THE STRATEGIES IN TEACHING VOCABULARY AT BRILLIANT ENGLISH COURSE PARE, KEDIRI

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teachers Teaching Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of The Requirements of Achieving the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

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2024

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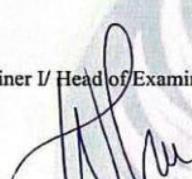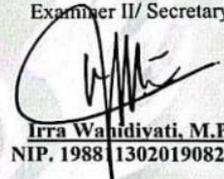
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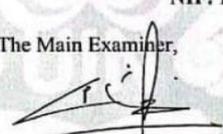
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ABSTRACT
THE STRATEGIES IN TEACHING VOCABULARY
AT BRILLIANT ENGLISH COURSE PARE, KEDIRI

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Abstract: This research discusses the strategies in teaching vocabulary at Brilliant English Course Pare, Kediri. It aims to find out the strategies used by tutors in teaching vocabulary at the Brilliant English Course. The object of this research is the vocabulary tutors at the Brilliant English Course. This type of research is qualitative research. Researcher used data collection techniques, they are observation, interviews and documentation. The data obtained from observation is supported by interviews and documentation data. To conduct this research, four vocabulary tutors at Brilliant English Corse Pare were selected as participants. Based on the results, there are four strategies used by tutors in teaching vocabulary namely: the first drilling strategy, in this strategy the tutor trains students to memorize vocabulary by repeating the vocabulary with correct pronunciation and followed by the students repeatedly, the second is the mime or gesture strategy, in this strategy, the tutor demonstrates vocabulary that is difficult for students to memorize . In the three cluster strategies, in this strategy the tutor groups vocabulary according to themes and finally the game strategy in this strategy the tutor uses games to make lessons more impressive and fun. This strategy is used by tutors because it meets the needs of their students and facilitates vocabulary development.

Keyword: Teaching vocabulary, strategies in teaching vocabulary.

MOTTO

"God's Blessing for My Success."

DEDICATION

I dedicate this thesis for:

My self

I want to thank me for believing in me, I want to thank me for doing all this hard

work, I want to thank me for having no days off, I want to thank me for, for never

quitting, I want to thank me for always being a giver and trying to give more than

I receive, I want to thank me for trying to do more right than wrong, I want to

thank me for just being me at all times.

My Parents

A thousand thanks for my parents, Mr. Nalim, Mrs. Marianingsih, Mr. Khozin
Mufti Mustofa, and Mrs. Siti Zulaeha. Who always support, motivate and pray for
me for my successful.

My whole family

Thank you to my whole family who always support, cheer me up, and pray for
me.

ACKNOWLEDGEMENT

Alhamdulillahi rabil'alamin, all praises to Allah SWT, the God of the universe who has given strength, guidance, love, opportunity, health and mercy to complete and finished this undergraduate thesis, Sholawat and salam always be devoted to Prophet Muhammad SAW who always becomes a role model for all humans in the world. This undergraduate thesis entitled "The Strategies in Teaching Vocabulary at Brilliant English Course Pare, Kediri" submitted as the final requirement in accomplishing undergraduate degree at English Education Study Program Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto. In arranging this thesis, a lot of people have provided motivation, advice, and support. The deep gratitude and appreciate on are expressed to:

1. Prof. Dr. Fauzi. M.Ag., the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto;

2. Prof. H. Suparjo, M.A., the I Deputy Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K. H. Saifudin Zuhri Purwokerto;

3. Dr. Nur Fuadi, M.Pd. I. the II Deputy Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto;

4. Prof Dr. Subur, M. Ag., the III Deputy Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto;

5. Dr. Maria Ulpah, M.Si., the Head Education Department of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto;

6. Abdal Chaqil Harimi, M.Pd.I., the Secretary of Education Department of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto;

7. Desi Wijayanti Ma'rufah, M.Pd., the Coordinator of the English Education of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto;

8. My supervisor, Windhariyati Dyah K., M.A., M.Pd., who has helped patiently until the researcher finish this undergraduate thesis by giving suggestion, guidance, and correction until the completion of this thesis;

9. All of the lecturers of Faculty of Tarbiya and Teacher Training, especially the lecturers of English Education Study Program;

10. Moch. Dimas Andrea L., as a General Manager of Brilliant English Course Pare, Kediri for allowing the researcher to conduct the research at Brilliant English Course Pare, Kediri;

11. All vocabulary tutors who have permitted and helped researcher conducted research at the Brilliant English Course Pare;

12. Mr. Sarmo M.H. and Ms. Miftakhul Ulya, M.Pd., as the caretaker of the An-Nur El-Fadhili Islamic Boarding School, who has always prayed and supported me all this time.

13. My beloved parents, Mr. Nalim, Ms. Marianingsih, Mr. Khozin Mufti Mustofa and Ms. Siti Zulaeha the most loving person who always give me support, pray for me, and love me unconditionally;

14. My lover Muhammad Adib who always loves, accompanies and supports me in all circumstances;

15. My closest friends, Nabila Azzahra and Ulya Nur Maziyyah who have accompanied me through my ups and down in so far. and always cheer me up when things are complicated;

16. All of my classmates of TBI A 2019 who have shared great memoris;

17. I am the most valuable because I always try to always try hard, always persevere against all odds, always be enthusiastic and strong up to this point;

Purwokerto, 01 April 2024
The researcher

Leni Nur Aini

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CHAPTER I
INTRODUCTION

This chapter describes the background of the problem, the statement of the problem, conceptual definition, research objectives, and structure of the research.

A. Background of the Study

Vocabulary teaching should be a top priority in learning English. Students must be properly trained to increase their vocabulary knowledge. Vocabulary acquisition is a common source of frustration for English language learners.[1] Given how crucial it is to one's success in learning English, the issue of pupils' inadequate vocabulary mastery demands serious attention. Therefore, in order to increase pupils' retention of vocabulary teaching, innovation and creativity are required.

Students must master the two main foundations of English, namely vocabulary and grammar, in order to master reading, writing, listening and speaking.[2] Teachers must find strategies to help students' master vocabulary that is often used. These strategies are adapted to students' habits, so that students can understand vocabulary easily, such as singing, watching movies, and other habits. Therefore, teachers who have many teaching strategies greatly determine the success of their students in mastering the lesson.[3]

According to Schmitt, second language vocabulary acquisition necessitates approaches to acquiring new words that have so far garnered little research support in the area of second language acquisition.[4]

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[1] Saucandra, Muhammad Arief Budiman, and Khusnul Fajriyah, 'Analisis Kesulitan Penguasaan Kosakata Pembelajaran Muatan Lokal Bahasa Inggris Pada Siswa Kelas Iv Di Sd Plus Latansa Kabupaten Demak', *Wawasan Pendidikan*, 2.1 (2022), 71–80 <https://doi.org/10.26877/wp.v2i1.9664>.

[2] Dyah Praptiningsih, 'Pembelajaran Bahasa Inggris Dengan Running Dictation, Mudah Dan Mengasyikkan', Radar Semarang (Semarang, November 2020), p. 5.

[3] Meta Salma Pamenan, Kompetensi Guru Penunjang Keberhasilan Peserta Didik (Yogyakarta, 2005), p. 5.

[4] Septiana Theresiawati, 'Vocabulary Learning Strategies Used by English Department Students', 2012, p. 2.

Therefore, paying attention to vocabulary teaching strategies is important for student development. So, having several strategies for teaching vocabulary is very useful for preventing difficulties from students in learning vocabulary.

Before conducting the research, previous research was found regarding the use of vocabulary teaching strategies. The thesis Lia Fitriani, in her thesis she discovered that the game, memorizing and multi-meaning. Students can extract additional meaning from words by using double meanings. Playing games makes vocabulary learning fun for students. Ease of understanding English is next. So, the strategies used in teaching English vocabulary in eleventh grade at SMA N 1 Banyumas Pringsewu. Therefore, it is recommended that to improve students' vocabulary knowledge, English vocabulary teachers should use appropriate teaching strategies.[5] The difference between previous research and this research is that the previous research examined the strategies used by teachers in teaching vocabulary in schools, while this research examined English courses.

This research focuses on teaching vocabulary strategies in Brilliant English Course. This place was chosen because the institution has an effective strategy for children, adolescents, and adults.[6] Vocabulary in the English course has more attention, because there is a special lesson about vocabulary. In addition, the teacher provides vocabulary that is often used in daily life, so that it is not difficult for students to find which vocabulary to memorize.[7]

In light of the above, the researcher is considering doing a study to investigate the methods used by educators to facilitate classroom instruction and student learning. The purpose of this study is to identify the most successful methods that English instructors employ in the classroom.

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[5] Lia Fitriani, 'The Teacher's Strategies in Teaching Vocabulary at The Eleventh Grade Students of SMA Negeri 1 Banyumas Pringsewu in The Academic Year of 2020/2021', 2021.

[6] Tri Cahya Ningrum, 'Teachers' Strategies Applied In Teaching Vocabulary For Vocational High School', 2020, p. 6.

[7] Feng Teng, 'Strategies for Teaching and Learning Vocabulary', *Beyond Words*, 2.2 (2014), 40–56 (p. 41).

Scholars and readers may profit from this since it encourages them to be creative when using techniques, which in turn generates advantages and provides material information about tactics for teaching, particularly English vocabulary. Considering those reasons, the researcher intends to conduct a research under the title **"The Strategies in Teaching Vocabulary at Brilliant English Course Pare, Kediri"**.

B. Conceptual Definition

To give more understanding and to avoid misconception, the researcher explains the definitions of the terms used in this research are:

1. Teaching Strategy

In their work, Stone and Morris define a teaching strategy as a course outline that specifies the structure of the class, the objectives of the lesson, and the methods to achieve those objectives. On the other hand, teaching techniques are the things that instructors perform in the classroom. These include things like developing lesson plans, making activities that students like, evaluating their knowledge, and providing opportunities for immediate and further practice to improve their replies.[8]

2. Teaching Vocabulary

Douglas says that teaching is demonstrating or assisting another person in doing something, providing directions, guiding one in studying something, preparing information, making one know or comprehend, and so on. Hatch and Brown state that a language's vocabulary is its set of words, whether those terms are exclusive to that language or are utilized by speakers of other languages. Giving instructions, leading study, preparing information, making know, or comprehending are all part of teaching vocabulary, which is the act of helping someone acquire a collection of terms in a given language.

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[8] Juni Bayu Saputra and Mokhamad Sabil Abdul Aziz, Teaching Strategies, 2014, p. 1.

3. English Course

The English Course is a competency-based education and training program that provides skills so that students are involved in various learning experiences and have meaning in their lives.[9] Students in English courses have the opportunity to use their different talents and to participate in different discussions. The most important aspect of an English course is that it enables students to study extensively and talk about various topics that are relevant to their daily lives.[10]

C. Research Questions

Based on the background that has been explained above, the research questions are formulated as follows:

1. What strategies are used in teaching vocabulary at Brilliant English Course Pare, Kediri?

D. Objectives and Significances of the Study

1. Objectives of the research

Therefore, the researcher focused on strategies in teaching vocabulary of Brilliant English Course Pare. The objectives of the research to find out the strategies used by teachers in teaching vocabulary at brilliant English Course Pare, Kediri.

2. Significance of the research

    1. Theoretical Significances

        a. The study results are expected to know teaching teacher's strategy in teaching vocabulary and can provide knowledge material about vocabulary teaching strategies in English education.

[9] Direktorat Pembinaan Kursus dan Pelatihan, 'Kurikulum Kursus Dan Pelatihan Bahasa Inggris', 2020, 1–104.

[10] Direktorat Pembinaan Kursus dan Pelatihan.

b. The researcher expects that it can provide knowledge and information for further researcher to conduct more research in the teaching process.

2. Practical Significances

a) For teachers

The results of this study are expected that the teacher can find out the understanding of students' responses in applying vocabulary teaching strategies. So that teachers can correct deficiencies in their teaching strategies.

b) For course

The results of this study are expected to improve the English Course, should help teachers address errors in their methods of instruction and assist them in raising the caliber of their instruction, therefore improving English courses.

c) For researcher

It is expected that other researcher will get new insight and conduct next research about teaching English in general, especially in terms of teaching vocabulary strategies.

E. Structure of The Research

To make systematic research, it is necessary to classify the structure of this research. This research is divided into five chapters, which will be explained as follows:

Chapter I describes the introduction. It consists of study background, operational definitions, research questions, research objectives and significance, review of relevant studies, review of literature, research methods and research structure.

Chapter II explains the theory of teaching strategy, teaching vocabulary, and the English Course which are divided into several sub-sections, namely literature reviews and previous research.

Chapter III consists of research methods that discuss research design, time and place of research, population and sample, instruments for obtaining data, data collection techniques, and data analysis techniques.

Chapter IV presents the results of research discussing Teachers' Strategies in Teaching Vocabulary.

Chapter V presents the conclusions and suggestions of the researcher.

In this chapter, the researcher concludes with limitations and some advice related to the research.

CHAPTER II
LITERATURE REVIEW

This chapter provides a review of the study's related literature. There is a review of previous research as well as a review of relevant theories.

A. Teaching Strategy

1. Definition of Teaching Strategy

Strategy originates from the Greek term "strategies," which refers to a deliberate and calculated approach to attain triumph in a conflict or combat situation.[11] Although the word "strategy" has its origins in the military, it has since found its way into other domains with a similar meaning, such as education, where it is used to describe a set of procedures for instructing students. To a limited extent, the approach is comparable to the strategy, which denotes a mechanism to achieve specified learning objectives.

In a nutshell, a strategy is a technique to figure out everything you have to do with reaching learning goals, such as how to plan, how to execute, and how to evaluate the results.[12] In the teaching process, the teacher plays an important role in planning, delivering, and assessing teaching materials. Djigic and Stojiljkovic said that these three things must be put together as teaching management.[13]

According to Lawton, "A teaching strategy is a general plan for a lesson which includes: the structure of the desired learner's behavior in terms of the purpose of instruction and the planned outline of the tactics necessary to implement the strategy". The term "teaching strategy" describes the approaches used in the classroom to ensure that students

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[11] Haudi, *Strategi Pembelajaran*, ed. by Hadion Wijoyo, 1st edn (Sumatra Barat: Penerbit Insan Cendekia Mandiri, 2021), p. 1 <https://doi.org/10.33477/bs.v2i2.376>.

[12] Haudi.

[13] Andi Farid Baharuddin, Sahril Nur, and Adi Isma, 'Teaching Strategy in Enriching the Efl Students' Vocabulary Through Literature', *LLT Journal: Journal on Language and Language Teaching*, 25.1 (2022), 250–62 <https://doi.org/10.24071/llt.v25i1.4105>.

not only retain the information but also acquire the skills necessary to set and achieve realistic long-term objectives. Strategies for instruction help teachers recognize the variety of learning approaches so that they may tailor their approaches to meet the needs of specific student populations.[14]

2. Characteristics of Teaching Strategies

Instructional techniques, as indicated before, provide approaches to various instructional circumstances. Their key characteristics must be emphasized:

1. Normative nature without rule rigidity characterizes teaching. A dynamic setting, defined by internal flexibility and elasticity, is a training component, and teaching is no exception.

2. There is a structure, connections, and even dependency among the strategy's constituent parts (the ways, the means, and the forms of organizing activity). It is possible to break down a teaching strategy into a set of operations, procedures, and behavioral norms that are unique to each teaching sequence; in this way, each choice symbolizes a step forward in the strategy by building on the knowledge gained in the prior step.

3. The selected methodological framework and fundamental teaching methods are not synonymous with teaching since the strategy focuses on the whole training process rather than just one training sequence.

4. In order to connect to the learning environment in which students find themselves and activate their psychological learning processes, teaching serves as both a model and a structural element.[15]

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[14] Ravindra D Sarode, 'Teaching Strategies, Styles and Qualities of a Teacher: A Review for Valuable Higher Education', *International Journal of Current Engineering and Scientific Research (IJCESR)*, 5.5 (2018), 57–62.

[15] Noblana Adib, 'Strategi Pengajaran Dan Desain Pengajaran', Tarbawy: Jurnal Pendidikan Islam, 2010, 19–39 (p. 23).

5. Teaching has a probabilistic meaning, namely that a particular teaching strategy, even if scientifically established and in accordance with the psychological resources of the participants, cannot guarantee the success of the training process because there are a large number of variables that can intervene in the process.

6. As a teacher, you may tailor your lessons to each student's unique needs and interests while also guiding them through targeted learning activities.

