Research article

Strategies for Improving Vocabulary English

Andi Ernie Zaenab Musa[1], Dina Destari[2], Ignatius Septo Pramesworo[3], Dedy Ari Asfar[4], Irmayani[5]

[1]Politeknik Maritim AMI Makassar
[2]English Education Department, Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda, Indonesia
[3]Fakultas Ekonomi dan Bisnis, Perbanas Institute, Indonesia
[4,5]Balai Bahasa Provinsi Kalimantan Barat, Indonesia

ORCID
Andi Ernie Zaenab Musa: https://orcid.org/0000-0002-9247-2229

Abstract.
Many instructors have struggled for a long time with the issue of how to teach language effectively. These techniques include generating student curiosity and interest, employing part-of-speech conversion, using syntactic analysis, formative assessment, and using the game method after briefly reviewing the history of the evolution of English teaching methods. Using this method, students' vocabulary mastery has increased dramatically, an essential and fundamental component of teaching English. Thus, teaching vocabulary efficiently and adequately will significantly help improve general English education. The result of this research is that the implementation of this strategy is efficient in terms of student learning. vocabulary accumulation. Like the bricks that make up a house, vocabulary is the foundation and most important element of teaching English. If students have extensive vocabulary storage, it will be very helpful for English education in general. As a result, the authors of this paper believe that this essay will offer useful answers to the longstanding problem of teaching language effectively and efficiently. Since teaching vocabulary is a creative endeavor, educators can design their unique methods or techniques for teaching vocabulary based on their current situation and abilities.

Keywords: English Vocabulary; Strategy Learning; English Teaching

OPEN ACCESS

1. Introduction

The term "vocabulary instruction" carries a lot of weight. It's essential to learn a word's pronunciation, spelling, colloquialisms, syntax, and form if you want to comprehend it completely (1). However, linguists have traditionally ignored research into English vocabulary instruction. "Vocabulary education has been ignored for a long time," Carter and McCarthy write (2,3). According to all studies, when vocabulary instruction occurs in the classroom, research on specific teaching techniques is disregarded". This article provides many effective English vocabulary teaching techniques for English instructors based on a short history of the evolution of English teaching methods. The use of

part of speech conversion, syntactic analysis, formative assessment and the game technique to arouse students' curiosity and attention. Students' vocabulary acquisition is an essential and fundamental element of teaching English, which helps tremendously. When it comes to the teaching of English, teaching vocabulary efficiently and adequately will go a long way.

2. Results and Discussion

2.1. Teaching Vocabulary: A Quick Overview

When it comes to teaching English vocabulary, nothing beats the grammatical translation technique, which dates back to the 1500s. There are two approaches: reciting grammatical rules and translating sentences. Teaching English vocabulary comes second to reading classical literature when the goal is to learn vocabulary (4,5). Listening and speaking do not help to solidify the language that is read aloud in class. Flouring has been the direct technique since the late 1800s. The direct approach requires that each phrase be listened to and the student's handwriting reviewed afterward. In light of the shortcomings of the direct approach, several British and American academics started to adopt more contemporary strategies for learning languages(6). A word frequency and idiom table survey were used to rewrite the text and enhance foreign language teaching quality(7). After Globe War II, the United States improved how it teaches foreign languages to prepare its troops better to fight in various conflicts across the world. Used structural linguistics and behaviorist psychology used structural linguistics and behaviorist psychology to create the listening-talking technique. A system of rules controls language, according to structural linguists.

This system is made up of grammar. Language instruction aims to help students identify and explain the connections among the many components of a language's internal structure. Structural linguistics considers syntax to be the essential teaching material when it comes to language. Some students may benefit from it in that it helps them learn the language more methodically. Chomsky's theories of language acquisition and language skills started to impact linguists in the 1970s, and it became clear that crucial teaching elements should focus on helping students communicate effectively(8). As a result, the use of the communicative approach is on the rise. Language acquisition and communicative language function are at the heart of the Hymes theory's ultimate aim in education. Communication-based instruction follows a set of well-defined teaching philosophies(9,10). Students' capacity to communicate in the target language is stressed

in the classroom. Finally, some individuals develop innovative teaching strategies, such as word combinations that change the way people think about foreign language instruction.

