



THE ENGLISH TUTORS' STRATEGIES TO IMPROVE STUDENTS VOCABULARIES

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Abstract

Vocabulary is a set of familiar words in one's language. Vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Teaching-learning strategies are general patterns of student-teacher actions in realizing teaching and learning activities. The definition of strategy in this case shows the abstract characteristics of student-teacher actions in certain actual learning events. In this study, researchers used a qualitative approach. Researchers conducted research on 6 tutors who taught at the tutoring. on collecting data from 6 English tutors with 27 questions of interviews. Here are some strategies that are widely used in teaching student vocabulary, namely: expository, games as review, repetition and interaction, jigsaw and tpr.

Keywords: vocabulary, teaching strategies

INTRODUCTION

Tutoring is an activity that can improve students' abilities as well as train students' mindsets to be able to gain more knowledge. (Siahaan et al., 2023). English is a subject that is quite difficult to understand. Among the people, English is a difficult thing to learn, especially when saying word for word. This tutoring aims to improve students' ability to understand English and develop their vocabulary. Students are required to understand English lessons, especially the meaning of each word, so that the material taught can be conveyed to students. (Rifai Akmad Agus et al., 2023; Siahaan Monalisa et al., 2023). The vocabulary problem applies well to non-native language users who often find themselves looking for words to express themselves in speaking and writing. They also report demotivation while reading and listening because of a limited load of vocabulary. Language experts and researchers, too, understand the value of vocabulary knowledge and, particularly, its close relationship to reading abilities. (Ghalebi Rezvan et al., 2020). Vocabulary can be defined as the words of a language, including "single items and phrases or chunks of several words which convey a particular meaning, the way individual words do" (Lessard-Clouston, 2013, para. 2). (Alshahrani Ali Haya 2019). Teachers that are leading the way in teaching English need to have the best teaching methods, particularly when it comes to teaching vocabulary. To meet learning objectives, techniques and their justifications must be obvious. (Fauziningrum Endah et al., 2023; Riztya Rinda, 2023).

Well-developed oral language skills are strongly associated with academic achievement (Roulstone et al., 2011; Spencer et al., 2017). Oral language skills underpin children's educational success and enhance positive life outcomes. Yet, significant numbers of children struggle to develop competence in speaking and listening, especially those from areas of high economic deprivation. A tiered intervention model, graduating the level of provision in line with levels of need, has been posited as most appropriate for supporting children's language

development.(Dobinson Keeley et al., 2021). Vocabulary is really needed by students in learning English. Vocabulary has an important role in education, especially in language skills. Vocabulary makes it easy for students to develop ideas that exist in them. (Panjaitan Kristina Panjaitan et al., 2022). Vocabulary has a very essential role in mastering foreign languages, especially English. Vocabulary can be defined as a collection of words that a person understands (Amalia Nurlaila., 2019; Hartatiningsih Dwi, 2022). Vocabulary plays an important role in language learning. It contributes much to language skills: reading comprehension, listening comprehension, speaking, and writing. Those skills are not running well if they lack vocabulary mastery. (Kurniawati Trisna et al., 2022).

Vocabulary is generally considered an important part of the learning process of a language or the development of one's abilities in a language that is already mastered. (Rahman Arif 2022). There are several previous studies, and the researchers took 3 of them regarding this title, a few of them about "English Lessons to Improve Students' English Language Skills at SMPN 1 Jabiren Raya." Rifai Akmad Agus et al., 2023 can be concluded that the activities carried out get positive scores for students. This can be seen from the enthusiasm of students in participating in this activity. After participating in this English tutoring activity, students' understanding of English will increase, which they can use later. They also have to give up their home hours or breaks to learn to add knowledge by participating in English tutoring activities, and they get new vocabulary that can be applied to daily conversations. Then Fauzidiningrum Endah et al., 2023, with the title "Strategies Used by English Teachers in Teaching Vocabulary." Research concluded that English teachers in the eighth grade of MTsS Siulak Gedang used translation strategies and dictionaries to teach vocabulary because this strategy was in line with the context of the tool. Finally, the researchers recommend using translation strategies and dictionaries and exploring other supporting media in vocabulary teaching. And lastly, the researcher raised the title "Free Learning Guidance to Improve English And Mathematics Abilities In Students/I Private Vocational School Tri Sakti Lubuk Pakam" (Siahaan Monalisa et al., 2023). The results obtained from this research English courses provide many benefits for students/students of high school tri sakti lubuk pakam and their knowledge deepeners in the field of English. In addition, it also provides benefits for teachers at SMK Swasta Tri Sakti because they are helped in teaching SMK Swasta Tri Sakti students, especially in English subjects.