7. The best way for the other parts of training to operate together is for teaching to be the foundation.[16]

These seven characteristics make students the main actors in the use of teaching strategies. It is clear that the seven characteristics require a flexible strategy in their concept. Teaching strategies also need to adapt teaching content to student personalities. Once these seven characteristics are applied, they can produce effective and efficient teaching strategies.

B. Teaching Vocabulary

1. Vocabulary Definition

Words, sentences, and other linguistic units that together transmit meaning are collectively known as a language's vocabulary. Words, phrases, and expressions that include more than one word are all part of vocabulary. Many people mistakenly believe that expanding one's vocabulary is the most important part of learning a new language. This viewpoint holds that expanding one's vocabulary is synonymous with mastering a foreign language. This clearly states that vocabulary is the single most important basic element that everyone who wants to learn

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[16] Mokhamad Sabil Abdul Juni Bayu Saputra, Aziz, 'Teaching Strategies', *ResearchGate*, 1386.

English must master.[17] So, the core of vocabulary in teaching English is so that with adequate vocabulary students can understand other people's speech or express their own ideas.

One of the most discussed topics when teaching English to speakers of another language is basic teaching.[18] Considering that language consists of words, learning vocabulary is an important part of learning a language. Problems for teachers always arise during the teaching and learning process. They have difficulty how to educate their students so that they can get good results. [19]

According to Nunan, vocabulary teaching and acquisition must be integrated into the broader context of language study. Studying a language class in the following four series is one approach to ensuring the possibility of balanced learning:[20]

a. Learning from meaning – focused input – learning through listening and writing.

b. Intended language – focused learning – learning from teaching sounds, vocabulary, grammar, and discourse.

c. Learning from meaning – focused results – learning by having to produce language in speaking and writing.

d. Remind fluency – be quick and confident in listening, speaking reading and writing.

2. Vocabulary Types

Several researchers have attempted to classify vocabulary into speaking, writing, listening, and reading vocabulary.[21] Indeed there are some words that we often encounter in listening but there are vocabularies used for speaking not for writing. There are also some

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[17] Agus Husein As Sabiq and Maulani Anjani Sukirno, 'Visual Media Utilization in Mastering English Vocabulary of Hearing-Impaired Students', *INSANIA : Jurnal Pemikiran Alternatif Kependidikan*, 25.2 (2020), 162–73 <https://doi.org/10.24090/insania.v25i2.3911>.

[18] Maruf Nurrizal and Husni Mubarak, 'THE EFFECTIVENESS OF TEACHING VOCABULARY'.

[19] Nurrizal and Mubarak.

[20] Nurrizal and Mubarak.

[21] 'Metode Pembelajaran Kosakata'.

words that are very important to learn in reading because they occur frequently in written form.[22] However, the amount of vocabulary that is meaningful for a child is all the vocabulary that children can understand both in listening, speaking, reading or writing.

Active vocabulary and passive vocabulary are the two categories that Harmer classifies words into. Words that are used actively are sometimes called productive words. In both oral and written expression, students are more likely to utilize it correctly. The student should be able to employ well-structured words in the target language and have appropriate pronunciation, even when it seems more difficult to achieve in practice. When students are required to utilize the vocabulary they have learned correctly, it is termed Active Vocabulary.[23]

Receptive vocabulary is another name for passive vocabulary. The majority of children find it challenging to identify and understand these terms while reading and listening. Things that students may struggle with or not be able to create are called passive vocabulary, and they only become aware of them when they see them used.[24]

3. The function of vocabulary

Vocabulary utilization is a result of the language's word function. This indicates that knowing a word's purpose or usage as a vocabulary is important when using it, since it may help us grasp language acquisition. Furthermore, the structure and use of language revolves around vocabulary. Words are spoken verbally, written down, and then put into sentences and other grammatical configurations. Users consider words to be their native tongue because, unlike other parts of language, they are easier to learn, more representative of society as a whole, and more responsive to societal changes.[25]

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[22] 'Metode Pembelajaran Kosakata'.

[23] Siti Nurmeliya Baskarani, 'The Teaching of English Vocabulary' (Syarif Hidayatullah Jakarta, 2016), p. 15.

[24] Baskarani.

[25] H. Elfrieda, Hiebert and Michael L. Kamil, Teaching and Learning Vocabulary; Bringing Research to Practice, (Mahwah, New Jersey: Lawrence Erlbaum Associates, 2005), p. 3.

C. Strategies in Teaching Vocabulary

1) Definition strategies in teaching vocabulary

Teaching is the process of assisting students in acquiring knowledge, whether in a traditional classroom setting or in more informal academic or community environments. Teachers need to have the ability to teach as a core skill so they can effectively lead lessons in front of their pupils.[26] Teaching is instilling knowledge in the most appropriate and concise way to someone.[27] To teach vocabulary, various strategies must be used to introduce new words. Therefore, teachers must choose the right strategies to facilitate their vocabulary learning process.[28] Therefore, teachers must choose the right strategies to facilitate their vocabulary learning process.

2) Various kinds of vocabulary teaching strategies.

Strategy refers to the overall plan of action that teachers and students follow in order to achieve certain educational objectives throughout teaching and learning activities. In order to effectively introduce language, instructors must use the right instructional approach. Here are many ways that might be used in teaching English vocabulary:[29]

a) Word Wall strategy

In this strategy, word walls are collections of words displayed somewhere in the classroom that can be important vocabulary for students. Selected words are displayed on an interactive word wall, which assists teachers in laying the foundation for students' understanding of subject-specific

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[26] Lilis Sugiarti, 'Teacher's Strategies In Teaching English Vocabulary At The Eleventh Grade Students of SMA NU Palangka Raya' (The State Islamic Institute of Palangka Raya, 2016), p. 15.

[27] Sugiarti.

[28] Shamiyeva Rana, 'Strategies for Teaching Vocabulary', *WORLD SCIENCE*, 5.1–2 (2018), 10–15 <https://doi.org/10.3126/nelta.v15i1-2.4603>.

[29] Endah Fauziningrum and others, 'Strategies Used by English Teachers in Teaching Vocabulary', *Journal of Educational Study*, 2.1 (2022), 675–79 (p. 675) <https://doi.org/10.36663/joes.v2i1.250>.

vocabulary.[30] The goal of using this word wall is to make it easier to improve vocabulary skills.

When adding vocabulary, the use of a word wall would capture someone's attention.[31] Word walls serve as an excellent source of information for students who try to analyze unknown words, spell unknown words, or define new vocabulary words.[32] Additionally, students' awareness of terms and their definitions increases when they utilize word walls.[33]

b) Picture or object strategy

In this strategy, there is an old adage that "A picture is worth a thousand words." This means that images can be a very effective tool for teaching vocabulary.[34] Students will be encouraged to depict an object or person in a photo using images as a tool or media.[35] Students can relate questions to the image provided, pictures are a very useful medium for avoiding misunderstandings.

Images play a critical role in comprehending meaning. Pictures help to clarify something by illustrating it. Without the help of a teacher who provides explanations, students can understand the picture just by looking at what is

[30] Mansye Sekewael and Wanti Josinta Maria Leni, 'Improving Students Vocabulary Mastery By Using Word Walls Strategy and Alphaboxes Strategy To Understand Descriptive Text', *Indonesian EFL Journal*, 1.2 (2017), 242 <https://doi.org/10.25134/ieflj.v1i2.631>.

[31] Friska Naomi Sirait, Nopita Kristina Panjaitan, and Erikson Saragih, 'Strategi Pengajaran Kosakata **', *Pedagogik Jurnal Pendidikan*, 17 (2022), 24–31.

[32] Rohdearni Wati Sipayung, 'The Effect of Word Wall Strategy on Students' Vocabulary Achievement at SMP Negeri 5 Pematangsiantar in the Academic Year 2018/2019', *Budapest International Research and Critics Institute (BIRCI-Journal) : Humanities and Social Sciences*, 1.3 (2018), 251–63 (p. 256) <https://doi.org/10.33258/birci.v1i3.48>.

[33] Sekewael and Leni, p. 243.

[34] Gita Bhushal, 'A Study on the Effectiveness OfContext as a Resource for Teaching Vocabulary', *Studies in Humanities and Social Sciences*, null.56 (2017), 5–32 (p. 7) <https://doi.org/10.17939/hushss.2017..56.001>.

[35] T Pushpanathan, 'The Impact of Using Pictures in the Classroom for Vocabulary Enrichment : A Meta-Analysis', *AGU International Journal of Research in Social Sciences & Humanities*, 5, 2017, 164–68 (p. 165).

there. Pictures are used to help students understand something more clearly and easily.[36] Images are used to help students understand something more clearly and easily. The use of pictures as a medium in the teaching and learning process has become the best choice in teaching English, particularly vocabulary for students.[37]

When it is not possible to bring concrete objects into the classroom, pictures are used to teach these objects. For example: elephants, cows, cars, and houses. Then the students can discuss or explain the events contained in the pictures or objects given by the teacher.[38]

c) Mime or gesture strategy

In this strategy, gestures can be used to teach and useful in the memorization process of students. Many teachers who use gestures as a teaching strategy claim that they aid students in memorizing the English lexicon. Many of them observed that students can easily remember a word when the teacher provides cues related to the lexical item during the lesson.[39] The teacher performing a variety of actions such as: writing, singing, expressing anger, and crying. Use gestures to teach vocabulary is an effective classroom strategy.

The gesture strategy for teaching vocabulary is an effective classroom strategy. used gestures is a great strategy for engaging learning. Besides being interesting and fun,

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[36] Pushpanathan, p. 165.

[37] Emil Biyansyahna and Riyan Maulana, 'Meningkatkan Kosa Kata Bahasa Inggris Siswa Dengan Menggunakan Gambar', Journal Informatic, Education and Management, 2.1 (2020), 55–72 (p. 61).

[38] Pushpanathan.

[39] Mofareh Alqothani, 'The Importance of Vocabulary in Language Learning and How to Be Taught', International Journal of Teaching and Education, III.3 (2015), 21–34 (p. 28) <https://doi.org/10.20472/te.2015.3.3.002>.

gestures can be taught to students to help them reach higher vocabulary goals. Students can learn faster and gain confidence, when they use gestures to help them connect words and phrases with specific movements.[40]

d) Different Context Strategy

In this strategy, students' ability to know vocabulary is important in developing new vocabulary. In a sentence, synonyms are words that have the same meaning as unknown. Meanwhile, antonyms are words in a sentence that have the opposite meaning of an unknown word.[41] The teacher can provide vocabulary and students answer with antonyms or synonyms of the vocabulary given by the teacher by providing instructions that are easy for students to understand.

e) Dictionaries Strategy

This strategy is effective for teacher in teaching students to look for the meaning of words they did not know in a dictionary. Language learners may recognize foreign words but not understand their meaning in a sentence, or they may find the sentence's meaning to be illogical. As a result, teachers should strongly encourage students to use dictionaries to find specific meanings of foreign words in specific contexts.[42] According to Allen, using a dictionary is one of the learning activities that students focus on and using a dictionary is a "passport to independence".[43]

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[40] Indrayani Simpuruh, 'The Use of Gesture in Improving Students' Vocabulary Mastery in Selected Indonesian Junior High School', *Utamax : Journal of Ultimate Research and Trends in Education*, 3.1 (2021), 9–13 (p. 10) <https://doi.org/10.31849/utamax.v3i1.5701>.

[41] Ersan Sanusi, S Pd, and M Pd, 'The Techniques of Teaching Vocabulary', Ittihad Jurnal Kopertis Wilayah XI Kalimantan, 7.11 (2009), p. 7.

[42] Shufen Huang and Zohreh Eslami, 'The Use of Dictionary and Contextual Guessing Strategies for Vocabulary Learning by Advanced English-Language Learners', *English Language and Literature Studies*, 3.3 (2013), 1–7 (pp. 1–2) <https://doi.org/10.5539/ells.v3n3p1>.

[43] Sanusi, Pd, and Pd.

f) Drill Strategy

In this strategy, teacher trains students to have dexterity or skills that are greater than what they have learned. For many years, second language teachers have used the drilling method. The main focus of the audio-lingual approach is on the oral practice of repeating structural patterns.[44] This practice strategy involves the teacher saying the vocabulary first and followed by the students.[45] This practice is repeated until the students have the associations and skills.

The training strategy aims to strengthen the associations formed by practicing motor and mental skills. Apart from that, the drill strategy functions to gain dexterity develop thinking abilities and training skills in relation to something being studied.[46] According to Matthews, Spratt, and Dangerfield students participate in tightly regulated oral exercises called drills, in which they react to cues.[47] The type of exercise determines the response and to provide opportunities for students to accurately practice what they have learned. Students have many skills such as memorizing, so in teaching they need drills to control these skills in order to improve their abilities permanently.[48]

g) Cluster Strategy

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[44] Nur Fauzia and Yuri Lolita, 'The Use of Drill, Vocabulous (Vocabulary Various) and Computer Assisted Language Learning (CALL) in Learning Vocabulary', *Jet Adi Buana*, 3.1 (2018), 11–27 (p. 12) <https://doi.org/10.36456/jet.v3.n1.2018.1540>.

[45] Yuni Aliyatur Rofi'ah, Khoirul Huda, and M Pd, 'The Effectiveness of the Drilling Method on Enriching Students Vocabulary (A Study at Seventh Grade of Islamic Junior High School An-Nuriyah Benjeng Gresik)', *Journal of English Education and Technology*, 01.02 (2020), 78–91 (p. 80).

[46] Rofi'ah, Huda, and Pd.

[47] Fauzia and Lolita, p. 12.

[48] Rofi'ah, Huda, and Pd, p. 80.

In this strategy, clusters are used to change the target word into new words related to it.[49] strategy cluster is a useful tool for condensing large topics into smaller, more doable vocabulary lessons.[50] Students can make connections between new words and the remaining words they have, and they try to develop the core word with other related words, such as bedroom vocabulary, which includes terms such as bed, pillow, blanket, night light, and so on. Students can deepen their understanding and broaden their vocabulary access by using this cluster strategy.[51]

h) Games Strategy

This strategy games help students learn, practice, and review English in a fun environment, which aids in vocabulary learning.[52] Vocabulary teaching, which teachers do through games, also provides a positive perspective. For starters, games help students relax and have fun while learning and remembering new words in English. Second, games typically involve friendly competition, which keeps students engaged.

Playing games to learn vocabulary is a fun and effective strategy that can be used in the classroom. This strategy boosts students' enthusiasm and makes it easier for them to understand vocabulary quickly and easily.[53] In order for the game to be implemented with the desired effect and

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[49] Sirait, Panjaitan, and Saragih.

[50] Bagus Alghani, Cucu Sutarsyah, and Ari Nurweni, 'THE USE OF CROSSWORD PUZZLE GAME AND CLUSTERING TECHNIQUE ON VOCABULARY SIZE Bagus', *Донну*, 5.December (2020), 118–38.

[51] Korry Yulidha Hapsari, Hery Yufrizal, and Sudirman, 'Implementing Clustering Technique in Teaching Vocabulary', *UNILA Journal of English Teaching*, 2, no (2013), 1–13 (p. 8).

[52] Tri Ramadhaniarti, 'Teaching English Vocabulary through Game: Views from the Students', *Fourth International Seminar on English Language and Teaching*, 04.02 (2016), 382–87 <ejournal.unp.ac.id>.

[53] Fauziningrum and others.

produce the desired results, students must understand its purpose.

When it comes to implementing games in the classroom, teachers play an important role because they have to provide clear directions and explanations to students on how to play the game so that they can practice the language they want to master. Using games to teach students easier vocabulary will be a waste of class time if the teacher does not explain the rules and guidelines of the game. If students are bored and don't know what to do, then nothing will come of it.[54] Teachers can use games such as act it out games, card games, crossword games, and spelling puzzle games in teaching vocabulary and so on.[55]

Based on the above statement, instructors should be aware of their students' current skill levels, the goals of vocabulary instruction, and how to guide their students through the process of acquiring new words before applying any of these strategies.

3) Principles of Teaching Strategies

The three main methods for teaching and learning new words are ISD (Independent Strategy Development), explicit instruction, and accidental learning. Seven pedagogical concepts articulate this approach:

1) Offering opportunities for the unintentional acquisition of new words. Learning vocabulary from context is a gradual

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[54] Sahar Ameer Bakhsh, "Using Games as a Tool in Teaching Vocabulary to Young Learners". *English Language Teaching*, 9.7, (2016), 122-123.

