



Improving Students' Vocabulary Ability: Teacher Planning Strategies in English Language Teaching

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Abstract. *This research aims to explore the planning strategies implemented by teachers in improving students' vocabulary skills in teaching English. Vocabulary is an important component in language learning which influences students' communication skills and text comprehension. This research analyzes the various approaches used by teachers to develop students' vocabulary, as well as the challenges faced in planning and implementing these strategies in the classroom. Data was obtained through interviews with teachers, classroom observations, and analysis of learning implementation plan (RPP) documents. The research results show that strategies such as the use of visual media, contextual teaching, and regular repetition of vocabulary have proven effective in improving students' vocabulary skills. In addition, the teacher's role in creating an environment that supports vocabulary learning is very important in helping students master new words. This research provides insight for English teachers in planning more effective and innovative teaching to improve students' vocabulary skills.*

Keywords: *Vocabulary skills, Planning strategies, English language teaching, Learning improvement.*

Abstrak. Penelitian ini bertujuan untuk mengeksplorasi strategi perencanaan yang diterapkan oleh guru dalam meningkatkan kemampuan kosakata siswa dalam pengajaran bahasa Inggris. Kosakata merupakan komponen penting dalam pembelajaran bahasa yang berpengaruh terhadap kemampuan komunikasi dan pemahaman teks siswa. Penelitian ini menganalisis berbagai pendekatan yang digunakan oleh guru untuk mengembangkan kosakata siswa, serta tantangan yang dihadapi dalam merencanakan dan menerapkan strategi-strategi tersebut di kelas. Data diperoleh melalui wawancara dengan guru, observasi kelas, dan analisis dokumen rencana pelaksanaan pembelajaran (RPP). Hasil penelitian menunjukkan bahwa strategi-strategi seperti penggunaan media visual, pengajaran kontekstual, dan pengulangan kosakata secara berkala terbukti efektif dalam meningkatkan kemampuan kosakata siswa. Selain itu, peran guru dalam menciptakan lingkungan yang mendukung pembelajaran kosakata sangat penting dalam membantu siswa menguasai kata-kata baru. Penelitian ini memberikan wawasan bagi guru bahasa Inggris dalam merencanakan pengajaran yang lebih efektif dan inovatif untuk meningkatkan kemampuan kosakata siswa.

Kata kunci: Kemampuan kosakata, Strategi perencanaan, Pengajaran bahasa Inggris, Peningkatan pembelajaran.

1. INTRODUCTION

Vocabulary mastery is one of the most important aspects of English language teaching that has a long-term impact on students' communication skills. Improving vocabulary allows students to express their ideas and opinions more effectively. However, many students experience difficulties in expanding their vocabulary, which may hinder the overall English

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learning process. Therefore, it is crucial for teachers to implement effective teaching strategies that improve students' vocabulary (Hapsari, 2019).

Although many studies have addressed the importance of vocabulary in language learning, few have specifically examined how planning strategies implemented by teachers can affect students' vocabulary skills. How do teachers design and implement these strategies in their teaching? What challenges do teachers face in this planning process? These questions are important to answer so that we can better understand the relationship between the teaching strategies implemented by teachers and students' vocabulary acquisition.

One of the challenges teachers have is how to incorporate vocabulary instruction into the existing curriculum. Teachers must develop methods that are relevant to students' needs and not just interesting. Utilizing innovative teaching methods and technology can be one way to increase students' interest in learning a new language (Ain et al., 2023).

It is also important for teachers to understand the characteristics of their students. Each student has a unique learning style, and effective teaching strategies should emphasize these differences. By understanding students' learning styles, teachers can design more engaging activities for them, increasing the effectiveness of vocabulary instruction (Mutiarra & Ardiana, 2022).

Student collaboration in vocabulary learning can also bring positive changes. Through group discussions and interactive exercises, students can be very helpful in understanding and using new vocabulary. Therefore, encouraging students to collaborate in vocabulary learning is one of the most important aspects of effective teaching strategies (Zaenab & Musa, 2022).

In Indonesia, mastery of English is becoming increasingly important in line with globalization and the demands of the working world. However, many students still struggle with this, so developing effective teaching strategies is highly relevant. Internationally, the use of appropriate teaching strategies has proven successful in improving students' language skills, so this study has wider relevance in the context of global education. The purpose of this study is to identify and analyze the planning strategies used by teachers in teaching English vocabulary, as well as their impact on students' vocabulary skills. With the right strategy, students' vocabulary proficiency can improve significantly, which in turn will improve their ability to communicate in English (Syatriana & Ardiana, 2020). This study also aims to provide

recommendations for teachers in designing more effective teaching strategies.

It is hoped that this study can make an important contribution to the field of English education, particularly in the development of more effective teaching methods. By understanding successful strategies, teachers can improve the quality of their teaching, which in turn will help students improve their vocabulary skills. The scope of this study will be limited to English teachers in some secondary schools in Indonesia, focusing on vocabulary teaching planning strategies. The research will not include external factors such as the influence of the learning environment outside the classroom. This research will use a qualitative approach with a case study design. Data will be collected through semi-structured interviews with teachers, classroom observations, and analysis of teaching planning documents. The data obtained will be analyzed thematically to identify the strategies implemented and their impact on students.

Research Questions

1. What planning strategies do teachers apply in teaching English vocabulary?
2. What are the factors that influence the success of teaching strategies in increasing students' vocabulary?