METHOD

This study used a qualitative approach with an interview method. This research was conducted to find out what strategies teachers use and what strategies are most widely used to improve students' vocabulary skills. According to Sugiyono (2020: 9), qualitative research methods are research methods used to research on natural object conditions, where the researcher is the key instrument, data collection techniques are triangulated (combined), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. According to Bogdan and Biklen in Sugiyono (2020:7), descriptive qualitative research methods are data collection in the form of words or pictures, so they do not emphasize numbers. The data collected after being analyzed is then described so that it is easily understood by others. Researchers conducted research on six tutors who taught at

tutoring centers located in the Southwest Aceh sub-district. Data collection techniques were carried out using the interview method. Researchers asked 27 questions in each of these tutors.

RESULT AND DISCUSSION

Strategy

Q1: Teaching method

Teacher 1: During teaching, I often use the lecture method to explain the material to be learned and also use the game method considering the age range of the students is fairly young so that they do not feel bored while learning.

Teacher 2: still guided by the teaching module, but the way of presenting it is more active, involving students speaking and recognizing vocabulary through pictures.

Teacher 3: I teach with an approach that focuses on active interaction to increase student engagement and ensure that they understand the material thoroughly.

Teacher 4: So far, I have been using a student-centered approach, where I try to involve students in the learning process through discussions, interactive activities, and the use of varied learning media. I also often use contextual learning methods, which means I try to relate the subject matter to students' daily lives.

Teacher 5: What I have done so far is to read the dictionary using the dictionary so that it is easier in the teaching and learning process with the help of the dictionary.

Teacher 6: The way I teach in class is by mixing methods, sometimes using jigsaw learning. As long as I teach, I see children understand better and catch up quickly using this method.

Conclusion: The way of teaching from the statement can be concluded that there are various methods; there are 2 who use interactive activities, 1 who focuses on teaching materials, 1 who focuses on dictionaries, 1 who uses the jigsaw method, and 1 who uses the lecture method. So the teachers' teaching strategies are different.

Q2: Teach vocabulary

Teacher 1: I have, because with the advancement of the times, vocabulary is very much needed, and for children at the elementary level, vocabulary is needed so that they can understand better in the future. Moreover, vocabulary is very useful for daily life.

Teacher 2: Yes, because having a lot of vocabulary is one of the keys to mastering English.

Teacher 3: Yes, I have. I have taught vocabulary at various levels.

Teacher 4: Yes, I often teach vocabulary as part of language teaching.

Teacher 5: Yes, I have taught vocabulary from the beginning when I came to this tutoring center.

Teacher 6: Yes, I teach vocabulary from the beginning, but I don't teach vocabulary often; I just insert it in other materials.

Conclusion: From the statements of all teachers who have taught vocabulary, we can conclude that vocabulary is very important because it is one of the keys to mastering English, but there is one teacher who states that the teacher rarely teaches vocabulary, only a little inserted.

Q3: Your teaching methods and strategies

Teacher 1: by adjusting the vocabulary to be used with the material being taught. In addition, it is also adjusted to the age of the students; for example, in the vocabulary used for younger ages, we will use vocabulary that is simple and often found or

often used in everyday life, and as we go up the level, we will introduce new vocabulary.

Teacher 2: by introducing picture flashcards, vocabulary cards, and spelling cards along with games.

Teacher 3: To teach vocabulary, I usually teach new words related to objects around me, or according to the learning context, and through word games so that students remember them faster.

Teacher 4: I teach vocabulary in various ways, including through word games, flashcards, pictures, and sentence context. One of my main strategies is to use words in contexts that are meaningful to students, for example, through stories or conversations that are relevant to their experiences. I also often use repetition and association techniques to help students remember new words.

Teacher 5: TPR uses the same old Indonesian translation method; there are several of them, but the one I often use is TPR.

Teacher 6: maybe my way of familiarizing vocabulary to children is that I always ask them to mention two vocabularies or two vocabularies every day so that they find new vocabulary every day.

Conclusion: the teacher's way or strategy in teaching 2 teachers use the games method, 1 teacher uses tpr, 3 teachers use the direct method of pronouncing vocabulary that is around or new vocabulary.

Q4: difference

Teacher 1: No, I think it's the same as I teach other materials; it's just that vocabulary is more talking than writing.

Teacher 2: Actually, there is not much difference because every time I teach the material, students are still introduced to new vocabulary or given a challenge for students to find the meaning of words in groups.

Teacher 3: Yes, there is a difference. Teaching vocabulary usually requires a focus on introducing and reinforcing new words, as well as understanding their use in various contexts.

Teacher 4: Yes, there is a difference. Teaching vocabulary requires more repetition and visualization compared to teaching other materials such as grammar or speaking skills. Vocabulary is more direct and concrete, so it is important to provide many examples and practical uses.

Teacher 5: There is definitely, if vocabulary is probably easier, the teaching method is easier; for example, we just need to mention the word *habistu* so that they remember it again, but if other materials we have to explain several times; for example, I have entered once and then taught that one and then the next day, for example, dialog, dialog, teach again; for example, teaching must interpret so they take a little longer.