[55] Alavi Gholamreza and G. A Pourhosein, 'The Effectiveness of Games in Enhancing Vocabulary Learning among Iranian Third Grade High School Students', *Malaysian Journal of ELT Research*, 16.1 (2019), 1–16 (p. 4).

process. Vocabulary does not continue to be given, but needs to be practiced in everyday life. [56]

2) Searching for the 3000 most common words students need to learn. Students to be able to read effectively must know a minimum of 3000 words needed, while for academic success students must know a minimum of 5000 words in foreign language mastery.

3) Opportunities for purposeful vocabulary acquisition are being provided. For new readers, whose vocabulary is small, it is crucial to get explicit instruction.[57]

4) Creating opportunities to deepen understanding of vocabulary. It is crucial for students to be able to recognize different parts of word knowledge, such as affixes, frequent lexical sets, typical connections, and associated grammatical patterns, as well as how to use words correctly and effectively.

5) Providing the opportunity to develop fluency with familiar vocabulary.

6) Independent strategy formulation includes context-based guessing. Using a word bank of three thousand words, students must identify 95% of the terms.

7) Investigating the various dictionaries and their use by the pupils. Students who struggle with reading comprehension owing to a limited vocabulary could benefit from bilingual dictionaries that include B1 synonyms.[58]

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[56] James Caody and Thomas Huckin, *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*, *Cambridge University Press*, III (New York: Cambridge University Press, 1997), XXIX <https://doi.org/10.1177/003368829802900109>.

[57] Caody and Huckin, XXIX.

[58] B Anuthama, 'Strategies for Teaching Vocabulary', Journal of NELTA, 15.12 (2010), 10–15 (pp. 10–11).

D. English Course

1. Definition of Course (Non-formal Education)

According to the Cambridge Dictionary, a course is a set of classes or plan of study on a particular subject, usually leading to an examination or qualification.[59] In Indonesia, there are two educational pathways described in Law No. 20 of 2003, article 13 paragraph 1 The educational path includes formal, non-formal, and informal education.[60] According to Article 26 of the National Education System Law, a course is an institution that functions as an addition to or a complement to formal education.[61]

The definition of non-formal education according to Government Regulation of the Republic of Indonesia Number 19 of 2005 article 1 is an educational path outside of formal education that can be carried out in a structured and tiered manner. Nowadays, most students choose courses or institutions to increase their knowledge.[62]

According to Sudjana, Non-formal education is one of the many terms that appeared in educational studies in the late seventies. Educational terms that developed at the international level at that time were: lifelong education, recurrent education, permanent education, informal education, community education, extension education, mass education, social education, adult education, and continuing education.[63] The English course includes tiered and structured education outside the control of the government. So, English Course is included non-formal education.

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[59] 'DEMOGRAPHY | English Course Meaning - Cambridge Dictionary', p. (diakses pada tanggal 22 november 2023, Pukul 13.54.

[60] RATNA INAYAH, 'Hubungan Kompetensi Tutor Dengan Keefektifan Pembelajaran Kursus Bahasa Inggris Di Lembaga Kursus Dan Pelatihan (Lkp) Oxford Course Indonesia Madiun', J+Plus Unesa, 7.2 (2018), 1–7 (p. 2).

[61] Fadilla Oktaviana, 'A Naturalistic Study: English Instruction At English Course In Kampung Inggris', Loquen:English Studies Journal, 11.01 (2018), p. 71.

[62] Subagja Sulfemi Wahyu, 'Manajemen Pendidikan Nonformal', Journal of Chemical Information and Modeling, 9, 2018, 20 (p. 3).

[63] Wahyu.

2.	Characteristics of Non-formal Education

Sanafiah Faisal suggests that the characteristics of non-formal education are as follows:

1) Educational packages implemented are short-term.

2) Each educational program is a specific package and is usually born out of an urgent need the enrolment requirements are very flexible, both in terms of age and level of ability.

3) The requirements of the management elements are much more flexible.

4) The sequence of subject matter or exercises is relatively more flexible.

5) Not chronologically tiered (although there are levels, for example elementary, middle and high levels, it is also not as strict as the levels in the school system).

6) As well as the acquisition and significance of the credential value is not very reliable.[64]

3.	Non-formal Education Goals

According to Ishak and Ugi, non-formal education is responsible for achieving and fulfilling goals that are extremely diverse in type, level, and scope.[65] It is in this capacity that multi-purpose non-formal education emerges. Non-formal education is carried out with the goal of sharpening knowledge and abilities.[66] This is an unofficial way for someone to feel more at ease and maximize his potential. Someone's potential will be more visible, and the quality of the resource will be immediately apparent.[67] The resulting humans will be of higher quality as well.

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[64] Wahyu.
[65] Wahyu.
[66] N A Santika, 'Manajemen Kurikulum Lembaga Pendidikan Bahasa Inggris Rhima English Course (REC) Pare Kabupaten Kediri', *Inspirasi Manajemen Pendidikan*, 2019, p. 3.
[67] Santika.

4. The Role of Non-Formal Education in Nation-Development Problems Non-formal education has a role in Nation building in matters of National education including:

a) Complement to school education

Non-formal education functions to complement the abilities of students by providing learning experiences that are not obtained in school education.

b) Addition to school education

Non-formal education is defined as additional education to formal education for someone, with the goal of providing opportunities for growth for:

1) Students to delve deeper into certain subject matter learned while participating in school-based educational programs.

2) Alumni of a school education level and still need educational services to expand the subject matter that has been obtained.

3) Those who drop out of school and need knowledge and skills related to employment or self-appearance in society.

c) Substitute for school education

Non-formal education as a substitute for school education provides learning opportunities for children or adults who for various reasons do not have the opportunity to enter school education units.[68]

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[68] Wahyu.

E. Review of Relevant Studies

This study draws from a variety of sources, including scholarly articles, theses, and journals. Results from a review of related research show:

The first, the 2016 dissertation of Lilis Sugiarti is the first. Known as "Teacher's Strategies in Teaching English Vocabulary at The Eleventh Grade Students of SMA NU Palangka Raya". Strategies and issues faced by teachers of eleventh grade English vocabulary at SMA NU Palang Raya are the subject of this research. A qualitative descriptive technique is used in this investigation. Through the use of methods for gathering information, such as surveys, interviews, and written records. Several methods of data analysis, including gathering, reducing, presenting, and verifying, were used in this research. The study's findings revealed that the educators used tactics such as memorization, playing, and multi-meaning. But there were those pupils who struggled.[69] Research techniques and teacher tactics in vocabulary instruction are two areas where earlier and later studies have commonalities. The research context is where the differences reside. Setting in previous research at SMA NU Palang Raya. The next research is set at the Brilliant English Course.

The second, Thesis by Tri Cahya Ningrum in 2020 entitled "Teachers' Strategies Applied in Teaching Vocabulary for Vocational High School". This study focuses on teaching vocabulary, to be precise the description of the vocabulary teaching strategy that takes place at SMK Satya Praja 03 Pemalang. This research uses case study method. Data obtained through questionnaires and interviews. The Correlation Product Moment in SPSS was used to examine the questionnaire's validity and dependability. This research does more than just describe vocabulary teaching tactics; it also looks at how students react when these strategies are put into practice. According to the findings, SMK Satya Praja 03 Pemalang

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[69] Sugiarti.

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instructors employ a variety of approaches while instructing students in new words. Some of these methods include tailoring lessons to each individual student, having them memorize new words, making up songs and games to help them learn new words, and finally, testing their knowledge of new words. Although some students gave good feedback, the majority of students gave negative feedback on the strategy's utilization.[70] The similarities between previous research and subsequent research are examining teacher strategies in teaching vocabulary. The difference is the research setting and the research method used. Setting in previous research at Vocational High School Satya Praja 03 Pemalang and using quantitative research methods. The next research is set at Brilliant English Course Pare, Kediri.

The third, thesis by Lia Fitriani in 2021 e titled "The Teacher's Strategies in Teaching Vocabulary at the Eleventh Grade Students of SMA Negeri 1 Banyumas Pringsewu in the Academic Year of 2020/2021". The goal of this research is to learn more about the approach used by the English vocabulary instructor at SMA N 1 Banyumas Pringsewu. This research is descriptive in nature and employs a qualitative methodology. Facts gathered by means of several methods, including but not limited to documentation, interviews, and direct observation. While analyzing the data, the writers mostly used four methods: data collection, data reduction, data presentation, and conclusion/verification. An English instructor is the focus of this study. According to the findings, the instructor at SMA N 1 Banyumas Pringsewu employed a variety of methods, including multiple words, games, and memorization, to help her students acquire new words. Vocabulary acquisition remains a challenge for pupils, however.[71] Studying how a teacher introduces new words to their students is comparable. The research

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[70] Elis Setya Ningrum, 'Students' Learning Strategies of English Foreign Language by the Students in MAS ANNUR Tangkit', 2018.

[71] L I A Fitriani, 'The Teacher's Strategies In Teaching Vocabulary At The Eleventh Grade Students Of Sma Negeri 1 Banyumas Pringsewu In The Academic Year Of 2020/2021', 2021.

context is where the distinction lies. Up next, we have Pare's Brilliant English Course for our research.

The last, thesis by Muhammad Irfan Aftoni in 2020 entitled "The Effectiveness of Teaching Vocabulary by Using English Movie "Avatar: The Legend of Korra" To the Tenth Grade Students of Ma Abu Darrin Bojonegoro in Academic Years 2019/2020". Using the test results of MA Abu Darrin Bojonegoro students as a starting point, this study will analyze the effect of films and TV shows produced in English on students' ability to learn new words. This research made use of quantitative methods prior to conducting experiments. A pretest-posttest experimental design was used for the investigation. A basic random sample strategy was used by the researchers. Twenty multiple-choice questions were used for the pre- and post-tests in the data collection process. The t-test was computed by the researcher using SPSS 16.0 as part of the data analysis process. A pre-test average of 56.2933 and a post-test average of 69.84 were the outcomes of the research. This indicates that there is a notable difference when it comes to teaching vocabulary via movies.[72] The similarity is researching vocabulary teaching. The difference is, previous research focused on the use of English film media as a teaching strategy. The next research examines several vocabulary teaching strategies used in English courses

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[72] Muh Irfan Aftoni, 'The Effectiveness of Teaching Vocabulary By Using English Movie Avatar : The Legend of Korra to the Tenth Grade Students of Ma Abu Darrin Bojonegoro in the Academic Year of 2019/2020. Skripsi. English Education Department Faculty Of Languages And Arts Edu', 2020.

CHAPTER III
RESEARCH METHOD

In this chapter, the researcher provides the description of the research methodology. It consists of the method of the research design, data and data source, technique of data collection, technique of data verification and data analysis.

1. Research Design

The study included qualitative research methodologies. This research relies on qualitative methods. According to Ari, qualitative research takes place when the researcher acts as an instrument, drawing descriptive language (spoken or written) from people and things they've seen or experienced.[73]

Researcher should be ready to gather information by asking questions, analyzing data, taking pictures, and constructing models of the social environment they are studying.[74] Because field research encompasses a wide range of approaches to qualitative research and is a tool for collecting qualitative data, it was used in this study. To put it simply, qualitative research is a set of procedures for identifying preexisting theoretical frameworks.

This study employs a qualitative descriptive approach and is based on field observations. The researcher detailed the recurring occurrences and occurrences related to the use of vocabulary instruction methods. This study was placed in Kediri, Indonesia, at the Brilliant English Course Pare.

2. Research Site and Participants

The researcher chose the research location in Brilliant English Course Pare, Kediri. An English institute where is suitable as a research location because it is a big institution with thousands of students and the

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[73] Ari Sofialina and Nur Hanifah, 'Implementasi Metode Total Physical Response (Tpr) Dalam Pembelajaran Bahasa Inggris Anak Usia Dini Di Tk Khalifah Purwokerto' (IAIN Purwokerto, 2020), p. 44.
[74] Sofialina and Hanifah.

teachers do learning activities especially in teaching English vocabulary with an interesting strategy.[75] To further enhance students' vocabulary understanding, instructors use a variety of vocabulary teaching tactics. So, the researcher is interested in studying vocabulary teaching techniques at the English language institution at Kediri's Brilliant English Course Pare.

Furthermore, researcher found it easy to carry out the study due to the availability of data from Brilliant English Course Pare vast student body. Participants were both students and instructors from Brilliant English Course Pare vocabulary classes. In addition, the location of the English course has also been a place for researcher to study, which is located on Jl. Flamboyan No. 127B, Mulyoasri, Tulungrejo, Pare, Kediri, and East Java 64212.

3. **Subject and Object of Research**

    1) Subject of The Research

        The subject of the research data is the class teacher where the teacher applied strategies in his teaching. The teachers interviewed in this research were teachers who taught vocabulary. research data subjects who are within the scope of the research and people who can provide valid information about what the researcher is studying. In conclusion, the subjects in this research were four teachers who taught vocabulary at the brilliant English course Pare Kediri.

    2) Object of The Research

        The process of teaching English vocabulary is identified as the data source object in this research. Brilliant English Course Pare below this study to examine several approaches of teaching English vocabulary. Furthermore, the English vocabulary teaching tactics used in Brilliant English Course Pare were also the subject of this investigation.

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[75] 'Brilliant English Course Kampung Inggris'.

4. **Data Collection Techniques**

Since gathering information is the overarching purpose of research, Abdussamad argues that data collecting procedures are the most important strategic actions.[76] Here are the data gathering strategies that were employed for focused research:

a. Observation

Regular and intentional recording of the symptoms under investigation is observation, as defined by Abdussamad, as a data gathering strategy.[77] Participatory observation and non-participatory observation are the two main categories of observation. Participatory observation was employed in this study as the researcher did not take part in the activity but rather watched it via the use of instruments to record the symptoms experienced by the subjects. The research tools used in this study were designed to make the time spent researching vocabulary teaching tactics at Brilliant English Course Pare Kediri more manageable. These tools take the shape of observation guidelines.

b. Interview

Interviews are a kind of verbal communication in which the researcher and the object of study exchange questions, according to Abdussamad.[78] Structured and unstructured interviews are the two main varieties of this research tool.[79] Since the researchers only gathered useful information from structured interviews, they were used in this study. The interviewees were students and the researcher discussed the method utilized to teach English vocabulary and the students' reactions to it. Brilliant English

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[76] Zuchri Abdussamad, Metode Penelitian Kualitatif, ed. by Patta Rapanna, 1st edn (Makassar: Syakir Media Press, 2021), p. 142.

[77] Abdussamad.

[78] Abdussamad.

[79] Hardani and others, *Buku Metode Penelitian Kualitatif & Kuantitatif*, 2020.

Course Pare vocabulary instructors and students were the subjects of in-depth interviews.

The researcher used structured interviews in this study. In order to get data and make it easier to gain information, this research employed face-to-face interviews. This allowed us to establish the study's issue more rapidly.

c. Documentation

Data collecting via reviewing or evaluating papers generated by other individuals regarding the issue is what documentation is, according to Abdussamad.[80] Data collection via capturing existing data is known as the documentation approach.[81] Written word, visual art, or even a person's magnum opus may all be considered documents. In order to supplement the information gathered from interviews and observations, documentation was also conducted. Research resources used in this study included student teaching materials, audio recordings, films, and photographs, as well as instructor manuals. The term "triangulation" refers to a method of gathering information that uses many approaches and already-existing data sources.[82] In this study, researcher took documentation from the Brilliant English course including lesson plans, photos, books, student lists, teacher lists, materials, and other sources. Researcher used documentation as a data or evidence to find out the fulfillment of the right to teach and learn at the Brilliant English course Pare Kediri.

5. **Data Analysis**

The researcher used a qualitative descriptive approach to analyze the data. Interactive and ongoing qualitative data analysis was carried out until

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80 Abdussamad.
81 Hardani and others.
82 Hardani and others.

the data was saturated.[83] Statistical analysis of textual data derived from learning models, interviews, surveys, and physical observations. According to Miles and Huberman, there were three main components for this analysis:[84]

    a. Data Reduction

Data reduction involves picking out relevant information from field notes and then reducing, simplifying, abstracting, and changing it.[85] The methods used to conduct this study were surveys, in-depth interviews, and careful recording. Here, the researcher chooses which data points are relevant. Every step that Brilliant English Course's instructor and students made was recorded by researchers using data reduction techniques. Suppose the researcher decides to fill out and facilitate the data. Data triangulation was used to ensure the reliability of the collected information. Data triangulation is a way to do this by comparing data from different people, times and spaces. There are three types of triangulation: 1) the triangulation method compares data obtained by different methods; for example, comparing data obtained from observations and interviews. 2) Triangulation of data sources compares the data obtained with different data sources; for example, two different sources.[86] 3) Triangulation theory compares the data obtained with certain relevant theories.

