will write unfamiliar words and then use punctuation, words, phrases, or sentences to explain the new words. Punctuation marks are commas, “ ” quotation marks parentheses, ; semicolons, and :

colons. For example, Family members (siblings) should always be together.

d. Examples

Examples help learners to understand the meaning of new words. The keywords are “like,” “like,” “for example,” “for example,” and “is” used by the learner.

e. Contrast

Contrast shows the opposite meanings of new words. Key words such as “but,” “instead of,” “despite,” “in contrast to,” “however,” and “despite” are used.

f. Similarity

Using signal words that indicate similarity such as “like,” “similarly,” “in the same way,” “like,” and “just like”.

g. Surrounding word

The words that accompany new vocabulary may provide clues to the meaning of the new words. For example, “Children are too young to understand that swallowing gum can be dangerous”.

h. Background knowledge

Experience and background knowledge about the text play an important role in vocabulary comprehension. Therefore, it is important for teachers to conduct schema building before students read the text.

2. Teaching collocations

Knowledge includes an understanding not only of the meaning of each word but also of words that commonly occur together. Collocations help students understand semantic areas such as antonyms, synonyms, hyponyms, and word formation because words that occur with high frequency are referred to as collocations. For example, it rained heavily, the coffee was strong but not strong, and the conversation was short but the man was short.

3. Teaching word family

Developments in lexical semantics and the mental lexicon have led to the development of theories of semantic fields, semantic networks or semantic grid strategies that present and organize words in terms of interrelated lexical

meanings. A simple example of a semantic field is a set of kinship terms such as father, mother, brother, sister, son, daughter, uncle, and aunt or the various body parts studied as parts.

4. Recycling content

Students tend to remember vocabulary if they are actively processing lexical items (intentional meanings). It is therefore the teacher's job to create an engaging environment where students can relearn and reuse the vocabulary they have learned.

5. Keeping a vocabulary journal

It is very important for language learners to record the words they learn or encounter. A vocabulary journal can serve as a reference source both inside and outside the classroom. Once students have recorded the vocabulary in question, it will be easier for them to remember or use the words.

6. Eliciting

This activity allows learners to name or write the target word, which can be a definition, antonym or synonym. This allows them to express meaning and expand their knowledge of the target vocabulary.

7. Contextualization

Students can learn to use words in sentences by role-playing or creating stories.

8. Labeling

Students can mark different parts or objects in the classroom. This activity can be done outdoors or in the neighborhood.

9. Personalization

Learners can visualize themselves doing a certain activity related to the target vocabulary. For example, learners imagine they are rowing a boat, and the target vocabulary is the word “row”.

10. Learning vocabulary by identifying productive pre-fixes and post-fixes

By learning the most common productive prefixes and postfixes, students can understand thousands of other academic words that use one or more of these word parts. Word parts are easy to remember because they are easy to understand, such as “bi” meaning two, and “anti” meaning against.

11. Association

Students can learn to associate new words or target words with things they already know or that they consider important.

12. Semantic mapping

The semantic mapping method can engage students in thinking, reading and writing. By helping them connect new information with previous experiences, this approach helps their vocabulary development. This is achieved by arranging words into pictures, which have the main idea in the center and other words with related ideas.

13. Categorizing word

The teacher can ask students to categorize words. Included in these categories are action verbs, such as ran, ran with gasoline; nouns, such as night; auxiliary verbs, such as will, be, bee; adjectives, such as round, clap; and prepositions, such as to, two, too.

Technology as a Vocabulary Learning Facilitator : Technology has a huge role to play in improving the effectiveness of English vocabulary teaching. The integration of digital tools and multimedia learning resources allows the learning process to be more interactive, engaging, and personalized for students (Sari, N., 2024). Through technology, students can access various learning media such as language learning apps, videos, audios, and interactive games that help them understand and remember vocabulary better. While technology provides many benefits, there are challenges such as limited access to devices, technical issues, and varying levels of digital literacy among students that must be addressed for technology integration to work optimally.

5. Student Engagement and Participation in Vocabulary Learning

Student engagement and active participation are important factors in the success of English vocabulary learning. Research shows that learning methods that encourage students to actively participate will improve motivation, comprehension and vocabulary retention. Student Engagement is the active involvement of students in the learning process, both cognitively, affective, and behaviorally. Engagement includes students' attention, interest, enthusiasm, and

effort in participating in teaching and learning activities. According to Fredricks, Blumenfeld, and Paris (2004), engagement is divided into three main dimensions:

- a. Cognitive: Involvement in the process of thinking, analyzing, and problem solving.
- b. Affective: Positive feelings towards learning, such as interest and motivation.
- c. Behavioral: Active participation in class activities, such as asking, answering and interacting.