Teacher 6: Different; in my opinion, teaching vocabulary material is very draining, where children make noise when memorizing the vocabulary so it can disturb other students.

Conclusion: the difference in teaching vocabulary with other materials There are 4 teachers who say that it is different because there are 2 teachers who say it is more difficult to master the class vocabulary material; 1 teacher says it is easy, and 1 teacher says that teaching vocabulary only requires more focus. In addition, there are 2 teachers who say there is no difference because they only introduce vocabulary.

Q5: The most suitable strategy

Teacher 1: So far, the strategy I use is an expository strategy because the age of the students I teach is relatively young, so I feel that they still need to be directed and explained more.

Teacher 2: The most suitable strategy is to introduce material deepening through games/test students' understanding by using games as a review.

Teacher 3: The most suitable strategy can vary depending on the needs of the students. However, emphasizing in-depth word learning through repetition and interaction tends to be effective, which is also useful for maintaining students' motivation and engagement.

Teacher 4: The most suitable strategy is the use of contextualization, where new words are taught through situations relevant to students' daily lives. This is appropriate because students can more easily remember and understand new words if they can relate them to their personal experiences or environment.

Teacher 5: TPR TPR is the most appropriate here for sure, sure, and then what I said earlier is grammar translation, translation, if I'm not mistaken..The way we use it is we interpret it first, first, so they can't. can't. If we ask them to interpret it themselves, maybe they can, but it takes a long time because it's certainly different for children whose schools are in the city and schools like ours, so it looks different in the morning, especially when we teach at a tutoring place, the schools are different. Maybe in this school, there is also a different discussion that his friend had another discussion at his school because they come from different schools.

Teacher 6: My method usually uses peer group or jigsaw because, according to the situation in this school, some children do not want to work personally, so they also partner with the desired feedback from their partner, and I also often use games because if English is the most fun, it is by using games rather than contextual materials such as read-the-box and write materials.

Conclusion: The strategies used by the teachers also vary; the first uses expository, the second uses games, the third varies or mixes, the fourth uses tpr, the fifth uses tpr, and the last uses the jigsaw method.

Q6: challenges

Teacher 1: Because this strategy refers to the teacher who has a more dominant role, the need for interesting learning media so that they are not bored.

Teacher 2: The challenges faced are some students who still lack vocabulary and understanding when the teacher gives instructions or clues.

Teacher 3: Challenges that often arise include differences in students' abilities and learning styles.

Teacher 4: One of the main challenges is the different levels of understanding among students. Some students may understand and remember new vocabulary faster, while others need more time and support.

Teacher 5: The challenge that most often occurs here is that children are noisy in class. For example, in class it is noisy, like I say don't be noisy, don't be noisy; it's called children; it's definitely noisy. For example, one friend is reading and the other one is reading too, so it's inaudible, and finally everyone follows, so it's already ngeblank.

Teacher 6: Maybe the challenge is only when forming groups and then conditioning the class when using the roles.

Conclusion: The challenges that are often faced by teachers are 3 teachers who say differences in understanding, 1 teacher says the teacher has a more dominant role, 1 teacher says that students are noisy in learning vocabulary, and 1 teacher says challenges in forming study groups.

Q7: How to overcome challenges

Teacher 1: Of course, by preparing learning media that is suitable for the material to be taught.

Teacher 2: How to overcome the challenge of actively involving students who do not understand and explain again with the simplest clue.

Teacher 3: To overcome these challenges, I adjust the teaching strategy to the individual needs of the students and continue to try to motivate students to focus on learning.

Teacher 4: Yes, there is a difference. Teaching vocabulary requires more repetition and visualization compared to teaching other materials, such as grammar or speaking skills. Vocabulary is more direct and concrete, so it is important to provide many examples and practical uses.

Teacher 5: Tell them to read one at a time; for example, one is told to be silent first before his friend finishes reading, so wait one by one first.

Teacher 6: The way I overcome these challenges or problems that I face when in class before the division of groups takes place is to give them a word so when I divide the group I instruct each group to arrange the word that I have arranged so they will be quick and not look left and right, and also the negligence they will do because they have received the previous task to form the group.

Conclusion: The ways teachers overcome these challenges are 2 teachers said that preparing media and adjusting to the material, 1 teacher mentioned still involving students, 1 teacher mentioned having to do a lot of repetition, 1 teacher mentioned telling them to read one by one, and 1 teacher mentioned giving them assignments.

Q8. Background considerations.

Teacher 1: age considerations, because the age of children is also one of the differences in the level of understanding of children.

Teacher 2: Yes, because each student has a different understanding ability. And the way in one team is mixed members, and when students who do not master the material appear, we provide a level of questions that are easy to understand.