Using the triangulation approach, which entails comparing data collected via documents, interviews, and observations, this research was able to ensure that its data was valid.

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[83] Abdussamad.

[84] Tjipto Subadi, *Metode Penelitian Kualitatif*, ed. by Erlina Farida Hidayati, 1st edn (Surakarta: Muhammadiyah University Press, 2006).

[85] Subadi.

[86] Norman Denzin, *An Introduction to Triangulation*, 2010, p. 69.

b. Data Presentation

The presentation of data is structured information that may be used to make conclusions and take action.[87] Audio recordings are used to display the results of interviews. The researcher featured previously studied cases or examples when providing this content. Researchers' methods, which include qualitative descriptive approaches, are congruent with this. Researchers in the area have put this method into practice based on their work.

c. Verification (conclusion)

This, according to Subadi, was the most crucial task.[88] Here, data gathering and presentation are two sides of the same coin. Researchers from the Brilliant English Course Pare activities validated data from the start of the study all the way to its conclusion. This allows the researcher to be there and verify that the data collected is accurate. Methodologists employ this strategy while checking their data. All three methods of data collection were employed concurrently: participant observation, in-depth interviews, and documentation. The researcher in this study ensured the data was valid by collecting it using many methods.

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[87] Subadi.

[88] Subadi.

CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter presents data analysis and discussion to answer research questions that have been collected from observations, interviews, and documentation. The important point in this chapter is the strategies used in teaching vocabulary at Brilliant English Couse Pare Kediri.

A. Strategies Used in Teaching Vocabulary

In this chapter, researcher presents research data on strategies in teaching vocabulary. In this section, researcher discussed findings regarding strategies in teaching vocabulary. This research found 4 strategies used by tutors in teaching vocabulary, namely drilling strategy, mime and gesture strategy, cluster strategy and game strategy. The explanation is as follows:

1. Drilling strategy

The first finding is that tutors use was practice strategy. Based on observations made in the drilling strategy, exercises were carried out at the beginning of the learning process, the teacher invited students to memorize vocabulary by the tutor saying the vocabulary and students following it regularly. According to the results of interview with Mr. AB, he stated that:

"If we do drill so that they are not aware of memorizing it, to choose the vocabulary we follow what is in the book. Because you can learn all the vocabulary." (Translated into English) (Mr. AB, interview transcript, January 16 2024).

Mr. AB explained that the use of drilling by repeating words can make students get used to saying the word. By repeating saying the vocabulary without realizing it, students will memorize it themselves. The vocabulary used during practice follows the vocabulary in the book.

In addition, Mrs. WAK also provided explanations. According to the results of interview with Mrs. WAK, he stated that:

"There is definitely a drilling. Because he has been given reading therapy once but the child has difficulty memorizing it. Therefore, we changed our teaching strategy to drilling so that children can easily memorize it." (Translated into English) (Mrs. WAK, interview transcript, January 19 2024).

Mrs. WAK explained that she changed her teaching strategy to use a drilling strategy. The strategy she previously applied made it difficult for children to memorize so it took a long time for children to memorize. According to her, the drilling strategy could help students memorize easily.

In another interview, this was in line with Mrs. WK's statement. According to the results of interview with Mrs. WK, he stated that:

"We use drilling every day. Drilling is used for all the vocabulary that is memorized that day, so we all drill." (Translated into English) (Mrs. WK, interview transcript, January 19 2024).

Mrs. WK explained that drilling was suitable to be applied every day so that before depositing it, the vocabulary was memorized. Students did not have difficulty because by drilling, students would get used to the vocabulary. This made it easier for students to memorize.

In addition, it was same with Mrs. WK explanation. According to the results of interview with Mrs. G, he stated that:

"Drilling is used every day before the chapter is taught, we teach drilling first or in the chapter that we have taught, we do drill first. For vocabulary, we use vocabulary books." (Translated into English) (Mrs. G, interview transcript, January 16 2024).

Mrs. G explained that drilling was used by all vocabulary teaching tutors every day. The tutor would drill into the vocabulary that would be taught to students. So that students also knew how to pronounce the words correctly and then memorize them. The vocabulary used was in accordance with the vocabulary in the books owned by teachers and students.

Picture 4. 1 The tutor is doing drills vocabulary on students.

Based on these findings, the use of the drilling strategy trained students' dexterity in mastering vocabulary. Based on observations, the tutor used a practice strategy by asking students to follow the vocabulary spoken by the tutor. The vocabulary that the teacher drills includes take a bath, brush, drain and so on. The vocabulary is repeated many times until the tutor feels that the students are used to these words. This was in accordance with drilling strategy theory which also functions to gain dexterity, develop thinking abilities and practice skills in relation to something being studied.[89] So based on the data, the four tutors applied it in teaching vocabulary.

The drill strategy is used to provide students with repeated practice, both individually and in groups, in teaching vocabulary. Through drilling, students are guided and checked by the teacher on how to pronounce vocabulary correctly.[90] Using the drilling strategy without

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[89] Rofi'ah, Huda, and Pd.

[90] Nono Mulyono and others, 'Drilling Technique to Improve the Young Learners' English Vocabulary Mastery', *Journal of Applied Linguistics*, 1.1 (2020), 75–91 (p. 9) <https://sshelco-

realizing it can make students master what they are learning without thinking but reflexively.[91]

In order for drilling to be completed correctly, students must prioritize accuracy. [92] So that students could follow drilling well, tutors needed to pay attention to their speed. The tutors needed to balance the practice time because using drilling for a long time would feel monotonous and tiring. Therefore, drilling should be fun to increase excitement and self-confidence. Important procedures must be prioritized by tutors in implementing drilling. To maximize the needs of each student in mastering vocabulary.

In conclusion, the tutor uses a drilling strategy to make students who are familiar with the vocabulary being taught easier for students to memorize the vocabulary. Tutors use drilling strategies every day in teaching vocabulary. The drilling strategy was also used by tutors not only to make students easier to memorize the vocabularies but also to increase students' mastery of vocabulary.

2. Mime or Gesture Strategy

The second finding was the mime or gesture strategy. This strategy could also divert students' boredom in memorizing vocabulary. Based on the results of observations, the tutors taught vocabulary to students through demonstrations of style or body expression. In addition, it was not only the teacher who demonstrated vocabulary but the tutors

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primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_equinoxoai_www_equinoxpub_com_article_648&context=PC&vid=WCHESTER&lang=en_US&search_scope=default_scope&adaptor=primo_central_multiple_fe&tab=default_tab&query=creator,exact>.

[91] Faidah Yusuf, Hikmawati Usman, and Muhammad Irfan, 'The Use of Drill Method to Improve Elementary School Students' Learning Outcomes in Vocabulary', *JETLEE : Journal of English Language Teaching, Linguistics, and Literature*, 3.1 (2023), 13–21 <https://doi.org/10.47766/jetlee.v3i1.1137>.

[92] Faidah Yusuf, Hikmawati Usman., and Muhammad Irfan, "The Use of Drill Method to Improve Elementary School Students' Learning Outcomes in Vocabulary", *Journal of English Language Teaching, Linguistics and Literature,* 3.1, (2023), 12.

also involved students to demonstrate certain vocabulary. According to the results of interview with Mrs. WK, he stated that:

"Usually you are told several vocabulary words and then asked to choose 10 words from that vocabulary that can be demonstrated and then demonstrate them. The vocabulary corresponds to the book and chapter." (Translated into English) (Mrs. WK, interview transcript, January 16, 2024).

Mrs. WK explained that she used a mime or gesture strategy by choosing several words from the vocabulary being taught. To be demonstrated by choosing vocabulary that could be demonstrated.

In another interview, this was in line with Mr. AB's statement. According to the results of interview with Mr. AB, he stated that:

"I use mime or gestures more as vocabulary that can only be practiced." (Translated into English) (Mr. AB, interview transcript, 16 January 2024).

Mr. AB explained that not all vocabulary could be demonstrated with expression or body style. So, he ordered only the vocabulary that could be used in teaching using pantomime or sign strategies. The tutor made the choice of vocabulary so that students did not experience difficulty in demonstrating vocabulary.

In addition, according to the results of interview with Mrs. WAK, he stated that:

"Depending, for example, if there are words that are difficult to memorize, we usually use signs. For example, the signs, we just need to show them so they remember and understand." (Translated into English) (Ms. WAK, interview transcript, 19 January 2024).

Mrs. WAK explained that mime or gesture strategies were used when in the teaching process students had difficulty remembering a word. With the aim of using mime or gesture strategies to help students remember difficult vocabulary.

In addition, according to the results of interview with Mrs. G, he stated that:

"*Usually used. We divided into several groups. after that, I shared them giving them what they said. And they use their gestures and guess. The vocabulary is the same as that taught. Or they can write down vocabulary that they find difficult. After that, just demonstrate it.*" *(Translated into English) (Mrs. G, interview transcript, January 16 2024).*

Mrs. G explained that the tutors used mime or gesture strategies in teaching vocabulary. The tutors used this strategy by dividing students into several groups. Ms. G had two choices in selecting the vocabulary that would be used in the mime or gesture strategy. The vocabulary used was in accordance with the vocabulary that being taught at that time or gave students the opportunity to write down vocabulary that was difficult to remember to make a vocabulary list that would be demonstrated in vocabulary learning.

Picture 4. 2 The tutor taught vocabulary to students using gestures.

Based on the findings above, the mime or gesture strategy was used by tutors so that students could remember difficult vocabulary.

Based on observations, the tutor demonstrated the vocabulary of watering, cutting, planting and so on. The tutor asks students to guess the vocabulary that the tutor is demonstrating. The vocabulary that the tutor demonstrates is vocabulary that has been memorized by the students. This was in accordance with theory teacher observed that students could easily remember a word when the teacher provided clues related to that lexical item during learning. [93]

Teachers use this strategy not only to provide a different learning atmosphere but teachers use body movements as a tool that supports and enhances the language acquisition process.[94] Gestures allow children to memorize vocabulary better because students are physically involved in their learning. [95] So, the use of mime or gestures can help students practice acquiring the vocabulary they are learning in a funny way.

Apart from improving vocabulary acquisition and supporting students' understanding, teaching using mime or gestures may also be relevant for students' memorization process.[96] Gestures or mime can be used by tutor in the process of teaching vocabulary as long as the application is not ambiguous. So, students can easily understand it.

Gestures were an integral part of any communication where people listened and talked each other. Gestures could also be used as an interesting and fun lesson to increase students' vocabulary achievements. The mime or gestures used in teaching English vocabulary achievement have been proven to be more effective in increasing student vocabulary achievement and student interest in learning English vocabulary.[97]

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[93] Alqothani, p. 28.

[94] Manuela Macedonia and Katharina Von Kriegstein, 'Gestures Enhance Foreign Language Learning', *Biolinguistics*, 6.3–4 (2012), 393–416 <https://doi.org/10.5964/bioling.8931>.

[95] Azizova Fotimakhon Saidbakhramovna, Rahmatova Nargiza Valijonvna, and Kurbanbayeva Dilnoza Sharofidinovna, 'Method of Educating Vocabulary in a Foreign Language or Target Language', *Linguistics and Culture Review*, 5.S1 (2021), 1649–58 (p. 1655) <https://doi.org/10.21744/lingcure.v5ns1.1994>.

[96] Alqothani, p. 28.

[97] Indrayani Simpuruh & Syamsinar Syamsinar, "The Use of Gesture in Improving Students' Vocabulary Mastery in Selected Indonesian Junior High School" *Journal of Ultimate Research and Trends in Education*, 3.1, (2021), 10&12.

Gestures helped students to associate common words and phrases with specific actions, which would speed up their learning and make them more confident. Using signs in teaching English vocabulary increased students' vocabulary achievement.

In conclusion, mime or sign strategies could be a fun strategy to use. Apart from that, it also helped to improve students' understanding in vocabulary lessons. Demonstrating vocabulary using body movements could help students in memorizing vocabulary more easily.

3. Cluster Strategy

The fourth finding was the strategy cluster. Cluster strategies were used by teachers to facilitate students' vocabulary learning. According to the results of interview with Mrs. G, he stated that:

"We don't need to use strategy clusters because each theme is already in the book" (Translated into English) (Mrs. G, interview transcript, January 16 2024).

Mrs. G stated that tutors and students already had books containing vocabulary which they used to memorize every day. In the book the vocabularies have been grouped. So, the tutors did not need to cluster the vocabulary that would be taught.

Meanwhile, that was in contrast with Mrs. G, according to the results of interview with Mrs. WK, he stated that:

"Yes, we use it because in the module it is already grouped, we just have to use it." (Translated into English) (Mrs. WK, interview transcript, January 19, 2024).

Mrs. WK explained that the cluster strategy was used in teaching vocabulary. He used books in his teaching because the vocabularies in the book were grouped, so he naturally used the cluster strategy.
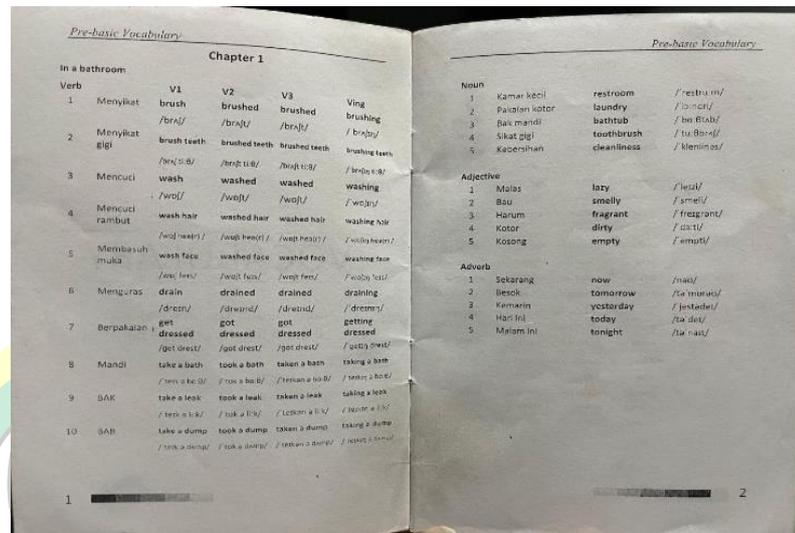
Picture 4. 3 Vocabulary that has been clustered
in the vocabulary book.

In addition, this statement is also supported by observational data. Data from observations states that tutors used strategy clusters in teaching vocabulary. Even though in interviews 3 tutors stated that they did not use the cluster strategy, in observations made by researchers, the tutors used this strategy. The tutor teaches vocabulary in cluster such as vocabulary with the theme in bathroom, the vocabulary that the tutor teaches is take a bath, wash, brush teeth, and so on. Even though in interviews 3 tutors stated that they did not use the cluster strategy, in the observations carried out by researcher, the tutors used this strategy. This is in accordance with theory from using the cluster strategy, students can memorize and produce the words they learn easily.[98]

English teachers need to help their pupils grasp word both in its context and on its own.[99] A strategy for learning words is through vocabulary groups, which involve grouping words into various related

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[98] Hapsari, Yufrizal, and Sudirman, p. 4.

[99] Titik Oktavia, Bambang Setiyadi, and Sudirman, 'COMPARING STUDENTS' ACHIEVEMENT IN LEARNING VOCABULARY THROUGHT CLUSTERING TECHNIQUE AND DERIVATIONAL AXERCISES', 9, 1–15.

categories. This works well because it is simpler to recall words that are conceptually related to one another than it is to recall a list at random.[100]

The cluster strategy is one way to make it easier for students to increase their vocabulary mastery.[101] Apart from that, using clusters, students will also learn how to pronounce, know the meaning and try to apply it in sentences orally.[102] The cluster strategy used context clues to make it easier for students to understand vocabulary.

In conclusion, tutors actually used the cluster strategy even though in interviews there were teachers who stated that they did not use this strategy. This strategy was used because it adapted to the book used in teaching. Vocabulary has been clustered according to the theme. To make it easier for students to memorize vocabulary. The cluster strategy also made it easier for students to increase their vocabulary mastery and produced the vocabulary they learnt.