2.2. Teaching Vocabulary in English

2.2.1. Create a Strong Desire in Kids to Study by Stimulating their Curiosity and Interest

This, in turn, will lead to a strong interest in learning. Teachers may show students how to use English in various ways, including by letting them view films, listen to audio, and use other successful methods to pique their interest in the language. The remarkable skills of teachers, such as their mastery of a vast vocabulary in reading, listening, speaking, and writing, may also be used to stimulate a student's interest in learning. When a teacher is trying to pique students' interest in learning English vocabulary, there are a few guidelines. Starting with articles that have lexical difficulties and new terms under acceptable discourse control, the instructor should gradually engage pupils at that level. Second, instructors should assist students in realizing their full language learning potential, which will boost their self-confidence and capacity to study. Third, teachers should support children with limited vocabulary by acknowledging their improvement and positive reinforcement in the classroom. Fourth, instructors may give feedback on learning outcomes in phases throughout the teaching process to progressively learn and learn from instructions. As a result, the instructor may also treat the pupils with respect and dignity, which helps build their learning confidence and piques their curiosity.

2.2.2. Using Conversion for Parts of Speech

In the cloze exam and blank filling, children often change the parts of speech they use. This may indicate the amount and quality of their vocabulary. However, teachers may frequently request that their pupils add a few words to their vocabulary knowledge base in class, but they will not provide additional explanations. Students cannot utilize language flexibly since the information they know is basic and easy to understand. To help students apply their newfound knowledge to real-world situations, teachers must show them how to integrate English into their lessons. Using the conversion portion of the talk, here's a great example of how to teach the term "transport".

Transportation vs. Transportation n. a. Local buses are handy for getting about our city. (Nouns may be used as the subject of a sentence and can have adjectives attached

to them. Students may learn about lexical information in detail thanks to our ability to explain it fully.) Except for aircraft to carry passengers, all flights were halted. It's important to note that you're using the verb form. As a predicate, "transport" is utilized). Students may refresh their understanding of syntax and learn new terms and get more information by using these two phrases. Students are aware of the significance of addiction, but they also know that summarising the rules in word conversion is an essential component of comprehending unexpected information.

2.2.3. Syntactic Analysis as a Tool

Syntactic analysis is concerned with or guided by syntactic rules, implying that the predicate head is essential for Chinese sentence syntactic analysis. This technique may be used to determine the function of the part of speech of each word in each phrase. The following are some of the most often used: an example of this approach in action. Example: Tom was born into a poor household and had a tough childhood. We may deduce that "tough" is an adjective from this phrase and that the word "tough" modifies the noun "life" in the statement "born in a poor family." It must be a "challenging" existence. We mix context definitions or guess phrases' meaning with syntactic analysis to estimate the meaning of new terms using definitions or examples. For instance, the young girl is an orphan, which means she has neither a father nor a mother. say "A person without parents" is referred to as an "orphan." For instance, what is wilderness? What is the location of the forest? What happened to the forest, in your opinion? The term jungle refers to a tropical rainforest.

2.2.4. Using Formative Assessment

Teachers should focus more on the growth of pupils' cognitive skills and academic progress, rather than only on their grades. As a result, instructors should not rely only on summative assessment. Formative assessment, on the other hand, should be prioritized. Diagnostic tests, which are a set of formal and informal assessment processes carried out by instructors throughout the learning process to adjust teaching and learning activities to enhance student performance, are part of formative evaluation. This typically entails providing students and instructors with qualitative feedback (rather than grades) that focuses on topic and performance specifics. On the other hand, summative assessment aims to monitor educational achievements, typically for external accountability reasons. As we can see, formative assessment is a technique used

in teaching and learning activities to improve the evaluation of current activities and identify issues in the teaching and learning process. Students may get quick instructor feedback via this assessment, and teachers can modify and enhance their teaching work in a timely way to achieve the most significant teaching impact. Teachers must assist pupils in organizing the words they encounter due to the vast English vocabulary. Students may be encouraged to maintain a vocabulary notebook, but instead of listing all of the words acquired, they may be taught to arrange them into groups or themes. Students' word retention will improve considerably if they make a deliberate effort to organize their vocabulary. Students may also use the word store to build a network using the words they've categorized in their notebooks. Students will be able to mix these terms in this manner and will not mistake them again. The instructor may hold a competition now and then to verify the pupils' total word count. Each time, make a note of their performance and label it as a formative assessment.