Fredericks et al (2012) define student engagement as a meta-construction consisting of behavioral (active participation), emotional (cooperative in complying with school rules), and cognitive (participation in group learning). According to George D. Kuh (2009), student engagement is defined as the time and effort students devote to activities that are empirically linked to the school's expected outcomes and what the institution does to encourage students to participate in those activities.

According to Skinner and Belmont, highly engaged students show sustained behavioral involvement in learning activities and a positive emotional tone. They usually show intense effort and concentration in completing learning tasks and exhibit generally positive emotions during action, such as enthusiasm, optimism, curiosity and interest.

Based on these explanations is that students' involvement and active participation are important factors in the success of English language learning. Learning methods that encourage students to actively participate can improve motivation, comprehension and vocabulary retention. Student engagement consists of three main dimensions: cognitive (thinking process and analysis), affective (positive feelings towards learning), and behavioral (active participation in classroom activities). Student engagement is also influenced by the time and effort they devote to activities related to the outcomes expected by the school. Highly engaged students demonstrate sustained behavioral engagement and positive emotions, and show high effort and concentration in completing learning tasks. Therefore, it is important for educators to create a learning environment that supports overall student engagement.

6. Factors that Influence Vocabulary Teaching

Vocabulary teaching is an important part of language learning because a rich and varied vocabulary can improve students' communication skills. However, educators must understand that there are many factors that affect the success of vocabulary teaching so that they can create better teaching strategies. According to Yuni Andariaa, I. A. M. (2023) shows several factors that influence students' vocabulary acquisition, namely:

a. Internal factors

Internal factors are those that individual language learners bring to a particular learning situation.

1. Age: the age factor affects students' abilities and how they receive learning. The selection of age-appropriate learning methods is essential to support their understanding and motivation to learn, as at certain ages, such as early childhood, students tend to be more responsive to interactive and fun learning methods, such as the use of songs or audio media, compared to passive methods.
2. Experience: the experience factor is very important in the process of learning a foreign language, especially a second language, because language experience directly affects the success of language acquisition. These experiences are natural and gained in daily interactions with parents, family and the surrounding environment, so children need continuous guidance and stimulation to grow well in a foreign language. Active use of a foreign language, both at home and at school, will increase children's vocabulary and language skills through communication and social interaction. Therefore, diverse and intensive language experiences determine the development of children's second language skills. Therefore, intensive teaching experience is crucial to the development of young children's second language skills.
3. Learning style: Learning styles greatly affect how effectively students learn languages. For example, an auditory learning style allows students to more easily absorb and memorize vocabulary through the medium of sound and music. Compared to more visual or kinesthetic learning approaches, auditory learners are more responsive when taught through hearing and verbal

communication. Therefore, choosing learning methods that suit students' learning styles, especially those that emphasize auditory aspects, can increase students' motivation and improve their ability to master a foreign language.

b. External factors

External factors relate to the environment in which the language is acquired and the method of second language acquisition.

1. Motivation: the motivation factor is an external component that greatly influences the success of language learning; it encourages a person to strive to master a language based on their interests and desires. Strong motivation, both from the school environment and parental support at home, can improve children's enthusiasm for learning and their ability to recognize and master foreign language vocabulary. Effective communication between school and family also enhances the role of motivation in the learning process, so parental involvement is essential to support children's language development. According to Gopalan et al (2017) to encourage low-motivated students, external rewards are needed to convince students to participate in activities. Providing external rewards, such as praise, gifts, certificates, or other incentives, helps students to pay attention and participate more. This is beneficial because it serves as positive reinforcement and encourages them to try again and participate, especially in cases where their intrinsic motivation is lacking or weak. Students are more motivated to actively participate in learning activities when they have incentives.
2. Instruction: The instruction factor is an important external component in the language acquisition process where children pick up and understand words, speech and expressions given through simple instructions from their environment, especially from parents and teachers. Instructions given consistently and in easy-to-understand language help children remember, recall and use new vocabulary effectively in everyday communication.
3. Access to native speakers: the process of foreign language acquisition is greatly influenced by the element of access to native speakers, especially in terms of improving children's vocabulary and confidence in communicating. Direct interaction with native speakers provides real language experience and

accelerates understanding and natural use of vocabulary. This access also helps children become more confident in speaking, which increases overall language learning drive and success. Therefore, having the opportunity to communicate with native speakers is an important component that supports successful second language acquisition in early childhood.