4. **Games Strategy**

The four finding was games. Game strategy was a strategy that tutors could use to entertain and teach students. Based on the results of observations, the tutor invited students to play games that make students recalled vocabulary that they had already memorized. Tutors used game strategies to eliminate student boredom. Based on the results of interviews with Mrs. WAK, he stated that:

> *"Usually it's games because there are a lot of games, so the kids don't get bored, but here usually when you use them it's so they understand, don't you just have fun? Usually the game is spelling, then making sentences and gestures." (Translated in English) (Mrs. WAK, interview transcript, January 19, 2024).*

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[100] Masoud KhaliliSabet and Mitra Mousazadeh Sayyadmahaleh, 'The Effect of Vocabulary Cluster on Iranian Intermediate EFL Learners' Vocabulary Achievement', *International Journal of Applied Linguistics and English Literature*, 4.1 (2015), 209–15 <https://doi.org/10.7575/aiac.ijalel.v.4n.1p.209>.

[101] Sirait, Panjaitan, and Saragih, p. 28.

[102] Hidayatur Rohmah, 'Collaboration of Clustering Technique and Picture in Teaching Vocabulary', *Eduvelop*, 3.1 (2019), 21–26 (p. 22) <https://doi.org/10.31605/eduvelop.v3i1.394>.

Mrs. WAK explained that game strategies were used when students felt fed up and bored with vocabulary teaching. Games helped students to relax and have fun while learning and remembering new words in English. This strategy was chosen by the tutor so that not only did they have fun but students could also master vocabulary.

In addition, this was in line with Mrs. WK's statement. According to the results of interview with Mrs. WK, he stated that:

"Firstly, for games, it depends on the game, what you do first, if it's spelling, that means it's all from the chapter, all from the material that's used, that's how it usually is. Continue to gesture and write words." *(Translated in English) (Ms. WK, interview transcript, January 19, 2024).*

Mrs. WK explained that the game strategy uses vocabulary according to the vocabulary book. This strategy helped students to learn, practice, and review English in a fun environment, which helped with vocabulary learning. Even though the games used were different, the tutor only needed to choose appropriate vocabulary to use and not replace it with vocabulary that was not in the book.

In addition, according to the results of interview with Mr. AB, he stated that:

"I use games when the children are bored, so we play rote games so they don't get bored of just memorizing things like that." (Mr. AB, interview transcript, 16 January 2024).

Mr. AB explained that the game strategy was used when he saw that his students were bored and bored with the usual way of memorizing. So, he would use games in his teaching process. So, students could still master vocabulary in a fun atmosphere.

In addition, according to the results of interview with Mrs. G, he stated that:

"Yes, I use it. Usually we use the above, gestures, filling in the blanks where the vocab will be asked, and spelling. To select the

vocabulary, I used the vocabulary in the book." (Mrs. G, interview transcript, 16 January 2024).

Mrs. G explained that Mrs. G used game strategies in teaching vocabulary. The games used in teaching vary. The aim was to use several different games to always provide a new impression and atmosphere during teaching. Games could provide interest for students in learning vocabulary. The vocabulary used when using game strategies was selected from the vocabulary book.

Picture 4.4 The tutor divides groups to use act it out games.

Based on the findings above, game strategy was used by tutor in teaching vocabulary to make learning more impressive and enjoyable. Based on observations, the game used by tutors was act it out games in teaching vocabulary. In this game, students were divided into several groups and each group had to act in turns. For the group that did not act out a word, they had to guess to find vocabulary that matched to what they did. This is in accordance with theory. Games can develop an

individual's physical and mental capacities.[103] So, it can help students remember target words more quickly.[104]

Aghlara and Tamjid suggest that students who use games with a focus on vocabulary have an advantage over students who use traditional methods.[105] Games are important as icebreakers in teaching vocabulary. Games reduce stress so that as a result student will remain focused on learning.

Teacher must consider choosing the right games to use in their teaching.[106] Choosing the right game can increase students' motivation and self-confidence. In addition, teachers find it easier to maintain students' attention.[107] So that in learning, students can understand and master what the tutors.

Games are useful for teaching vocabulary because they attract students' attention by focusing on some of the vocabulary being studied. playing games fosters a fun and carefree environment that helps students easily grasp information faster and improves their word recall.[108] Selecting the appropriate game is crucial to ensuring that using them for instruction is not merely a time waster.[109] By choosing the appropriate game in class, students would be awake and stimulated in learning vocabulary.

In addition, encouraging students to participate in physical movement during instruction was important because extended

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[103] Ali Derakhshan and Elham Davoodi Khatir, 'The Effects of Using Games on English Vocabulary Learning', *Journal of Applied Linguistics and Language Research*, 2.3 (2015), 39–47 (p. 45) <www.jallr.ir>.

[104] Ramadhaniarti.

[105] Amirhossein Naderiheshi, 'Review of Literature on Teaching English Vocabularies Through Games to Young Language Learners', *Journal of Language Teaching and Research*, 13.1 (2022), 12–19 (p. 14) <https://doi.org/10.17507/JLTR.1301.02>.

[106] Ramadhaniarti, p. 384.

[107] Ramadhaniarti.

[108] Sahar Ameer Bakhsh, "Using Games as a Tool in Teaching Vocabulary to Young Learners". *English Language Teaching*, 9.7, (2016), 122-123.

[109] Gholamreza and Pourhosein, p. 3.

vocabulary instruction tended to easily distract and bore students.[110] strategy games could encourage healthy competition between students in improving vocabulary mastery. So, choosing the right game could encourage students' enthusiasm and competition in the classroom to master vocabulary.

In conclusion, game strategies were used by tutors to divert students' boredom in learning vocabulary. Increase enthusiasm for learning vocabulary in a fun way. Game strategies were chosen by teachers not only to provide a fun atmosphere but also to achieve teaching goals. In games, students did not only eliminate boredom, but they could practice and review in a different atmosphere than usual.
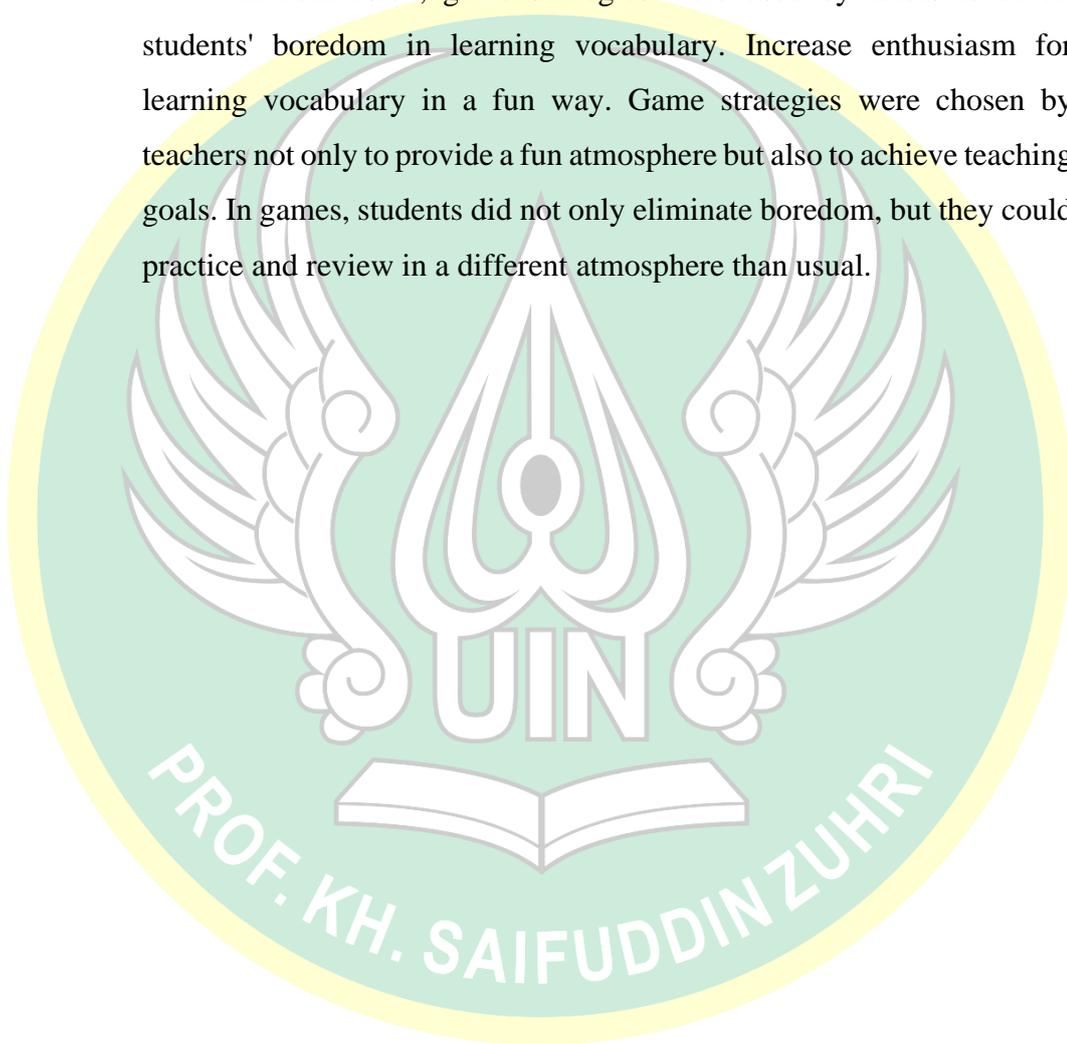
CHAPTER V
CONCLUSION AND SUGGESTION

There are three parts in this chapter, conclusions, research limitations, and suggestions. The first part is the researcher's conclusion based on the data collected. These two sections present the limitations of the study. The final section is the researcher's suggestions for teachers and further research.

A. Conclusion

The purpose of this section was to conclude the results of research on strategies used in teaching vocabulary in brilliant English course Pare. After presenting and analysing the data, it can be concluded that this research focuses on the strategies used in teaching vocabulary. Based on the research results, four strategies were found that can be used in teaching vocabulary at the Brilliant English Course Pare, Kediri. The four strategies consisted of drilling strategy, mime or gesture strategy, cluster strategy and game strategy. These strategies were used by the tutors in teaching vocabulary because they adjusted to the students' characteristics.

B. Limitations of study

Observation activities that have been carried out obtained limited information from observations in the learning process. This happened because there were obstacles in determining the schedule for carrying out classroom observations. Apart from that, researcher carried out observations in new classes because the implementation of observations was based on the tutor's decision. In the end, this result had limited information from observational data.

C. Suggestion

After conducting research on the strategies used by teachers in teaching vocabulary, here are some suggestions related to the results of this research. The suggestions are provided as follows:

1. For tutor

   Tutors who teach vocabulary continue to look for effective strategies to use that keep pace with developments over time. So that it can produce effective strategies that are in accordance with the era of educational development.

2. For the next researchers

   For future researchers who are interested in conducting research on the strategy's teachers use in teaching vocabulary, they can expand this study by examining various aspects of what previous researchers have done and find something more unique that can be useful for future research.
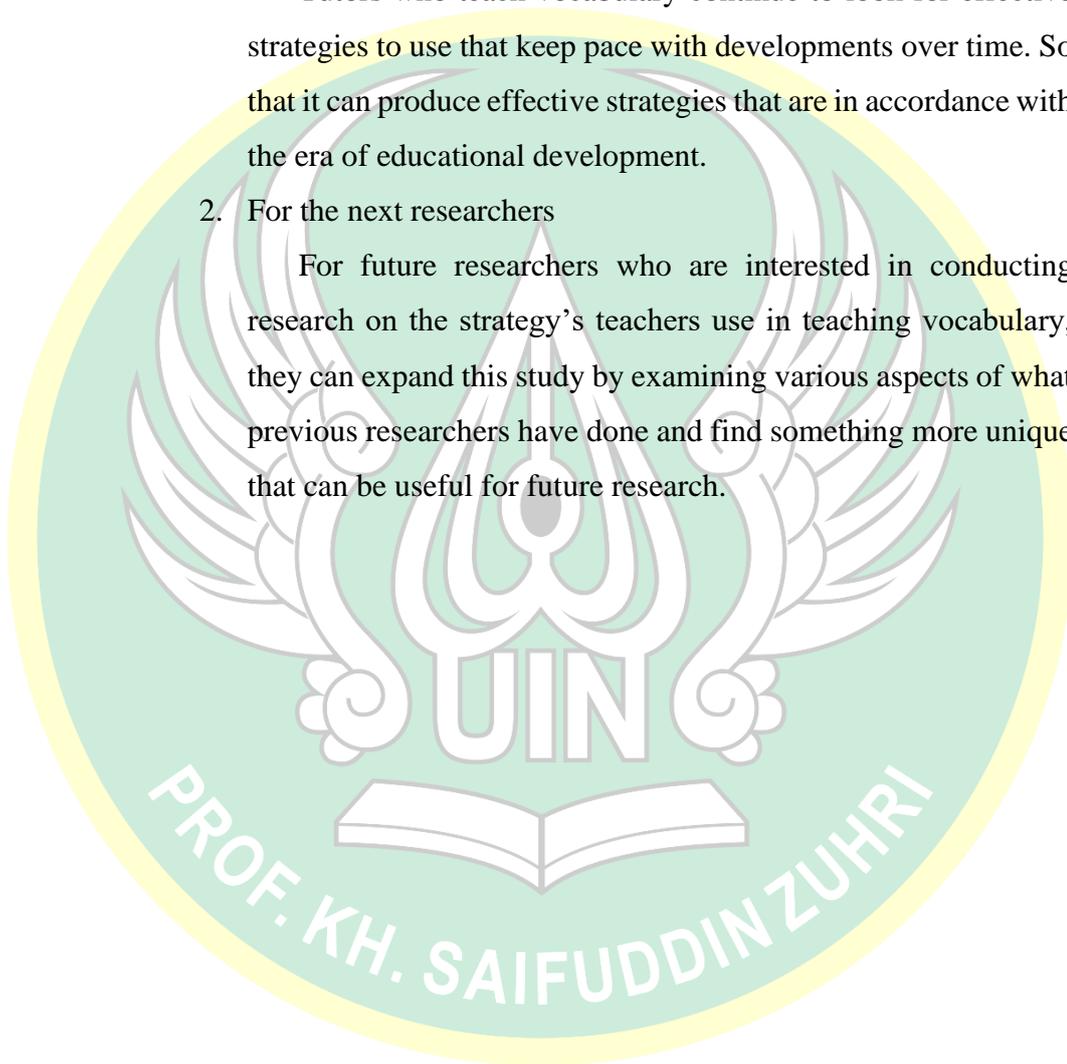
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APPENDICES

Appendix 1: Observation Sheet

Checklist of Observation

1. Information

Date   :
Time   :
Teacher   :
Material   :
Place   :

2. Observation purposes

This observation was made on vocabulary teaching strategies at the Brilliant English Course Pare, Kediri. The purpose of class observation is to find out the strategies used by teachers in teaching vocabulary at Brilliant English Course, Pare Kediri.

3. Observation Sheet

No.	Statement	Checklist		Note
		Yes	No	
Opening				
1.	The teacher greets the students.			
2.	Teacher and students greet each other and prepare themselves for the lesson.			
3.	The teacher invites students to pray together to start learning.			
4.	The teacher checks the students' attendance.			
5.	The teacher explains: • learning contracts • class targets (for first day meeting)			
6.	Teacher condition students to prepare themselves for learning.			
7.	The teacher asks students to review vocabulary that has been memorized (if the learning is at the 2nd meeting and so on)			
8.	Teacher checks students' vocabulary notes according to the meeting.			
Core Activities				
9.	The teacher drills for the students. (**Drilling Strategy**)			

10.	The teacher invites students to ask each other questions with the friend next to them regarding vocabulary pronunciation. (*Provides an opportunity to develop fluency*)			
11.	The teacher invites students to practice using the vocabulary learned in local contests. (*Teaching vocabulary from context*)			
12.	The teacher provides vocabulary and students answer with antonyms or synonyms of the vocabulary given by the teacher, by providing instructions that are easy for students to understand. (**Different context strategy**)			
13.	The teacher invites students to memorize the vocabulary they have learned.			
14.	The teacher asks students to participate in the game the teacher gives. Such as: Guess Word, Spelling, Mime or gesture and others. (**Mime or gesture Strategy**)			
15.	The teacher invites students to ask the teacher.			
16.	The teacher gives instructions to the students and the students guess the word that is meant. (*Guessing from context*)			
17.	The teacher invited students to submit vocabulary that had been memorized at the meeting.			
18.	The teacher asks students a question about one vocabulary word and the students are asked to take turns mentioning the vocabulary that is related to the vocabulary word that the teacher gives. (**Cluster strategy**)			
19.	Teacher use normative teaching in their teaching in class. (Teaching strategy)			
20.	Teacher teaches directly and structured. (*Deliberate vocabulary learning*)			

21.	The teacher asks students to make one simple sentence from memorized vocabulary, and then the teacher explains the grammar and aspects of the word. (*Collaborate word knowledge*)			
22.	The teacher gives students assignments to write vocabulary for the next meeting.			
	Closing			
23.	The teacher reminds students to listen and memorize the audio that the teacher will send via the WhatsApp group.			
24.	The teacher asks what things caught their attention during the learning process that day.			
25.	The teacher asked the students to pray together to close the day's learning.			
26.	Students say goodbye and thank you			
27.	Teacher and students say goodbye to each other.			