Teacher 3: Yes, I consider students' backgrounds by analyzing individual needs by assessing students' language skills and ability to absorb the material.

Teacher 4: Yes, I always consider the students' backgrounds. For example, I will use examples that match their culture or daily experiences. In addition, I also try to identify the special needs of certain students and adjust my teaching methods to suit their needs.

Teacher 5: Yes, of course I also consider it because there are those who are quick to catch what I'm teaching and those who take a long time to catch it. If, for example, the fast ones catch it, then I leave them first and teach the children who are slow to catch it because the fast ones are already able to do it, so I prioritize the ones who are a bit slow in thinking. For example, I teach him first, then the fast ones if he can already do it.

Teacher 6: Of course, I definitely take into account the background of the students in the class because, as we know, not all children have the same background, so when they are in the classroom there are audiovisuals, some are genesthetic, then

there are those who are contextualized by writing or reading alone, so I use the mix method earlier where children who can use jigsaw, then there are also those who use Br or discover learning, so it is adjusted to the material and also the time like that.

Conclusion: All teachers said they had to consider students' backgrounds because not all of their backgrounds were the same and not all of their levels of understanding were the same.

Materials

Q1: How to Determine the Materials

Teacher 1: The material taught is adjusted to the module that has been provided in the teaching place, so it only needs to prepare learning media or vocabulary that will be used.

Teacher 2: The method is guided by the teaching module that has been specially designed. And for vocabulary, it is always inserted during the discussion every day, and the discussion discussed every day must be different.

Teacher 3: Vocabulary material refers to the applicable standards and has been compiled by language institutions to ensure the words taught are in accordance with the learning objectives.

Teacher 4: I determine the materials based on the applicable curriculum as well as the needs of the students. In vocabulary learning, I also consider topics that are relevant to students' lives and words that are most often used in daily communication. I choose vocabulary that is appropriate to the current learning context, for example, words related to the particular topic being discussed.

Teacher 5: If I already have the materials, it means that I also have something that I mix; for example, they can bring books from school to the tutoring center, so while discussing the material that has been taught or what is being studied at school later, I just tell them to bring their school books to every tutoring session, but I also have a module that I have prepared.

Teacher 6: What is certain is that the way I determine the material taught is by looking at the level of the students and also the background of each student in the class.

Conclusion: the materials or materials used vary. 4 mentioned they use teaching materials in the form of modules, 1 said with mixed materials or mixed there are provided some are also their own creations, and 1 said looking at the level of students.

Q2: division of levels

Teacher 1: There is to differentiate the material to be taught because it is adjusted to the material in the school.

Teacher 2: Yes, each level of vocabulary introduction is different, but it is still adjusted to the use that is often used in daily life.

Teacher 3: Yes, there is a division of levels so that we can know the level of the students we teach.

Teacher 4: Yes, I divide vocabulary learning into several levels or stages. I usually start with basic words that are frequently used and easy to understand. After that, I gradually introduce more complex or specific words according to the development of students' abilities. These stages help students to build their understanding gradually.

Teacher 5: I don't use the same words for everything because they all have the same vocabulary and the same understanding.

Teacher 6: I think the division of levels is definitely there; for example, for children in grade 1, basic vocabulary is how then grade 2 children are also how grade 3 high school children are also how it is adjusted to the needs at the time of the class.

Conclusion: the division of levels 5 teachers said there was a division of levels; one of the reasons was to differentiate the material to be delivered; 1 said there was no difference because they were all the same if the vocabulary and understanding were also the same.

Q3: considerations

Teacher 1: Because I hope every child knows how vocabulary is written and pronounced and also knows how each word is used in a sentence because there are so many cases where children are only able to master one area (writing only/pronunciation only).

Teacher 2: The consideration is so that mastery of the material is appropriate to the level being studied and makes students understand what is being taught.

Teacher 3 adapts the material to the student's level of ability to ensure that the material can be understood quickly and can be applied.

Teacher 4: My main consideration is that students can understand and master vocabulary well. By dividing levels or stages, students do not feel overwhelmed and can learn at a rhythm that suits their abilities. This also helps them to internalize new words more effectively.

Teacher 5: Yes, that's because if I give them different materials, it will be different, but if for example they memorize the vocabulary, it will definitely be different. Yes, but if for example I give them my own material, it will all be the same, because if for example it is different, then it will be different, just like us. As you said earlier, the consequence is that there is always a fuss, right? They will definitely compare one another, and then there will be those who protest, so in the end they will feel inferior. Oh, wait a minute, because he can continue, I can't, so I don't want my students to think too much, for example, until they think, "I'm smart. But why is the material I received from my friend's different?"

Teacher 6: The consideration I made was in the hope that they would relax with the teaching they were studying so that the vocabulary would help them later.