2. RESEARCH METHODOLOGY

This research is qualitative. Qualitative research is a method that emphasizes greater significance and data is collected based on facts in the field, (Sugiyono, 2015: 9). Observations are carried out in the classroom. The research subject is something that is expected to be examined by researchers (Nurdin and Hartati, 2019: 108). Without the subject, the necessary data cannot be collected. Therefore, the subject of this study is a first-class English teacher in junior high school. The purpose of this research is to explore the planning strategies used by teachers in improving students' vocabulary skills.

This research uses data that includes information as the data source. Semi-structured interviews, classroom observations, and analysis of teaching planning documents are techniques in collecting data. Thematic analysis, which is the process of choosing, simplifying, and abstracting data into field notes, is one of the data analysis approaches. All data is then selected and summarized. The author summarizes the research findings and discusses the results of data processing in the last stage.

3. RESULT AND FINDINGS

Result

a. The planning strategies do teachers apply in teaching English vocabulary

Research findings through interviews concluded that English teachers at one school in Medan used translator strategies when teaching language to students. According to class observations, both teachers were very supportive of learning and frequently corrected all materials used in instruction. This approach sometimes causes students to remain silent and not respond to questions asked by the teacher, mostly due to a lack of understanding or knowledge of the answers. Although translators can be a quick and easy way to explain meaning, this method has its drawbacks. Difficulties may arise when describing words, which can make it difficult for students to understand the language.

More specifically, an English teacher at one school in Medan used a dictionary as a tactic. Dictionaries are a valuable resource that can be utilized by teachers and students. While learning or using English, students may come across unfamiliar words, and we can help them in defining these words. Because English has a very long vocabulary, it is not practical to understand every word, and we can provide more detailed information about the relevant words.

Based on classroom observations, it was evident that both English teachers used the Translator Strategy, which entails highlighting most of the texts used in instruction. Many students want to remain calm when answering the teacher's questions. Children do not understand the questions or have the capacity to understand them. Lastly, this course has a teacher who explains the material and questions in a calm manner.

However, teachers should always use alternative teaching methods when instructing students, regardless of how many different approaches are available. According to Suyanto (2010: 65), when teaching vocabulary, teachers must provide visual aids to students so that they can gain a thorough understanding of words. For example, pictures are provided by teachers as visual aids so that the content is easier to understand. To improve English language proficiency, teachers must use descriptive language in a contextual way to improve the learning process and provide specificity to the material taught.

1. The factors that influence the succes of teaching strategies in increasing students' vocabulary

Based on research, there are several factors that influence the success of teaching strategies in increasing students' vocabulary. These factors include:

2. Teaching Methods

Teaching methods greatly influence the amount of understanding students have. Nation's (2001) research shows that interactive methods such as word games, project-based learning, and group discussions are more effective than traditional approaches such as lectures. Methods that actively involve students can increase student vocabulary retention.

3. Student Engagement

Student engagement in learning is also very important. Students who actively participate in learning activities such as speaking and working together tend to have a more significant vocabulary. According to research by Fredricks, Blumenfeld, and Paris (2004), student involvement can increase motivation and learning outcomes.

4. The success of teaching strategies is influenced by the learning context.

Students will more easily remember lessons that are relevant to their daily lives and that relate new vocabulary to their experiences. According to research conducted by Beck, McKeown, and Kucan (2002), contextual vocabulary teaching can improve understanding and use of vocabulary.

5. Technology Support

The use of technology, such as learning applications and online resources, can help teaching strategies be more effective. Technology can enable more flexible learning and provide wider access to vocabulary material, as shown by research conducted by Lai and Hwang (2016).

6. Measurement and Feedback

According to research conducted by Hattie and Timperley (2007), appropriate measurement and constructive feedback are both very important for improving students' vocabulary. Appropriate and appropriate feedback can help students understand the mistakes they make and improve their use of vocabulary.

4. DISCUSSION

Based on interview analysis and research findings, it has been determined that two English teachers in one Medan school use translator and dictionary strategies to teach the language to their students. Teachers encouraged the use of translator strategies by stating that many students struggle to understand English texts, and that using translator strategies and dictionaries helps them understand the language. The second teacher encouraged the use of the translator strategy because it allowed students to understand the material and complete the assignment after discussing it with the teacher collaboratively.

There are several interrelated factors that influence the success of teaching strategies in increasing students' vocabulary. Interactive and contextual teaching methods not only make learning more interesting, but also help students make connections between their experiences and new vocabulary.

Student involvement in the learning process is very important. Engaged students tend to be more motivated to learn and use new vocabulary more actively. Therefore, educators must create a learning environment that supports students' active participation.

Another factor that should not be ignored is the use of technology. Today's technology allows educators to use a variety of tools that can enhance students' learning experiences. However, it is important to ensure that technology is used effectively and does not replace face-to-face interactions between educators and students.

Appropriate measurement and constructive feedback are the final components that are critical to helping students understand their progress. Constructive feedback can motivate students to continue learning and improve their vocabulary.

5. CONCLUSION

This study underscores the importance of well-planned teaching strategies in vocabulary instruction. Effective lesson planning, interactive teaching methods, and technology integration significantly enhance students' vocabulary acquisition. Teachers should adopt diverse instructional approaches and adapt materials to students' proficiency levels.

Future research should explore longitudinal impacts of vocabulary teaching strategies and investigate student perceptions of different instructional methods. These insights can contribute to the continuous improvement of English language teaching practices.

LIMITATIONS

This study is limited to secondary schools in Indonesia and focuses on teacher planning strategies rather than student learning outcomes. Future research should include quantitative assessments of vocabulary improvement and expand the study scope to different educational settings.

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