Note: **Bold** character: Strategies in Teaching Vocabulary
　　　Italic character: Principles of Teaching Strategies
　　　<u>Underline</u> Character: Characteristic of teaching Strategies

Appendix 2: Interview Guideline

Teacher interview Guide

Date   :
Tutor   :
Researcher   : Leni Nur Aini
Place   : Brilliant English Course Pare
Research title   : The Strategies teaching Vocabulary at brilliant English Course, Pare Kediri

No.		Question	Answer
Vocabulary teaching strategies			
1.		What vocabulary teaching strategies do you use? Please explain!	
2.		Why did you choose to use that Strategy?	
Various kinds of vocabulary teaching strategies			
3.	**Word wall strategy**	Do you also use the **word wall strategy** in your vocabulary teaching?	
		If yes, how do you consider selecting vocabulary/material to be applied in the **word wall strategy**?	
		If not, what are your reasons for not using the **word wall strategy** in your vocabulary teaching?	
4.	**Picture or object Strategy**	Do you use the **picture or object strategy** in your vocabulary teaching?	
		If yes, how do you consider the selection of vocabulary/material to be applied in **picture or object strategies**?	
		If not, what is the reason you don't use the **picture or object strategy** in your vocabulary teaching?	

5.	**Mime or gesture strategy**	Do you use **mime or gesture strategies** in your vocabulary teaching?	
		If yes, how do you consider selecting vocabulary/material to be applied in **mime or gesture strategies**?	
		If not, what are the reasons you don't use **mime or gesture strategies** in your vocabulary teaching?	
6.	**Different context strategy**	Do you use **different context strategies** in your vocabulary teaching?	
		If yes, how do you consider selecting vocabulary/material to be applied in **different context strategies**?	
		If not, what is the reason you don't use **different context strategies** in your vocabulary teaching?	
7.	**Dictionaries strategy**	Do you use **dictionaries strategies** in your vocabulary teaching?	
		If yes, how do you consider selecting vocabulary/material to be applied in the **dictionary's strategy**?	
		If not, what are your reasons for not using **dictionaries strategies** in your vocabulary teaching?	
8.	**Drill strategy**	Do you use **drill strategies** in your vocabulary teaching?	
		If yes, how do you consider selecting	

		vocabulary/material to be applied in the **drill strategy**?	
		If not, what are your reasons for not using **drill strategies** in your vocabulary teaching?	
9.	**Cluster strategy**	Do you use **cluster strategies** in your vocabulary teaching?	
		If yes, how do you consider the selection of vocabulary/material to be applied in the **cluster strategy**?	
		If not, what are your reasons for not using **cluster strategies** in your vocabulary teaching?	
10.	**Games strategy**	Do you use **strategy games** in your vocabulary teaching?	
		If yes, how do you consider selecting vocabulary/material to be applied in **game strategy**?	
		If yes, what **games** do you use in your vocabulary teaching? Please explain!	
		If not, what is the reason you don't use **games strategies** in your vocabulary teaching?	

Appendix 3: The Result of observation

1. Information

   Date   : 8 January 2024
   Time   : 10.30
   Teacher   : Mrs. WAK
   Material   : Vocabulary
   Place   : Brilliant English Course Pare, Kediri

2. Observation purposes

   This observation was made on vocabulary teaching strategies at the Brilliant English Course Pare, Kediri. The purpose of class observation is to find out the strategies used by teachers in teaching vocabulary at Brilliant English Course, Pare Kediri.

3. Observation Sheet

No.	Statement	Checklist		Note
		Yes	No	
Opening				
1.	The teacher greets the students.	√		
2.	Teacher and students greet each other and prepare themselves for the lesson.	√		
3.	The teacher invites students to pray together to start learning.	√		
4.	The teacher checks the students' attendance.	√		
5.	The teacher explains: • learning contracts • class targets (for first day meeting)	√		
6.	Teacher condition students to prepare themselves for learning.	√		
7.	The teacher asks students to review vocabulary that has been memorized (if the learning is at the 2nd meeting and so on)		√	The teacher did not do a vocabulary review because it was the first meeting in vocabulary class.
8.	Teacher checks students' vocabulary notes according to the meeting.		√	The student does not yet have notes

					since the first meeting
		Core Activities			
9.	The teacher drills for the students. (**Drilling Strategy**)	√			The tutor used a practice strategy by asking students to follow the vocabulary spoken by the tutor. The vocabulary that the teacher drills includes take a bath, brush, drain and so on.
10.	The teacher invites students to ask each other questions with the friend next to them regarding vocabulary pronunciation. (*Provides an opportunity to develop fluency*)	√			
11.	The teacher invites students to practice using the vocabulary learned in local contests. (*Teaching vocabulary from context*)	√			
12.	The teacher provides vocabulary and students answer with antonyms or synonyms of the vocabulary given by the teacher, by providing instructions that are easy for students to understand. (**Different context strategy**)		√		Teacher do not use this strategy
13.	The teacher invites students to memorize the vocabulary they have learned.	√			
14.	The teacher asks students to participate in the game the teacher gives. Such as: Guess Word, Spelling, Mime or gesture and others. (**Mime or gesture Strategy**)		√		
15.	The teacher invites students to ask the teacher.	√			
16.	The teacher gives instructions to the students and the students guess the word that is meant. (*Guessing from context*)	√			

17.	The teacher invited students to submit vocabulary that had been memorized at the meeting.	√		
18.	The teacher asks students a question about one vocabulary word and the students are asked to take turns mentioning the vocabulary that is related to the vocabulary word that the teacher gives. (**Cluster strategy**)	√		Tutor grouping vocabulary based on themes, for example: themes in the bathroom The vocabulary taught is: take a bath, brush teeth, washing and soon.
19.	Teacher use normative teaching in their teaching in class. (Teaching strategy)	√		
20.	Teacher teaches directly and structured. (*Deliberate vocabulary learning*)	√		
21.	The teacher asks students to make one simple sentence from memorized vocabulary, and then the teacher explains the grammar and aspects of the word. (*Collaborate word knowledge*)	√		
22.	The teacher gives students assignments to write vocabulary for the next meeting.	√		
	Closing			
23.	The teacher reminds students to listen and memorize the audio that the teacher will send via the WhatsApp group.	√		
24.	The teacher asks what things caught their attention during the learning process that day.	√		
25.	The teacher asked the students to pray together to close the day's learning.	√		
26.	Students say goodbye and thank you	√		
27.	Teacher and students say goodbye to each other.	√		

Note: **Bold** character: Strategies in Teaching Vocabulary
        Italic character: Principles of Teaching Strategies

Underline Character: Characteristic of teaching Strategies

1. Information

Date   : 9 January 2024
Time   : 12.30
Teacher   : Mrs. WK
Material   : Vocabulary
Place   : Brilliant English Course Pare, Kediri

2. Observation purposes

This observation was made on vocabulary teaching strategies at the Brilliant English Course Pare, Kediri. The purpose of class observation is to find out the strategies used by teachers in teaching vocabulary at Brilliant English Course, Pare Kediri.

3. Observation Sheet

No.	Statement	Checklist		Note
		Yes	No	
Opening				
28.	The teacher greets the students.	√		
29.	Teacher and students greet each other and prepare themselves for the lesson.	√		
30.	The teacher invites students to pray together to start learning.	√		
31.	The teacher checks the students' attendance.	√		
32.	The teacher explains: • learning contracts • class targets (for first day meeting)		√	The teacher did not explain the learning contract because it was not the first meeting.
33.	Teacher condition students to prepare themselves for learning.	√		
34.	The teacher asks students to review vocabulary that has been memorized (if the learning is at the 2nd meeting and so on)	√		
35.	Teacher checks students' vocabulary notes according to the meeting.	√		
Core Activities				
36.	The teacher drills for the students. (**Drilling Strategy**)	√		The tutor used a practice strategy by asking

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				students to follow the vocabulary spoken by the tutor. The vocabulary that the teacher drills includes sweep, cut down, pull out and so on.
37.	The teacher invites students to ask each other questions with the friend next to them regarding vocabulary pronunciation. (*Provides an opportunity to develop fluency*)	√		
38.	The teacher invites students to practice using the vocabulary learned in local contests. (*Teaching vocabulary from context*)	√		
39.	The teacher provides vocabulary and students answer with antonyms or synonyms of the vocabulary given by the teacher, by providing instructions that are easy for students to understand. (**Different context strategy**)		√	Teacher do not use this strategy
40.	The teacher invites students to memorize the vocabulary they have learned.	√		
41.	The teacher asks students to participate in the game the teacher gives. Such as: Guess Word, Spelling, Mime or gesture and others. (**Mime or gesture Strategy**)	√		Teacher use mime or gesture in their teaching. The vocabulary includes watering, cutting, planting and so on.
42.	The teacher invites students to ask the teacher.	√		
43.	The teacher gives instructions to the students and the students guess the word that is meant. (*Guessing from context*)	√		
44.	The teacher invited students to submit vocabulary that had been memorized at the meeting.	√		
45.	The teacher asks students a question about one vocabulary word and the	√		Tutor grouping vocabulary based

		√		
	students are asked to take turns mentioning the vocabulary that is related to the vocabulary word that the teacher gives. (**Cluster strategy**)			on themes, for example: themes in the bathroom The vocabulary taught is: sweep, cut down, pull out and so on.
46.	Teacher use normative teaching in their teaching in class. (<u>Teaching strategy</u>)	√		
47.	Teacher teaches directly and structured. (*Deliberate vocabulary learning*)	√		
48.	The teacher asks students to make one simple sentence from memorized vocabulary, and then the teacher explains the grammar and aspects of the word. (*Collaborate word knowledge*)	√		
49.	The teacher gives students assignments to write vocabulary for the next meeting.	√		
Closing				
50.	The teacher reminds students to listen and memorize the audio that the teacher will send via the WhatsApp group.	√		
51.	The teacher asks what things caught their attention during the learning process that day.	√		
52.	The teacher asked the students to pray together to close the day's learning.	√		
53.	Students say goodbye and thank you	√		
54.	Teacher and students say goodbye to each other.	√		

Note: **Bold** character: Strategies in Teaching Vocabulary

Italic character: Principles of Teaching Strategies

<u>Underline</u> Character: Characteristic of teaching Strategies

1. Information

Date   : 11 January 2024
Time   : 13.30
Teacher   : Mr. AB
Material   : Vocabulary
Place   : Brilliant English Course Pare, Kediri

2. Observation purposes

     This observation was made on vocabulary teaching strategies at the Brilliant English Course Pare, Kediri. The purpose of class observation is to find out the strategies used by teachers in teaching vocabulary at Brilliant English Course, Pare Kediri.

3. Observation Sheet

No.	Statement	Checklist Yes	Checklist No	Note
		Yes	No	
Opening				
1.	The teacher greets the students.	√		
2.	Teacher and students greet each other and prepare themselves for the lesson.	√		
3.	The teacher invites students to pray together to start learning.	√		
4.	The teacher checks the students' attendance.	√		
5.	The teacher explains: • learning contracts • class targets (for first day meeting)		√	The teacher did not explain the learning contract because it was not the first meeting.
6.	Teacher condition students to prepare themselves for learning.	√		
7.	The teacher asks students to review vocabulary that has been memorized (if the learning is at the 2nd meeting and so on)	√		
8.	Teacher checks students' vocabulary notes according to the meeting.	√		
Core Activities				
9.	The teacher drills for the students. (**Drilling Strategy**)	√		The tutor used a practice strategy by asking students to follow the vocabulary

		√		spoken by the tutor. The vocabulary that the teacher drills includes take a bath, brush, drain and so on.
10.	The teacher invites students to ask each other questions with the friend next to them regarding vocabulary pronunciation. (*Provides an opportunity to develop fluency*)	√		
11.	The teacher invites students to practice using the vocabulary learned in local contests. (*Teaching vocabulary from context*)	√		
12.	The teacher provides vocabulary and students answer with antonyms or synonyms of the vocabulary given by the teacher, by providing instructions that are easy for students to understand. (**Different context strategy**)		√	Teacher do not use this strategy.
13.	The teacher invites students to memorize the vocabulary they have learned.	√		
14.	The teacher asks students to participate in the game the teacher gives. Such as: Guess Word, Spelling, Mime or gesture and others. (**Mime or gesture Strategy**)		√	
15.	The teacher invites students to ask the teacher.	√		
16.	The teacher gives instructions to the students and the students guess the word that is meant. (*Guessing from context*)	√		
17.	The teacher invited students to submit vocabulary that had been memorized at the meeting.	√		
18.	The teacher asks students a question about one vocabulary word and the students are asked to take turns mentioning the vocabulary that is related to the vocabulary word that the teacher gives. (**Cluster strategy**)	√		Tutor grouping vocabulary based on themes, for example: themes in the bathroom

		√		The vocabulary taught is: take a bath, brush teeth, washing and soon.
19.	Teacher use normative teaching in their teaching in class. (<u>Teaching strategy</u>)	√		
20.	Teacher teaches directly and structured. (*Deliberate vocabulary learning*)	√		
21.	The teacher asks students to make one simple sentence from memorized vocabulary, and then the teacher explains the grammar and aspects of the word. (*Collaborate word knowledge*)	√		
22.	The teacher gives students assignments to write vocabulary for the next meeting.	√		
Closing				
23.	The teacher reminds students to listen and memorize the audio that the teacher will send via the WhatsApp group.	√		
24.	The teacher asks what things caught their attention during the learning process that day.	√		
25.	The teacher asked the students to pray together to close the day's learning.	√		
26.	Students say goodbye and thank you	√		
27.	Teacher and students say goodbye to each other.	√		

Note: **Bold** character: Strategies in Teaching Vocabulary
Italic character: Principles of Teaching Strategies
<u>Underline</u> Character: Characteristic of teaching Strategies

1. Information

   Date   : 14 January 2024
   Time   : 15.15
   Teacher   : Mrs. G
   Material   : Vocabulary
   Place   : Brilliant English Course Pare, Kediri

2. Observation purposes

   This observation was made on vocabulary teaching strategies at the Brilliant English Course Pare, Kediri. The purpose of class observation is to find out the strategies used by teachers in teaching vocabulary at Brilliant English Course, Pare Kediri.