Conclusion: In their considerations, there were 4 teachers who expressed consideration of ability or understanding adjustments; 1 teacher said that learning should be relaxed, and 1 said that they should be more active in the future.

Q4: learning resources

Teacher 1: Learning resources in the form of modules have been provided; apart from that, I also use other learning media through online websites that provide reading and listening materials and are occasionally interspersed with games.

Teacher 2: Apart from using teaching modules, we also use learning materials/resources from the internet so that learning is fun and doesn't focus too much on the modules that have been prepared.

Teacher 3: Among them are vocabulary cards to help students memorize words, then practical tasks such as writing exercises and word games.

Teacher 4: Before carrying out learning, I usually prepare various learning materials and resources, such as textbooks, flashcards, pictures, videos, and additional

reading materials. I also prepare worksheets or exercises that focus on using words in the context of sentences.

Teacher 5: Make it yourself; if you make it yourself, automatically search for the website or not; school books come from school books, and the source is from the Ministry of Education too.

Teacher 6: It has been provided at the tutoring place, but for additional material to make learning fun, I made my own material, which I have prepared according to the material being discussed as well.

Conclusion: the learning resources they use are also different. 2 teachers say they use modules or materials provided by the course; 3 say they prepare it themselves; 1 says they use vocabulary cards.

Q5: reasons for choosing learning resources

Teacher 1: Because it is effective in developing students' abilities in reading, pronunciation, writing, and also listening skills.

Teacher 2: The reason is so that the material taught is more comprehensive and also to see further student understanding, and also so that the worksheets we provide also have variations.

Teacher 3: Varied learning resources help motivate students and improve memory.

Teacher 4: I choose a variety of learning resources to meet various student learning styles, such as visual, auditory, and kinesthetic. These sources were chosen because they are relevant to the material being taught, help clarify vocabulary concepts, and make learning more interesting and interactive.

Teacher 5: of course it's good, right, because it's from the Slim Education Service that gave it to me; I'm also searching on the web; well, I often take it in English villages; the video material is good.

Teacher 6: The reason I chose learning resources is because the levels of the children I teach are also different, so their understanding will also be different.

Conclusion: The reason for choosing learning resources from all teachers is that there are different ways of conveying it, but they have the same goals, such as making it effective, more comprehensive, and so that learning is varied, but there was one teacher who said the reason was because of different understanding.

Q6: Where do the learning sources come from?

Teacher 1: sharing with other teachers

Teacher 2: Apart from Google, we also designed it via Canva; the aim is so that children don't get bored just by relying on the modules provided, so in AVA we can make the appearance more attractive.

Teacher 3: Using books and materials that have been published by the institution.

Teacher 4: I get learning resources from various places, including textbooks provided by the school, educational websites, as well as materials that I develop myself. I often modify and create material to suit students' needs and context, so that the material is more relevant and easier for students to understand.

Teacher 5: Yes, definitely from YouTube; if you don't look at Google, just check it to add more material to what is provided.

Teacher 6: I took material from books in the school library, and there were also books that had been provided from the course, so as additional material I checked the English website.

Conclusion: Where did the learning resources come from? 3 teachers mentioned the sources provided by the course, 2 took material from Google, 1 shared with other teachers, and 1 designed it from Canva.

Q7: Analyze student needs and interests

Teacher 1: The goal is to make it easier for students to understand the material being taught.

Teacher 2: Yes, because the material summarized is also in accordance with the level of material studied in public schools so that it doesn't get out of line.

Teacher 3: Yes, by observing the level of understanding and reactions of students towards this

type of material, whether there is progress or not.

Teacher 4: Yes, before determining learning materials or resources, I usually analyze students' needs and interests. This is done through observation, discussion with students, and evaluation of their learning outcomes. By understanding what they need and are interested in, I can select and adapt teaching materials that are more effective and interesting for them.

Teacher 5: Yes, so for example, the workers are taught this first, so if I teach them first, the vocabulary is basic, but the first part of the speech is first because I think that's the most important part of the speech; it's already good. time to learn English

Teacher 6: Yes, so that learning is in accordance with what is taught at school and does not go out of line, apart from that, so that students can understand material more quickly that fits their understanding.

Conclusion: There is an analysis of students' needs and interests; all teachers say there is an analysis carried out before learning.

Props or media

Q1: Do you use props/media?

Teacher 1: yes, as an aid in the teaching process so that children understand it more quickly.

Teacher 2: Yes, because media is something that attracts students' interest/attention in learning because every time children see something interesting, they will definitely be curious to learn about it.

Teacher 3: Yes, I use props and media to teach vocabulary.

Teacher 4: Yes, I use props or media in teaching vocabulary to help students understand and remember new words more easily.

Teacher 5: Yes, the media I use is usually printed and then distributed to the students one by one.

Teacher 6: Yes, usually I use media that I print or at most I use media that has been provided in the course because media or visual aids really help teaching in the room.