2.2.5. Using the Technique of the Game

Students study in a vibrant and energetic environment, even when they are competing when taught in the form of games. As a consequence, students engage in enjoyable activities to learn textbook material or acquire extra-curricular scientific knowledge. The game teaching technique is a novel and efficient teaching approach that combines "game" and "teaching." The game approach may pique students' interest in learning in general and mobilize their passion for putting what they've learned to good use. Amina Dyussenova's book "Active Teaching via Games," translated by Xiaoqing Wang and released by East China Normal University Press in 2010, is a well-written book with information on teaching English vocabulary using games. "Finding treasure" is an excellent example of game-based learning. This game teaches you how to overcome your phobia of written English materials by organizing information, reading exercises, and expanding your vocabulary. Collect numerous magazines with appropriate topics for the kids' English level and language that is not beyond their grasp. Most essential, this journal must pique the attention of pupils.

Popular publications, adolescent magazines, culinary magazines, and home magazines may be the best selections with this in mind. The instructor should explain the game to each team using examples before handing out lists and magazines. Don't go over vocabulary terms with them, and your presentation should teach them how to play the game. Must then decide the responsibilities of each team's members must then decide the responsibilities of each team's member ahead of time. Everyone should

browse through the magazines together, but once one of the images is found, one person must crop it, another must label it with the right word, and the third person must check or cross out the word from the list. There will be a lot of laughing, talking, and involvement. During the tournament, the team must arrange the words on the list in the correct sequence. It may be necessary for someone to read the text and someone another to locate and arrange the images. The English word identification procedure continues until each group's final member has completed it.

Following that, each group must choose a reader and presenter. The presenter will point up the right image once the reader has read every phrase. There will be a lot of debate over whether the pictures exist since they are tagged throughout the process until they are awarded points. The team with the most accurate pictures after the round wins the round. This game uses the same terms again and over. Visual identification, writing and reading exercises, presenting exercises, and letter-sound recognition are among the activities available. The method, group communication techniques, and collaboration are all within the discretion of the students. Students may have fun competing in this game, which is based on the hunt "treasure" magazine, while also learning the fundamental reading technique, which is affected by the surroundings. Students get text information by selecting keywords and reading visuals. As can be seen, this treasure trove finding technique is capable of consolidating word knowledge and assessing pupils' reading and speaking abilities. As a result, the game technique is a practical, comprehensive vocabulary exercise.

3. Conclusion

English is the official language of many countries around the world, and the way vocabulary is taught is constantly changing. Vocabulary teaching is not only necessary but also fun and inventive. The previous discussion first provides an overview of the history of English teaching methods, followed by examples of effective English vocabulary teaching strategies for English teachers, such as stimulating students' curiosity and interest, changing parts of speech, using syntactic analysis, using formative evaluation, and using the game method. The implementation of this strategy is efficient in terms of student learning. vocabulary accumulation. Like the bricks that make up a house, vocabulary is the foundation and most important element of teaching English. If students have extensive vocabulary storage, it will be very helpful for English education in general. As a result, the authors of this paper believe that this essay will offer useful answers to the longstanding problem of teaching language effectively and efficiently.

Since teaching vocabulary is a creative endeavor, educators can design their unique methods or techniques for teaching vocabulary based on their current situation and abilities.

References

[1] VanDeWeghe R. What about Vocabulary Instruction? English J. 2007;97(1).

[2] McGuinness D. Vocabulary and Reading. In: Language Development and Learning to Read. 2018.

[3] Treffers-Daller J. Vocabulary and reading. In: Vocabulary and the Four Skills. 2020.

[4] Martín-Martín JM. Do translation students learn vocabulary when they translate? Atlantis. 2013;35(2).

[5] Nation P. Reading a whole book to learn vocabulary. ITL - Int J Appl Linguist. 2018;169(1).

[6] Hapsari A. Language Learning Strategies in English Language Learning: A Survey Study. Ling Pedagog J English Teach Stud. 2019;1(1).

[7] Zhou Y, Wei M. Strategies in technology-enhanced language learning. Stud Second Lang Learn Teach. 2018;8(2 Special Issue).

[8] Agassi J. The novelty of Chomsky's theories. Futur Cogn Revolut. 1997;

[9] Hymes D. Dell Hymes - S. P. E. A. K. I. N. G. Ethnogr Commun. 2012;

[10] Hymes D. Dell Hymes - S. Ethnogr Commun. 2012;