English vocabulary acquisition in students is influenced by internal factors such as age, language experience and appropriate learning style, as well as external factors such as motivation, consistent instruction and access to native speakers. A combination of these factors is essential to support an effective and optimal language learning process in early childhood.

7. Positive Motivation in English Vocabulary Teaching

Positive motivation is one of the important factors that influence the success of English language learning, especially in mastering mathematics. Positive motivation can be defined as the encouragement that arises from providing verbal and non-verbal reinforcement that increases students' interest and enthusiasm in learning. According Aulia et al (2024), positive reinforcement is an increase in the frequency of responses that occur due to pleasant stimuli or rewards given to students during the learning process.

Positive reinforcement can be in the form of verbal praise such as the words “good”, ‘great’, or “your answer is right”, as well as non-verbal reinforcement such as smiles, head nods, clapping, or thumbs up. These forms of reinforcement serve to motivate students to be more active and independent in the English learning process, especially in enriching their skills. Intensive and consistent application of positive reinforcement can significantly increase students' learning motivation. Students who receive positive reinforcement tend to show higher enthusiasm, more serious attention, and active involvement in learning activities, such as asking and answering questions. In addition, students also show happy expressions and self-confidence when they get rewards from the teacher.

Based on the above explanation, positive motivation plays an important role in the success of English learning, especially in mastering math. The application of positive reinforcement, whether in the form of verbal praise or nonverbal cues, can increase students' interest and enthusiasm in the learning process. Research

shows that students who receive positive reinforcement tend to show higher enthusiasm, more serious attention and active involvement in learning activities. Thus intensive and consistent application of positive reinforcement can significantly increase students' learning motivation, which in turn can contribute to the improvement of their skills.

8. Challenges in Teaching Vocabulary

a. Differences in student ability

Students have varying levels of vocabulary acquisition and English language ability. This causes difficulties for teachers in delivering materials that are suitable for all students, so that some students find it difficult to follow the lessons (Annaya, M. Z. I. Y., 2024).

b. Lack of student motivation

Many students lack motivation to learn vocabulary due to monotonous learning methods, lack of relevance of the material to daily life, and fear of making mistakes (Jumiati et al., 2022). This low motivation has an impact on participation and retention of words.

c. Limited learning time

The time selected for English lessons is relatively small compared to other subjects, making it difficult for teachers to provide in-depth explanations and vocabulary exercises in depth (Jumiati et al., 2022).

d. Listening in pronunciation and pronunciation of vocabulary

Phonetic differences between English and students' native language cause difficulties in the pronunciation of new vocabulary, so students often make mistakes in listening and remembering words (Annaya, M. Z. I. Y., 2024).

To overcome these challenges, teachers and schools can implement the following strategies:

- a. Using fun and interactive learning methods: Such as Discovery Learning models, vocabulary games, and the use of visual or audio media that can increase student motivation and engagement.
- b. Differentiation of learning: Adjusting materials and tasks according to students' abilities, for example by providing additional practice for struggling students and more challenges for more advanced students.

- c. Effective classroom management : Teachers need to manage the class well so that the learning atmosphere is conducive and students are more focused, for example by using appropriate classroom management techniques and providing rewards for motivation.
- d. Repetition and review of material on a regular basis: Repeating the vocabulary that has been taught so that students do not easily forget and can apply it in different contexts.
- e. Professional teacher training and development: Teachers need to attend training to master various effective and innovative vocabulary teaching methods.

Based on the above explanations, it shows that teaching vocabulary in English faces various challenges, including differences in students' abilities, lack of motivation, limited learning time, and difficulties in pronunciation and listening. To overcome these challenges, teachers and schools need to implement effective strategies, such as using interactive and fun learning methods, differentiating learning, managing the classroom well, repeating and reviewing material regularly, and providing training and professional development for teachers. With the right approach, it is expected that students can be more motivated and successful in learning vocabulary, thus improving their overall English proficiency.

9. Adjustment of Methods in Teaching Vocabulary

According to Riyanita, Susilawati, and Surmiyati (2024), adjustments to vocabulary teaching methods are made through:

- a. Content differentiation: Teachers provide vocabulary materials that vary according to students' ability levels, e.g. basic words for struggling students and more complex words for more advanced students. The use of media such as customized worksheets and videos with English subtitles also helps students with different needs to understand the learning materials.
- b. Process differentiation: Teachers adjust learning tasks and activities, such as giving different tasks according to students' abilities, using visual (flashcards, pictures), audio (songs, recordings), and audiovisual (animations) media to strengthen vocabulary understanding. The use of mother tongue as an

explanation tool can also accelerate the understanding of students with language difficulties.