Conclusion: all teachers use visual aids or media to help teach vocabulary, the teacher's reason is so that the children are not bored.

Q2: What are the props?

Teacher 1: texts for reading, board games, word games

Teacher 2: flashcards, scrabble, memory games, letters set.

Teacher 3: Including flashcards to help visualization and memorization. Apart from that, through word games according to the learning material.

Teacher 4: The teaching aids that I use include flashcards, pictures, posters, videos, and real objects (realia) that can be used to explain certain words. I also use

interactive whiteboards when available, as well as educational applications that facilitate vocabulary learning.

Teacher 5: There aren't any props that can really be brought; it's more like just printing them out; for example, later we just have to show the pictures because, for example, if the children carry them, it's a bit difficult, and those who are there will fight over it, so the class won't be able to handle it because they're noisy, especially since this is the place. Tutoring, for example, if the school is really small, the kids get noisy.

Teacher 6: The teaching aids I use are not many, at least posters; then there is learning using focus, and once in a while I use games so that the children don't get bored.

Conclusion: There are 6 teachers who use visual aids, including text, word games, board games, flashcards, scrables, memory games, letter sets, posters, and another one; there is focus, and there are also printed materials.

Q3: Where are you from? Is it your own creation?

Teacher 1: Some have been provided, some are made by yourself.

Teacher 2: Some we created ourselves, and some were provided by institutions.

Teacher 3: The language institute where I work provides its own teaching aids, such as

flashcards, to suit the specific needs of students and the topic being taught.

Teacher 4: I got some teaching aids from sources such as textbooks, the internet, or educational applications. However, I also often make my own teaching aids, such as word cards or posters, which are tailored to the needs and learning context in the class.

Teacher 5: Some of them have been provided, but in addition, there are some that I created myself.

Teacher 6: I only use the media provided, rarely the ones I make myself, so I only use the existing media.

Conclusion: Where did the learning resources come from? 4 teachers said they had been provided by the course, 1 teacher said there were also their own creations, and 1 teacher said they used media or student books that had been provided.

Q4: How to use

Teacher 1: first with delivery and explanation of the material, followed by consolidation using the media.

Teacher 2: how to use it when the process of delivering material and working on worksheets is complete.

Teacher 3: Using flashcards when introducing new vocabulary. Use games and organize practice sessions to encourage active use of vocabulary.

Teacher 4: I use visual aids/media interactively during the learning process. For example, I start by introducing a new word using pictures or flashcards, then ask students to create sentences using the word. I also often use short, relevant videos, followed by discussions or exercises involving the use of new words. I also use these props for educational games, such as matching games or quizzes, which help students remember vocabulary in a fun way.

Teacher 5: an example like this, then I'll play a video, then I'll show it on Infocus like that. Well, if this is the case, for example, ice braking like that or not carrying a ball, then throwing a ball and then throwing it while reading the vocabulary, so throw it to the first person, keep going, keep going, right? Children like to learn

while playing. The best way to use it is at the end of the lesson, but usually not at the beginning.

Teacher 6: to get used to vocabularies like this: for example, they make a pocket book which contains several vocabularies every day; for example, one day there are 10 vocabularies, then they associate the vocabularies they get with objects they see around them; for example, for today they are memorizing about great about crish then what and so on, so if they see trees then they will definitely connect. Oh yes, today's vocabulary is about green, so we see trees so they are related to the color green.

Conclusion: how to use media 2 teachers mentioned how to use it for the process of delivering material; 1 teacher mentioned making a vocabulary book consisting of a new vocabulary; 1 said that a video would be played later and it would be shown in focus; 1 teacher mentioned how to use pictures later in Look at the vocabulary in the picture.

Q5: media that is usually used

Teacher 1: word games using a blackboard or using other media such as board games or crosswords.

Teacher 2: with various media that are adapted to the teaching material. For example, when teaching parts of the body, in the media we provide pictures of body parts, which students will later match to their friends according to the teacher's instructions.

Teacher 3: Interactive games using word games that actively involve students.

Teacher 4: To keep the teaching and learning process interesting, I use a combination of media, such as interactive videos, word games, online learning applications, and project-based activities where students have to use the vocabulary learned in real contexts. I also try to use technology such as language learning apps that students can access via their phones or computers.

Teacher 5: watching a video, for example, like this: Later I will play the video, then I will show it on Infous.

Teacher 6: The media I usually use is to distribute posters to them and then teach them the material according to the poster.

Conclusion: the media usually used are different. 1 teacher said using a blackboard, then the 2nd teacher said we provide pictures of body parts, which students will then attach to their friends according to the teacher's clues. The 3rd teacher said using interactive games. Then the 4th teacher used a poster, and then they taught the material according to the poster. The 5th teacher used watching videos, and the last one used posters.