3. Observation Sheet

No.	Statement	Checklist		Note
		Yes	No	
Opening				
28.	The teacher greets the students.	√		
29.	Teacher and students greet each other and prepare themselves for the lesson.	√		
30.	The teacher invites students to pray together to start learning.	√		
31.	The teacher checks the students' attendance.	√		
32.	The teacher explains: • learning contracts • class targets (for first day meeting)	√		
33.	Teacher condition students to prepare themselves for learning.	√		
34.	The teacher asks students to review vocabulary that has been memorized (if the learning is at the 2nd meeting and so on)		√	The teacher did not do a vocabulary review because it was the first meeting in vocabulary class.
35.	Teacher checks students' vocabulary notes according to the meeting.		√	The student does not yet have notes since the first meeting.
Core Activities				

36.	The teacher drills for the students. (**Drilling Strategy**)	√		The tutor used a practice strategy by asking students to follow the vocabulary spoken by the tutor. The vocabulary that the teacher drills includes take a bath, brush, drain and so on.
37.	The teacher invites students to ask each other questions with the friend next to them regarding vocabulary pronunciation. (*Provides an opportunity to develop fluency*)	√		
38.	The teacher invites students to practice using the vocabulary learned in local contests. (*Teaching vocabulary from context*)	√		
39.	The teacher provides vocabulary and students answer with antonyms or synonyms of the vocabulary given by the teacher, by providing instructions that are easy for students to understand. (**Different context strategy**)		√	Teacher do not use this strategy.
40.	The teacher invites students to memorize the vocabulary they have learned.	√		
41.	The teacher asks students to participate in the game the teacher gives. Such as: Guess Word, Spelling, Mime or gesture and others. (**Mime or gesture Strategy**)		√	
42.	The teacher invites students to ask the teacher.	√		
43.	The teacher gives instructions to the students and the students guess the word that is meant. (*Guessing from context*)	√		
44.	The teacher invited students to submit vocabulary that had been memorized at the meeting.	√		

		√		
45.	The teacher asks students a question about one vocabulary word and the students are asked to take turns mentioning the vocabulary that is related to the vocabulary word that the teacher gives. (**Cluster strategy**)	√		Tutor grouping vocabulary based on themes, for example: themes in the bathroom The vocabulary taught is: take a bath, brush teeth, washing and soon.
46.	Teacher use normative teaching in their teaching in class. (<u>Teaching strategy</u>)	√		
47.	Teacher teaches directly and structured. (*Deliberate vocabulary learning*)	√		
48.	The teacher asks students to make one simple sentence from memorized vocabulary, and then the teacher explains the grammar and aspects of the word. (*Collaborate word knowledge*)	√		
49.	The teacher gives students assignments to write vocabulary for the next meeting.	√		
Closing				
50.	The teacher reminds students to listen and memorize the audio that the teacher will send via the WhatsApp group.	√		
51.	The teacher asks what things caught their attention during the learning process that day.	√		
52.	The teacher asked the students to pray together to close the day's learning.	√		
53.	Students say goodbye and thank you	√		
54.	Teacher and students say goodbye to each other.	√		

Note: **Bold** character: Strategies in Teaching Vocabulary
          Italic character: Principles of Teaching Strategies
          <u>Underline</u> Character: Characteristic of teaching Strategies

Transcript of interview

Date	: Tuesday, 16 January 2024
Teacher	: Mr. AB
Researcher	: Leni Nur Aini
Place	: Brilliant English Course Pare

Research Title : The Strategies in Teaching Vocabulary at Brilliant English Course, Pare Kediri

A. Vocabulary teaching strategies

Q: "What vocabulary teaching strategies do you use? Please explain!"

A: "If we make a strategy so that children can memorize it quickly, we actually just have to repeat the way we say it. Like the pronunciation, it remains the same as the writing. Well, yesterday's writing was like what you have observed, so I'll give you questions like just translate it straight away or let's talk about the pronunciation, they write in English, like how is the pronunciation different from the writing so, like that, we just repeat it over and over again, after we have memorized it together, then I invite them to memorize it one by one in front of me, so they are face to face and I memorize it. So, that I know where this child's weakness is, whether it's his pronunciation or whether he hasn't memorized it yet. The strategy is more or less like that. If they get bored, we can just play games. So, when we play the game, we also play the game while memorizing it, like guessing the words using gestures, so that they don't get bored of memorizing things like that all the time. Once we play a game, then we can form a group with them. So, then we will give the group that loses punishment. Yes, it's not physical, so it's more for fun and also doesn't embarrass them. The punishment is just for entertainment. that's more or less the strategy."

Q: "Why did you choose to use that Strategy?"

A: "Yes, in my opinion, that's because it's the most effective compared to the others. It's like memorizing, we only read it once and then it's finished. It's like making a group of 5 people, 4 people and then letting them memorize it themselves. I think the strategy I use is more suitable than them memorizing it themselves because if they memorize it themselves, sometimes they don't know what the correct way to speak is."

B. Various kinds of vocabulary teaching strategies

   1. Word Wall Strategy

    Q: "Do you also use the word wall strategy in your vocabulary teaching?"

    A: "Oh, I have never done that."

    Q: "If not, what are your reasons for not using the word wall strategy in your vocabulary teaching?"

    A: "Because it's a bit complicated if you use a word wall."

   2. Picture or Object Strategy

    Q: "Do you use the picture or object strategy in your vocabulary teaching?"

    A: "Never."

    Q: "If not, what is the reason you don't use the picture or object strategy in your vocabulary teaching?"

    A: "Because in normal lessons you don't need it."

   3. Mime or Gesture Strategies

    Q: "Do you use mime or gesture strategies in your vocabulary teaching?"

    A: "Yes, I use it."

    Q: "If yes, how do you consider selecting vocabulary/material to be applied in mime or gesture strategies?"

    A: "Gestures are more what we can practice, because if the vocabulary is difficult, we can't practice it, like guidance, guidance is how we gesture, it's not usually what we use."

   4. Different context strategy

    Q: "Do you use different context strategies in your vocabulary teaching?"

    A: "Oohh, No."

    Q: "If not, what is the reason you don't use different context strategies in your vocabulary teaching?"

    A: "Yes, it's not used here. It's just that if a child asks a question, we answer it."

   5. Dictionaries strategy

    Q: "Do you use dictionaries strategies in your vocabulary teaching?"

    A: "No."

    Q: "If not, what are your reasons for not using dictionaries strategies in your vocabulary teaching?"

    A: "If we use too many ordinary dictionaries, there are already a million vocabulary words and the children memorize 30 vocabulary words in one day, sometimes they are already lazy,

especially if they are immediately given a million of them, they don't want to memorize them, so it's not effective at all."

6. **Drill strategies**

   Q: "Do you use drill strategies in your vocabulary teaching?"

   A: "Yes, actually, if you want to repeat it over and over again, they will have already memorized it without realizing it, because when I was still a student, I memorized it the fastest when I repeated it because I preferred to memorize using audio, so if I listened to my teacher or my tutor said vocabulary over and over again without me realizing I had memorized it."

   Q: "If yes, how do you consider selecting vocabulary/material to be applied in the drill strategy?"

   A: "So that's for selecting the vocabulary, whatever vocabulary you can, sir, if you have a drill strategy, I don't think you have to be picky, you can do everything, even idiom can do it, then there are those."

7. **Cluster strategy**

   Q: "Do you use cluster strategy in your vocabulary teaching?"

   A: "No."

   Q: "If not, what are your reasons for not using cluster strategy in your vocabulary teaching?"

   A: "Because there is already a book. The book is all provided Brilliant."

8. **Games Strategy**

   Q: "Do you use strategy games in your vocabulary teaching?"

   A: "Yes, I use it."

   Q: "If yes, how do you consider selecting vocabulary/material to be applied in game strategy?"

   A: "For games, it actually depends on the game."

   Q: "If yes, what games do you use in your vocabulary teaching? Please explain!"

   A: "It's like using gestures, shooting words, using gestures, so it's like children in their groups are moving forward, so the one who moves forward is using gestures, the others are shooting, connecting words, writing words and quizzes."

Transcript of interview

Date : Tuesday, 16 January 2024
Teacher : Mrs. G
Researcher : Leni Nur Aini
Place : Brilliant English Course Pare
Research Title : The Strategies in Teaching Vocabulary at Brilliant English Course, Pare Kediri

A. **Vocabulary teaching strategies**

Q: "What vocabulary teaching strategies do you use? Please explain!

A: "Every student here has to learn all the vocabulary. For example, one day we learn two or five vocabulary words. So, they have to learn, really learn, two or five vocabulary words. The two five vocabulary words move forward one by one. After that, what to do, how to do it, the pronoun. Well, after that they will write. So, two five vocabulary words will be written. verb 1, verb 2, verb 3, verb ing and if for example the adjective is not the same as the adverb, then write it straight away in English."

Q: "Why did you choose to use that Strategy?"

A: "Because for example, for teaching they have to memorize it. And for example, they can only memorize the speech or pronouns. That's less efficient in writing. That's why I use it for example to write vocabulary in English like that."

B. **Various kinds of vocabulary teaching strategies**

1. **word wall strategy**

Q: "Do you also use the word wall strategy in your vocabulary teaching?"

A: "No."

Q: "If not, what are your reasons for not using the word wall strategy in your vocabulary teaching?"

A: Not suitable for course students.

2. **Picture or Object Strategy**

Q: "Do you use the picture or object strategy in your vocabulary teaching?"

A: "No way."

Q: "If not, what is the reason you don't use the picture or object strategy in your vocabulary teaching?"

A: "Not for pictures. The thing is, for this vocab, it's like vocab all day long. Because what is taught is vocab all day long. Like for example eating, drinking, we don't need pictures."

3. **Mime or Gesture Strategy**

Q: "Do you use mime or gesture strategy in your vocabulary teaching?"

A: "Normally used."

Q: "If yes, how do you consider selecting vocabulary/material to be applied in mime or gesture strategy?"

A: "We divide by group or by group. Then, after that, we share them by giving them what they said. And they use their gestures and guess. As for the vocabulary, it is the same as taught. Or they can write vocabulary that they think is difficult. After that, just make a gesture."

4. **Different Context Strategy**

Q: "Do you use different context strategy in your vocabulary teaching?"

A: "I don't use it in teaching, but if someone asks, I'll answer it."

Q: "If not, what is the reason you don't use different context strategy in your vocabulary teaching?"

A: "Because sometimes they don't fully know about vocabulary and the differences."

5. **Dictionaries Strategy**

Q: "Do you use dictionaries strategy in your vocabulary teaching?"

A: "Yes, we don't use dictionaries."

Q: "If not, what are your reasons for not using dictionaries strategy in your vocabulary teaching?"

A: "Because we have our own vocabulary, we have formed a book. In book form we use it in teaching."

6. **Drill Strategy**

Q: "Do you use drill strategy in your vocabulary teaching?"

A: "Drilling is used every day before the chapter is taught. Release first or what was taught yesterday is released first. And usually there is a review every week. Drilling of all chapters for example, if a chapter is to be tested, then it is released from that chapter."

Q: "If yes, how do you consider selecting vocabulary/material to be applied in the drill strategy?"

A: "We use the vocabulary in the book."

7. **Cluster Strategy**

Q: "Do you use cluster strategy in your vocabulary teaching?"

A: "No."

Q: "If not, what are your reasons for not using cluster strategies in your vocabulary teaching?"

A: "Yes, so we don't need to use that because it already exists in every theme."

8. **Games Strategy**

   Q: "Do you use strategy games in your vocabulary teaching?"

   A: "Yes, I use it."

   Q: "If yes, how do you consider selecting vocabulary/material to be applied in game strategy?"

   A: "Yes, the vocabulary is in the book."

   Q: "If yes, what games do you use in your vocabulary teaching? Please explain!"

   A: "Usually we use the above, gestures, filling in the blanks where the vocab will be asked, and spelling."
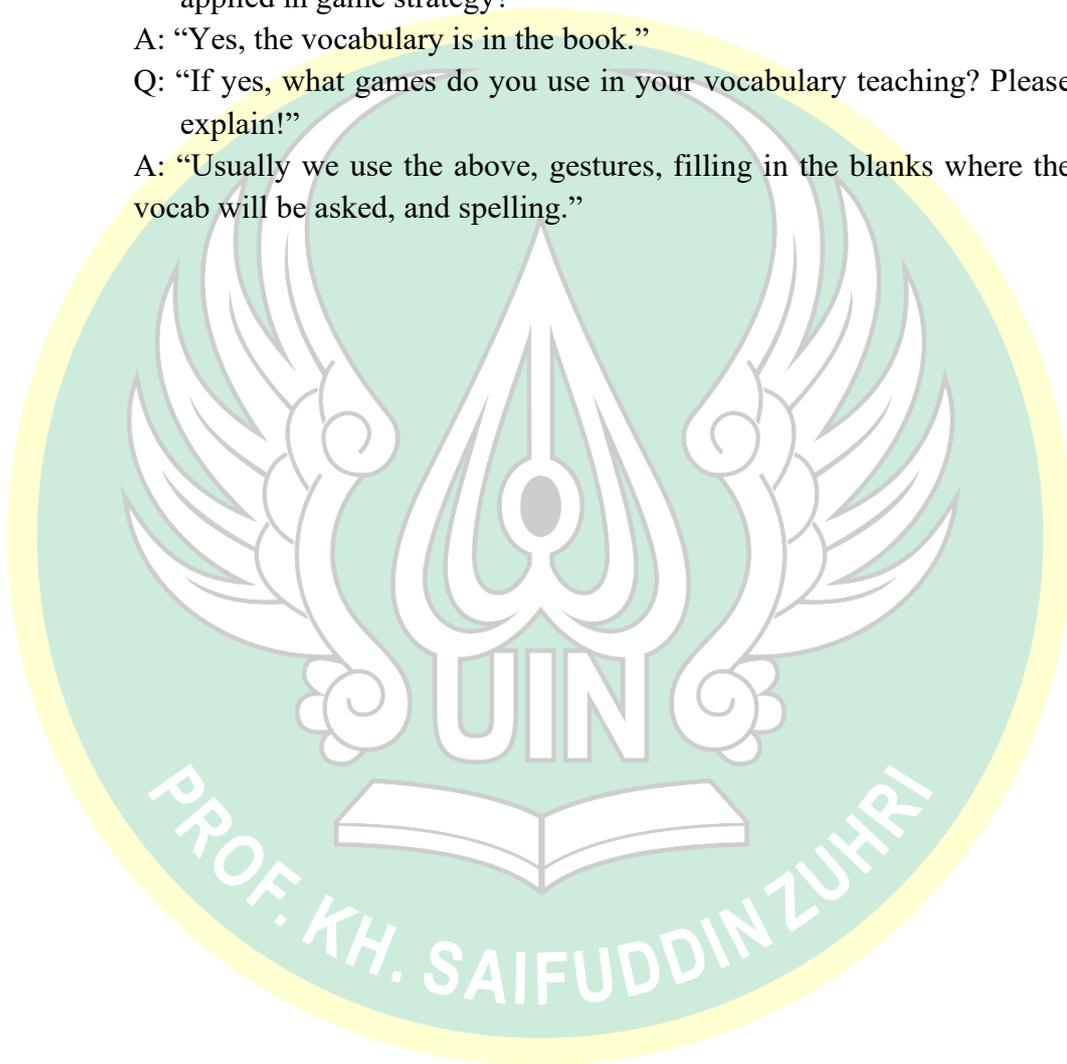
Transcript of interview

Date : Friday, 19 January 2024
Teacher : Mrs. WK
Researcher : Leni Nur Aini
Place : Brilliant English Course Pare
Research Title : The Strategies in Teaching Vocabulary at Brilliant English Course, Pare Kediri

A. Vocabulary teaching strategies

Q: "What vocabulary teaching strategies do you use? Please explain!"

A: "It's clear that children definitely have foreign words, they don't know for sure there are repeated in the sense, for example, one word is repeated three times, right? That's in vocabulary, for example pre-basic, there are ten vocabulary words per word. We memorize it gradually starting from the five vocabulary words first. If so, we will continue until finished. of the five vocabularies, then one is repeated three times, the second is repeated three times, then later you are told to close the vocabulary, then what else? everything is finished, repetition yes, repetition yes, whether there are mistakes and there are still more or not, then next use a game which is clear the children will get bored, every now and then there must be a game, whether it's guessing or whatever, there must be."

Q: "Why did you choose to use that Strategy?"

A: "Because we've already been given therapy, it's like we usually read it once, but the children don't absorb it, so it's better if we change the way we teach them so that it's easy for them to memorize it. Sometimes, it's not that they can't, but they don't want to memorize it if we repeat it. it continues to be automatically recorded in their heads in their brains."

B. Various kinds of vocabulary teaching strategies

1. word wall strategy

Q: "Do you also use the word wall strategy in your vocabulary teaching?"

A: "Never used it."

Q: "If not, what are your reasons for not using the word wall strategy in your vocabulary teaching?"

A: "Yes, I don't use that. Seems complicated, meanwhile we don't have much time."

2. Picture or Object Strategy

Q: "Do you use the picture or object strategy in your vocabulary teaching?"

A: "Not really."

Q: "If not, what is the reason you don't use the picture or object strategy in your vocabulary teaching?"

A: "Because we already have books. And the vocabulary taught is related to the activities we do."

3. **Mime or Gesture Strategy**

Q: "Do you use mime or gesture strategy in your vocabulary teaching?"

A: "Yes, use it."

Q: "If yes, how do you consider selecting vocabulary/material to be applied in mime or gesture strategy?"