- c. **Product differentiation:** Students are given the option to demonstrate their mastery of vocabulary through various forms, such as sentence making, role-playing, poster making, or presentation, so as to suit their individual abilities and interests.

Based on the above, customization of vocabulary teaching methods is essential to meet the needs of diverse students. Through content, process and product differentiation, teachers can create an inclusive and effective learning environment. By providing varied materials, customizing learning activities, and providing choices in how students demonstrate vocabulary mastery, teachers can help each student reach their full potential, regardless of ability level. This approach not only improves vocabulary comprehension, but also encourages student engagement and motivation in the learning process.

10. Assessment of Vocabulary Knowledge and Student Progress

Progress assessment is a crucial aspect of language learning, including vocabulary acquisition. It gives an idea of the extent to which students understand and master new vocabulary and helps teachers to adjust teaching strategies to make them more effective (Sanako, 2024). Without regular assessment, teachers will find it difficult to identify students' learning needs and monitor their progress.

Teachers can use a combination of the following techniques to assess students' word knowledge and progress:

- a. **Written tests:** Multiple choice, short fill-in, matching words to definitions, writing or composing sentences using new vocabulary.
- b. **Oral assessment:** Questions and answers, short presentations, or role plays that require the use of vocabulary.
- c. **Observation and anecdotal notes:** Observing the use of vocabulary in classroom activities and recording student progress.
- d. **Self-assessment and peer assessment:** Encourage students to reflect on their own vocabulary acquisition and provide feedback to peers.
- e. **Use of technology:** Digital learning platform that provides interactive tests and exercises to monitor progress in real-time.

Based on the explanation above, assessing students' progress in vocabulary acquisition is a crucial element in language learning. Regularly conducted assessments allow teachers to understand the extent to which students master new skills and adjust teaching strategies to improve learning effectiveness. By using a variety of assessment techniques, such as written tests, oral assessments, observation, self-assessment, and technology, teachers can gain a comprehensive picture of student progress. This approach not only helps in identifying students' learning needs, but also encourages students' active involvement in the learning process and reflection on their mastery of understanding.

11. Professional development for English teachers

Professional development of English teachers is an ongoing process that aims to improve teachers' competencies in order to be able to carry out learning tasks effectively and responsively to students' needs and curriculum developments. According to Richards and Lockhart (2000), teachers' professional competence can be developed through their willingness to actively review and reflect on their teaching practices throughout their career to become better teachers. This suggests that professional development is not a one-time activity but a dynamic process that takes place throughout a teacher's working life.

Teacher professional development includes various forms of activities, such as training, workshops, seminars, conferences and collaborative study groups (CSGs). The CSG model, for example, encourages teachers to collaboratively develop knowledge and skills relevant to their teaching needs, while fostering a positive attitude towards self-development (Diaz-Maggioli, 2003). This approach is in line with the reflective model of professional development which emphasizes the importance of continuous reflection in teaching practice (Wallace, 1991).

The professional development model proposed by Desimone (2009) asserts that effective professional development must meet several core criteria, namely a focus on content knowledge, opportunities for active learning, and coherence with teacher learning practice. The model also emphasizes that changes in teachers' knowledge, skills, attitudes and beliefs will result in improved teaching quality and student learning outcomes. In addition, good professional development must take into account individual teacher factors such as motivation, educational

background and teaching experience, as well as support from educational institutions and government policies. This support is very important considering that some studies show that teachers' low motivation to participate in professional development activities is often caused by a lack of facilities, financing, and institutional support (Hastuti, 2020).

Thus, professional development of English language teachers is the main foundation for improving the quality of English language learning in schools. These development activities not only improve teachers' pedagogical and professional competencies, but also encourage an increase in teachers' motivation and commitment in achieving as educators.