Q6: increase in value or motivation

Teacher 1: Of course there is; students become more enthusiastic and active in learning, which motivates them to want to learn.

Teacher 2: Thank God there has been an increase and motivation of students in learning apart from adding new vocabulary and also having fun in participating in learning.

Teacher 3: Yes, the use of teaching aids and media often increases student motivation because it makes learning more interactive and fun.

Teacher 4: Yes, I saw an increase in both students' grades and motivation after using teaching aids/media in vocabulary learning. Students are more interested and participate actively in learning activities, which ultimately increases their

understanding of vocabulary. The use of teaching aids also makes learning more varied and less monotonous, so students are more motivated to learn.

Teacher 5: Some children like watching videos, so if they learn using videos, it's easier; for example, we see a few videos on YouTube and then they see them on Infocus, which is definitely a learning video; they definitely like it, so they'll want to repeat it again and again. Don't make them bored.

Teacher 6: There is definitely improvement, and they are enthusiastic about teaching, and they want to be more willing to use media in learning.

Conclusion: Is there an increase in the apparent score? The teacher says there is an increase and also motivates students' development in learning.

Assessment

Q1: How to assess student development

Teacher 1: through the exercises given at each meeting and the final exam after all the material has been taught.

Teacher 2: Apart from being able to be assessed after learning by giving a post-test, we also evaluate students' understanding after each lesson in the module with several choose, essay, rearrange, matching the words questions.

Teacher 3: Usually I assess at the end of the lesson to find out whether the students have understood or not understood the material I have presented.

Teacher 4: I assess student learning progress through various methods, including written tests, individual or group assignments, observations during class activities, and project evaluations. I also monitor students' participation and engagement in discussions as well as their ability to apply knowledge in real situations.

Teacher 5: There are several assessments, right? If I usually do it at the end, for example, I give assignments at the end, but in class, I mean, is he active or not as long as he is following the teaching and learning process and does he want to ask questions or not as long as he is studying, so is it an activity in the class? Just what is it called?

Teacher 6: how to assess student development, such as by giving questions at the end of the discussion or later I give them questions, then I ask them one by one.

Conclusion: There are different ways to assess student development, including giving exercises at every meeting, giving questions in the form of choices or essays, and there are also those that use methods, for example: written texts, individual or group assignments, and evaluations at the end of each semester.

Q2: How often to carry out assessments

Teacher 1: quite often.

Teacher 2: For daily grades, we always give a test every time the material is finished, but for evaluation to see the overall grade, we hold a test once every 6 months.

Teacher 3: I do an assessment at the end of the lesson at the end of the discussion that I teach.

Teacher 4: Assessments are carried out periodically, both formally and informally. Formally, I carry out assessments through tests or quizzes after completing a topic. Apart from that, I also carry out informal daily assessments through observations, discussions, and class activities to see how well students understand the material.

Teacher 5: Every day, because we have a book here, for example, today, immediately write down the assessment and then give it to the parents so they can

read it, so the next day they bring the assessment book again, so every day you have to bring it.

Teacher 6: Every day I do it in the middle of the discussion so that I don't miss too much material that I don't understand and also at the end of the day's learning process.

Conclusion: How often do 5 teachers carry out assessments every day, such as assessments in the middle of a discussion or later given a quiz? 1 teacher said quite often.

Q3: How to find out whether students understand

Teacher 1: By paying attention to the activity and also the exercises given at each meeting, apart from that, I also make it a habit to give them the opportunity to ask questions if they feel there is something they still don't understand about the material being studied. Apart from that, there are also standard completion scores that have been set for the final exams of each semester.

Teacher 2: Completeness score 75 However, we can measure students' understanding from the

way they answer the questions.

Teacher 3: As for the completeness score, it's usually not the same, but the course provides an assessment. The way I find out is by giving a test at the end of the lesson.

Teacher 4: I know that students have understood the material by looking at test results, their activeness in class activities, and their ability to explain again or apply the material studied. Yes, I apply a minimum completeness score standard (KKM) to assess whether students have achieved the expected understanding. If there are students who have not reached the KKM, I provide additional assistance or remediation.

Teacher 5: Yes, I'll repeat it again, so later I'll give you more questions at the end. After all the teaching and learning processes have finished, then I'll ask one person again, one person or not. One person will explain like that, then the others will also explain, so later just call them one by one to make sure. I don't want to give them assignments, and then they'll just do it there.

Teacher 6: Later I will ask what I have taught so that they repeat what I have taught.

Conclusion: The way to understand that students have understood the material is that the first teacher mentions it by paying attention to the activity and also the exercises given at each meeting; the second teacher mentions it from the way they answer the questions; the third teacher mentions giving a test at the end of the lesson; the fourth teacher mentions it by looking at test results; the fifth teacher mentioned giving me more questions at the end after all the teaching and learning processes were finished; and the last teacher repeated what I had taught.

