

## HOW TO IMPROVE VOCABULARY THROUGH DIFFERENT STRATEGIES

**Umaralieva Munajat Mashrabovna**

Senior teacher of the English language and literature  
faculty of Ferghana State University

**Yakhyoyeva Sarvinoz Khayotjon kizi**

3rd-year student

### ABSTRACT

Learning vocabulary is an essential component of studying English. Prior to mastering the four language skills (reading, writing, listening, and speaking), students must acquire a solid foundation of vocabulary to support their English learning. English vocabulary plays a crucial role in the language development of young learners studying a foreign language. It is important for teachers to be creative in selecting learning materials and stimulate students' interest in English, particularly when it comes to vocabulary. Strategies must be employed by teachers to enhance the teaching and learning process. The teaching approach for young learners differs from that for adults, as children tend to be more enthusiastic, active, and adaptable. This research study is classified as descriptive qualitative research.

### INTRODUCTION

Teaching English has undergone significant developments due to the impact of globalization, as English has become widely recognized as the international language. In Indonesia, there has been an increased focus on early English education for young learners. Proficiency in the four language skills - speaking, listening, reading, and writing - is crucial for students learning English. Additionally, a strong understanding of vocabulary, pronunciation, and grammar is essential to support the mastery of these skills. Vocabulary, in particular, plays a vital role in language acquisition. Therefore, it is important for teachers to employ creative and stimulating materials to engage students' interest in learning English, especially when it comes to vocabulary. Teaching English to young learners requires different strategies compared to teaching adults, as children are often more enthusiastic, active, and adaptable. Teachers should be imaginative and innovative in their teaching strategies to create a more exciting English learning experience for elementary school students who enjoy play-based activities.

A teaching strategy refers to a plan or series of actions designed to achieve a specific educational goal. It involves various components, including the teacher, students, purpose, teaching material, method, media, evaluation, and environment. The teacher plays a crucial role as the teaching agent, while the students engage in a study program to improve their abilities. The purpose determines the strategy, materials, media, and evaluation used in teaching. Teaching material serves as a medium to achieve the teaching purpose. The method involves classroom specifications for achieving linguistic objectives, focusing on teacher and student roles and behaviors. Media refers to various tools used to convey knowledge, such as television, computers, pictures, and newspapers. Evaluation helps assess the outcome of the teaching and learning process, with both summative and formative approaches. The teaching strategy is influenced by the environment, including factors such as climate, school, location, and facilities. Vocabulary refers to the words that are necessary for effective communication, including both expressive vocabulary (used in speaking) and receptive vocabulary (used in listening). According to Neuman and Dwyer (2009), vocabulary is the words we must know to communicate effectively. Additionally, Thorburry (2002) defines vocabulary as the words taught in a foreign language, which can include multi-word expressions like "post office" or "mother-in-law" that convey a single concept. There are two types of vocabulary: active and passive. Active vocabulary consists of words that a person can actively use when speaking or writing, while passive vocabulary refers to words that a person understands when listening or reading but may not use actively. Learning new words requires practice and making connections with context in order to store them in memory and effectively recall them in speech or writing.

The strategies used by the teacher in teaching vocabulary to the seventh-grade students at Pesantren Daar El-Qolam 3 are as follows:

1. **Material:** The teacher uses specific materials such as Hospital, Food and Drinks, Times, Clothes and Color, and Things in the Bedroom to develop students' abilities and knowledge in the lesson. The material should align with the lesson plan and syllabus.

2. **Media:** The teacher employs various media to facilitate the teaching and learning process. These include pictures, real objects (realia), videos, student English books, and multimedia such as LCD. The use of media enhances student engagement and understanding.

3. **Use of Pictures:** Pictures are used by the teacher, particularly in teaching vocabulary. For example, when teaching about Clothes and Color, the teacher presents pictures to aid in understanding.

4. Use of Real Objects: Real objects are brought into the classroom to demonstrate the meaning of words. For instance, when teaching about telling time, the teacher brings a watch and says, "it is 7 o'clock." Real objects make the learning experience more tangible for students.

5. Use of Videos: Videos are utilized by the teacher to provide clear explanations and enhance comprehension. For example, when teaching about things in the bedroom, the teacher shows a video.

6. Use of Student English Book: The teacher relies on student English books as a resource for teaching materials. These books contain relevant content for the lessons.

In addition, the use of multimedia, such as LCD, is effective in maintaining student interest and active participation during lessons.

### CONCLUSION

Based on the research findings gathered in pesantren Daar el-qolam 3, specifically among the seventh-grade students, the following conclusions can be drawn: Regarding the material, teaching technique, and media used by the teacher:

- The teacher utilized several topics in their instruction, such as Hospital, Food and Drinks, Times, Clothes and Color, and Things in the living room.

- Vocabulary building strategies employed by the teacher included translation, memorization, playing games, and singing songs.

- The teacher made use of various media sources, including pictures, real objects, and the students' English book. The research also identified certain challenges encountered by both the teacher and students during the teaching-learning process.

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