2.2 Previous Studies

1. Gultom et al. (2022), in a journal entitled “Teachers' strategies in teaching English vocabulary in junior high school.” conducted a study in one of the junior high schools in Indonesia. The purpose of this study was to describe the strategies used by teachers and the problems faced by teachers in teaching vocabulary. The qualitative description research analyzed data extracted from questionnaires and documents. The findings of this study show that the teacher uses various strategies in teaching vocabulary, such as the use of dictionaries, vocabulary games, translation, and stories. The teacher has constraints in managing the class, she will call the noisy students and ask some things about the material or tell the noisy students to go outside. This makes students afraid to make noise. To overcome the problem of differences in student learning motivation. The teacher provides advice and motivation about the importance of English subjects and the importance of vocabulary improvement. The writer research is different from previous research by Gultom et al. (2022) which was conducted in a different location.
2. Sari et al., (2024) in her journal entitled “*The Analysis of Teachers' Strategies for Vocabulary Teaching*”, conducted research at SDN Bakalan II Kapas. This study describes the teacher's strategies and how the teacher applies these strategies in teaching English vocabulary. The researcher collected data using direct interviews with teachers. This study uses a qualitative research approach, which involves analyzing data without counting numbers. This

qualitative writing methodology uses narrative. The researcher's findings show that the teacher strategies used to teach English vocabulary are dictionaries, games, exercises, and collaborative learning. In addition to learning strategies, teachers use some media to teach English vocabulary, basically, English is an interesting language. The writer research is different from the research of Sari et al., (2024) which only describes vocabulary teaching strategies at elementary school level with a narrative qualitative approach. The writer research examines vocabulary teaching strategies at junior high school level with a focus on the factors that influence the implementation of these strategies.

3. Linh, N. T. T., et al (2022), in a journal entitled "*EFL Teachers' Strategies And Challenges In Promoting High School Students' Autonomy In Vocabulary Learning*", conducted a study in secondary schools in the Mekong Delta, Vietnam. This researcher identified teachers' strategies in promoting high school students' autonomy in vocabulary learning and found out the challenges in vocabulary learning. Using questionnaires and interviews, this researcher showed a variety of teaching strategies that can be grouped into three categories: creating a student-centered atmosphere, playing various roles in the classroom, and equipping students with strategies for learning vocabulary. However, teachers also face challenges, including the lack of self-learning ability among students, the existence of inhibiting rules and regulations, and limitations in the methods used to support autonomous learning. The writer research is different from previous research by Linh, N. T. T., et al (2022), which was conducted in a different location.
4. Fauziningrum, E. et al (2023) in their journal entitled "Strategies Used by English Teachers in Teaching Vocabulary", conducted a study at MTsS Siulak Gedang. This researcher used qualitative techniques and descriptive research design. English instructors were the subjects of the study, based on documentation examination, interviews, and observations. According to the research findings, (1) both English teachers at MTsS Siulak Gedang used dictionaries and translation techniques to teach vocabulary to their students. (2) The explanations given by the teachers about the use of the translation

approach included methods that were appropriate to their teaching materials and easy to do. The written research focuses on English vocabulary teaching strategies in the eighth grade of SMPN 8 Palopo, which is a different geographical and institutional context from Fauziningrum's previous study (2023) conducted at MTsS Siulak Gedang. The emphasis on SMPN 8 Palopo provides a new contribution because of the characteristics of public schools, student backgrounds, and learning challenges that may differ from private madrasas.

5. Khamidah, Nur. (2024) in her research entitled "Teacher's Experience In Teaching English Vocabulary Using Flashcards For Mentally Disabled Children In Junior High School", conducted research in a broad ordinary school (SLB). This study poses one main problem, namely how the teacher's experience in teaching vocabulary using flashcards for mentally disabled children. The researcher found that flashcards can be used as a useful learning medium by teachers who teach mildly retarded children. Teachers also expressed their experience of teaching using flashcards that teaching using flashcards is very helpful in delivering English vocabulary material. The researcher conducted observations and in-depth interviews with English teachers. The writer research is different from the previous study by Khamidah, Nur (2024) which focused on teachers' experiences when teaching English in SLB. The writer research examines the strategies used by teachers in the process of learning English vocabulary.
6. Alqahtani et al (2015), in a journal entitled "The Importance of Vocabulary in Language Learning and How it is Taught," this study aims to highlight the importance of vocabulary learning as an important part of foreign language learning. In this article, summarizes important research on vocabulary learning and explains many techniques used by English teachers when teaching English, as well as my personal views on this issue. The writer research not only adds to the list of vocabulary teaching strategies in Indonesia, but also makes a real contribution to improving the quality of English learning in junior high schools.

2.3 Conceptual Framework

This section presents the framework used in this study. The writer will identify teachers' strategies in teaching vocabulary. Therefore, the writer determines through the process of interview, observation, questionnaire, and documentation. The writer will observe how the teacher teaches. The writer will conduct interviews with the teacher and give questionnaires to students.