Q4: The assessment has a positive impact.

Teacher 1: Yes, students will feel dissatisfied when they see that the grades they get from working on practice questions are low, and this makes them motivated again to continue learning.

Teacher 2: The positive impact is that students are motivated by the achievements they achieve while studying and can also be seen from the way students improve their speaking skills.

Teacher 3: It definitely has a positive impact after students see their grades with other friends; they are motivated in the future so that their grades improve like their friends.

Teacher 4: Yes, the assessment process I carried out had a positive impact. Students become more aware of their progress and what needs to be improved. The assessments I provide are also often accompanied by constructive feedback, so students know what they did well and areas for improvement. This helps them to continue to develop and be motivated in learning.

Teacher 5: Yes, maybe it has a positive impact, but at least it's there; that means, for example, if I give them grades directly in class, right? Oh yes, later I will get this, yes, I will get this kind of grades, then it will be written straight into the book, right, so in the end they will be motivated to study harder. When you're a child, seeing another friend automatically makes you enthusiastic about learning again. So there's a positive impact.

Teacher 6: It will definitely have a positive impact because they can find out what their understanding is so they can be more active in the future.

Conclusion: Does the assessment have a positive impact? The answer for all teachers is yes, so that they know their abilities and can also make them more active in the future.

Q5: Type of assignment given

Teacher 1: Some of the exercises given include filling in the blanks in a sentence, writing or translating vocabulary in correct English, and also trying to guess a vocabulary word by providing a description of the vocabulary using English.

Teacher 2: The types of training are in the form of questions: written tests, oral tests, reading, and reading comprehension.

Teacher 3: The assignments I usually use are essays; there are also choices, and later I ask questions one by one to improve the students' vocabulary.

Teacher 4: I give various types of assignments, including written exercises, making presentations, group projects, educational games, and skill-based exercises such as writing essays or constructing sentences. I also provide more practical exercises, such as simulations or role-playing, which help students apply vocabulary in real-life contexts.

Teacher 5: At least don't choose so essay, so they will write it later, then after that they will answer or not, then I will tell them to interpret it like later from Indonesian to English, so just to see whether they really memorize the vocabulary or not.

Teacher 6: I most often use it to translate sentences, make sentences from the vocabulary they find, and also fill in the damn thing in the blank.

Conclusion: The types of assignments given by all teachers mentioned were exercises such as essay questions, choose, fill in the blank, written tests, oral tests, reading, and reading comprehension.

Q6: consideration of student abilities

Teacher 1: I noticed that sometimes students often forget about the vocabulary that has been given, which is very normal, so it is very necessary to repeat the exercises given.

Teacher 2: The questions given in the form of a written test are the same; there is no difference, but they can be adjusted to the level of easy questions for certain students when we give questions in the form of an oral test.

Teacher 3: Yes, I give assignments related to vocabulary to increase their value, and I also ask them to submit new vocabulary to increase their value.

Teacher 4: Yes, I always consider students' abilities when designing exercises. I differentiate in the assignments given, where students with different abilities get the type of practice appropriate to their level. For example, for stronger students, I might assign more complex assignments, while for students who need extra help, I assign simpler but still challenging assignments. I also use the results of previous assessments and observations to design exercises to suit each student's needs.

Teacher 5: Yes, consider that, for example, today they don't understand the material, so I don't give them assignments first, so the next day they have to repeat the material again; of course it's still the same material. Yes, that's a temporary question before studying; there are semantic questions like that, so I'll ask them later, so later I also adjust the student's abilities; if he understands that day, then I will give him that, but later on, for example, if he doesn't understand that day, he has to repeat it again tomorrow.

Teacher 6: of course I will prepare; if their scores are low, I will provide another test to correct their low scores.

DICUSSION

Vocabulary is a group of words that have meaning. Vocabulary has an important role in learning English from elementary school to high school. Based on research methods, researchers found strategies used for vocabulary learning. Based on interviews with 7 English teachers. Vocabulary is very helpful in understanding and achieving learning goals. The results of interviews conducted by researchers to determine teacher strategies for improving vocabulary. Previous research by Friska Naomi Sirait at all stated that teacher strategies really help students in learning English. They also explained that learning vocabulary can motivate students to speak English.

CONCLUSION

This research aims to find out teachers' strategies for improving vocabulary in courses. Every strategy used by teachers will increase understanding and can motivate students to be more active in learning or getting to know vocabulary. This can be seen in the teacher's strategy for increasing vocabulary in the course. The teacher's understanding of English vocabulary is motivation or the key to success, which is very useful for students. Because teacher strategies can increase grades, motivate, and also make students interested in learning vocabulary. This is proven from the results of interviews conducted by researchers, where teacher strategies can improve students' vocabulary and understanding.

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