A: "Usually they are told that there are several vocabulary words that can be demonstrated, then they are asked to choose 10 words from the work that can be demonstrated, then in groups they choose 10 new vocabulary words and then demonstrate them. What is clear is that it is definitely easy for children to understand, for example, when giving a gesture like that, it is automatic and must be able to be demonstrated."

4. **Different Context Strategy**

Q: "Do you use different context strategy in your vocabulary teaching?"

A: "No."

Q: "If not, what is the reason you don't use different context strategy in your vocabulary teaching?"

A: "Because I don't know that strategy. And just heard that strategy."

5. **Dictionaries Strategy**

Q: "Do you use dictionaries strategy in your vocabulary teaching?"

A: "Nope."

Q: "If not, what are your reasons for not using dictionaries strategy in your vocabulary teaching?"

A: "Because here we already have books on racing and vocabulary and there are already quite a lot of vocabulary lessons. That's enough for them to be able to chat."

6. **Drill Strategy**

Q: "Do you use drill strategy in your vocabulary teaching?"

A: "Use."

Q: "If yes, how do you consider selecting vocabulary/material to be applied in the drill strategy?"

A: "The module already exists."

7. **Cluster Strategy**

Q: "Do you use cluster strategies in your vocabulary teaching?"

A: "Yes, use."

Q: "If yes, how do you consider the selection of vocabulary/material to be applied in the cluster strategy?"

A: "Because in the book it already exists, for example, for looking at looking and looking at it, it's all in the group, so we don't need to think about that anymore, it already has its own module."

8. **Games Strategy**

Q: "Do you use strategy games in your vocabulary teaching?"

A: "Definitely use."

Q: "If yes, how do you consider selecting vocabulary/material to be applied in game strategy?"

A: "For games, it depends on the game, what you do, if it's spelling, you'll need to use all of the chapters in that way."

Q: "If yes, what games do you use in your vocabulary teaching? Please explain!"

A: "That was definitely a gesture, then the second one is to quickly answer quickly, then there's also spelling and then there's also how to write it. Actually, there are a lot of them, I just don't remember one by one."
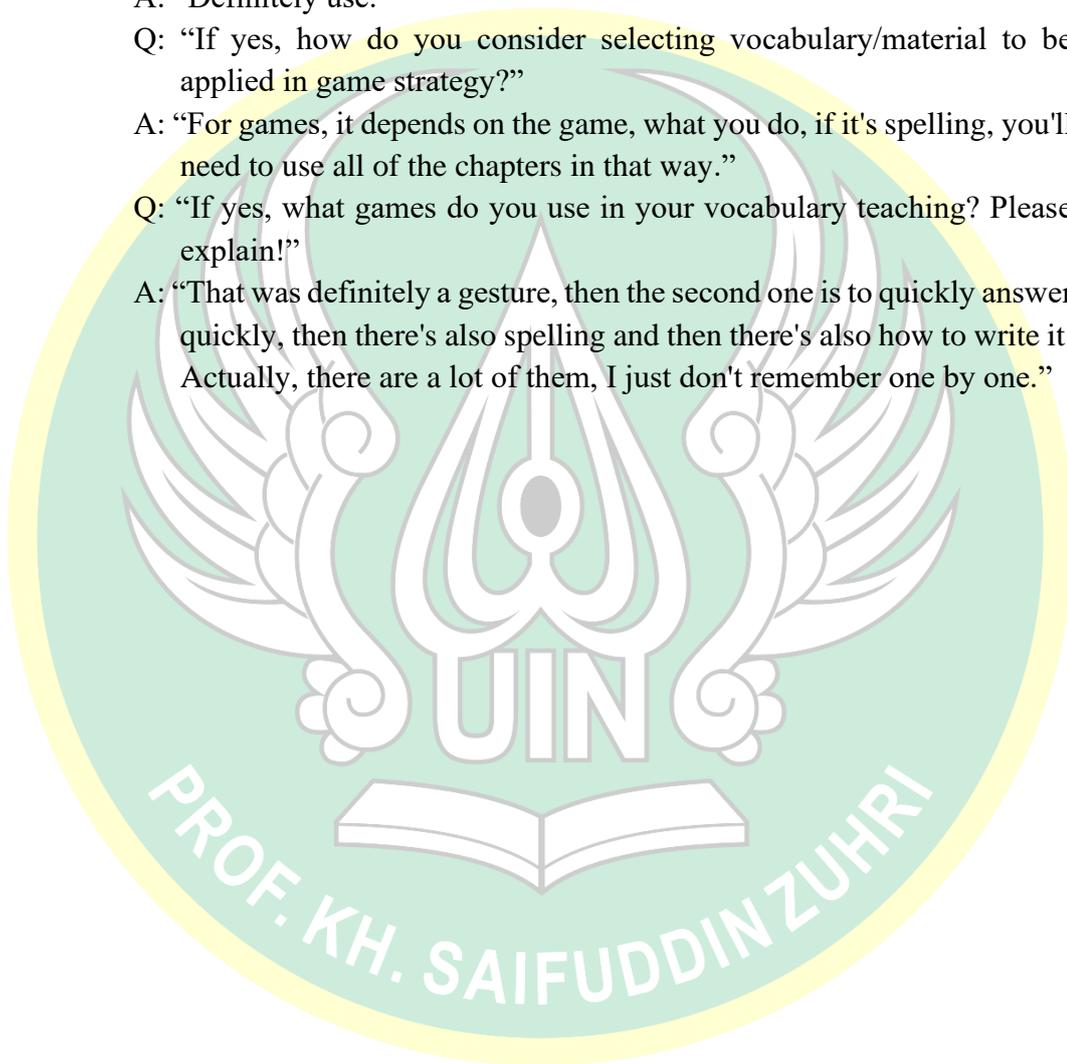
Transcript of interview

Date   : Friday, 19 January 2024
Teacher   : Mrs. WAK
Researcher   : Leni Nur Aini
Place   : Brilliant English Course Pare

Research Title : The Strategies in Teaching Vocabulary at Brilliant English Course, Pare Kediri

A. **Vocabulary teaching strategies**

Q: "What vocabulary teaching strategies do you use? Please explain!"

A: "Drilling. As for how to get around it, usually, if it's something else, it's like, just read it. If not, usually read it. Three times, then three times. Close the book. Open it again, close it again. Once you've memorized it, close the book. So, three vocabs, close. Then read, memorize, when you've memorized it, open it again. Continue to the next vocab. Until you've finished with the 10 vocabs which are verbs. Well, that's done, then move on to adverbs. Nouns and adjectives. Well, if nouns and adjectives are five. -five Well, if the verb is three-three. If the non-adjective adverb is five-five, usually So to the fifth, open the book, read it together. Memorize it, then close it, ask. Continue again. Continue like that. Continue every day like that."

Q: "Why did you choose to use that Strategy?"

A: "So that children are more responsive."

B. **Various kinds of vocabulary teaching strategies**

1. **Word Wall Strategy**

Q: "Do you also use the word wall strategy in your vocabulary teaching?"

A: "Never."

Q: "If not, what are your reasons for not using the word wall strategy in your vocabulary teaching?"

A: "So far, no tutor has ever provided training. And don't know that strategy."

2. **Picture or Object Strategy**

Q: "Do you use the picture or object strategy in your vocabulary teaching?"

A: "Not really."

Q: "If not, what is the reason you don't use the picture or object strategy in your vocabulary teaching?"

A: "Maybe if the child is older, yes. If the picture is not necessary, this is not necessary."

3. **Mime or Gesture Strategy**

   Q: "Do you use mime or gesture strategy in your vocabulary teaching?"

   A: "Yes, use it."

   Q: "If yes, how do you consider selecting vocabulary/material to be applied in mime or gesture strategy?"

   A: "It depends, for example, for example. There are words that might be difficult, yes, difficult. It's like memorizing. We usually use gestures. Like the gesture is an example, for example, like enough. Usually from the start, enough is like this, for the vocabulary we use what's in the book."

4. **Different Context Strategy**

   Q: "Do you use different context strategy in your vocabulary teaching?"

   A: "Nope."

   Q: "If not, what is the reason you don't use different context strategy in your vocabulary teaching?"

   A: "because maybe if the context is different it's just for knowledge. It's just that usually someone asks about the difference in vocab. Yes, I'm just explaining."

5. **Dictionaries Strategy**

   Q: "Do you use dictionaries strategy in your vocabulary teaching?"

   A: "No."

   Q: "If not, what are your reasons for not using dictionaries strategy in your vocabulary teaching?"

   A: "There are vocabulary books that are used every day."

6. **Drill Strategy**

   Q: "Do you use drill strategy in your vocabulary teaching?"

   A: "Yes, use it every day."

   Q: "If yes, how do you consider selecting vocabulary/material to be applied in the drill strategy?"

   A: "Oh, for example, drilling is usually like that. Well, usually all the vocabulary that is memorized that day is using drilling. Drilling can be like that, for example, for example, like verb 10. Then they close the book. Then later we will ask one by one. Until it's finished, all the students. Until it's finished. They've finished. That's it. So, we've memorized 95% of it. Then we'll continue if it's okay. If it's okay, repeat again. We use books for vocabulary."

7. **Cluster Strategy**

   Q: "Do you use cluster strategies in your vocabulary teaching?"

   A: "Nope."

Q: "If not, what are your reasons for not using cluster strategy in your vocabulary teaching?"

A: "There are already books there, they have been grouped, there are titles and themes."

8. **Games Strategy**

Q: "Do you use strategy games in your vocabulary teaching?"

A: "Yes. It's like making it so the kids get bored. But here, usually if you miss it, use it so they can do it too. It's not just a game. It's not fun.

Q: "If yes, how do you consider selecting vocabulary/material to be applied in game strategy?"

A: "Vocabulary according to what is learned. The one in the book."

Q: "If yes, what games do you use in your vocabulary teaching? Please explain!"

A: "Usually the spelling game is spelling. So, they are put together in one class. Then they miss giving them Indonesian. Then they will be appointed by one person. Name one letter and then he will point to another friend until they agree on their own. Apart from that, gassing gesture and making sentences."
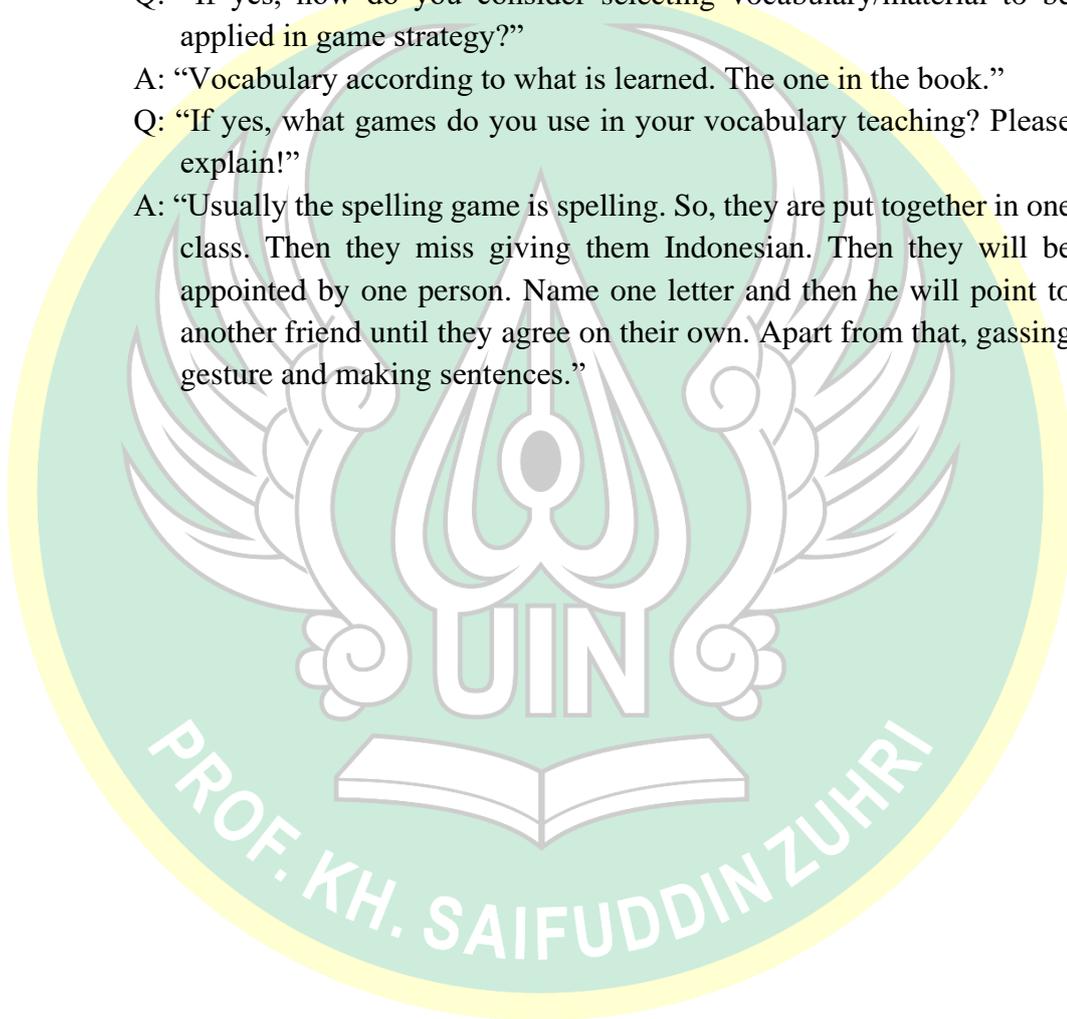
Appendix 5: Lesson Plan

Ketentuan pelaksanaan kelas Vocabulary:

1. Target kelas vocabulary: Siswa mampu menghafal kosakata
2. Persiapan tutor: soft file material/printed material, Phonetic symbol
3. Hari pertama :
   - Tutor menjelaskan Learning contract
   - Tutor menjelaskan target kelas
   - Tutor meminta siswa membuat grup kls
   - Tutor mengirim soft file
   - Tutor membahas voc chapter 1

4. Hari kedua :
   Syarat siswa masuk kelas
   Level Pre Basic, Basic, Pre Inter dan Inter
   - Tutor menulis phonetic symbol chapter 1 dan 2.
   - Tutor melakukan drilling chapter 1.
   - Tutor mengecek hafalan siswa, maju 2 siswa atau 4 siswa sekaligus berhadap-hadapan.
   - Tutor mengecek catatan voc chapter 1 dan 2 (arti kata, V1, V2, V3, Ving, Noun, dan Adj) di camp.
   - Tutor mengecek tulisan siswa dengan memberikan paraf dan tanggal.
   - Siswa yang tidak menulis voc tidak diijinkan masuk kelas.
   - Jika siswa tidak membawa catatan sebelumya maka siswa harus menulis ulang atau menghafal chapter 1.

5. Hari berikutnya
   Chapter 1, 2, 3
   - Tutor melakukan drilling semua chapter.
   - Siswa mengecek hafalan siswa, maju 2 siswa atau 4 siswa sekaligus berhadap-hadapan Yang dihafalkan dikelas hanya 2 chapter terakhir.
   - Siswa pertama yang maju bisa membantu tutor untuk mengecek hafalan semua siswa, sementara tutor menulis phonetic symbol dipapan.
   - *Atau pilihan yang ke-2*
     Tutor meminta salah satu siswa untuk memimpin drilling, sementara tutor menulis phonetic symbol dipapan .

6. Tutor memastikan siswa mencatat phonetic symbol. Jika tidak, tutor berhak mengeluarkan siswa dari kelas.

7. *Level pre intermediate dan intermediate* di minggu ke-2
   Tutor meminta siswa menulis materi chapter selanjutnya beserta phonetic symbol di camp.
   Tutor membantu mengecek phonetic symbolnya

8. <u>Jika target hafalan vocab sudah tercapai</u>, tutor boleh menambahkan informasi/drilling seputar grammar, menambahkan expression

9. Tutor bisa menjelaskan perbedaan penggunaan kata jika diperlukan.

10. Tutor boleh menggunakan format ujian review 1, 2, 3 dengan versi masing-masing tutor

Format Pelaksanaan Ujian Akhir Vocabulary:
- Jumlah soal = 400 kata
- Mengerjakan soal tiap 10 nomor acak atas instruksi tutor
- Durasi waktu mengerjakan tiap 10 nomor = 50 detik
- Istirahat setelah 10 menit mengerjakan

Rentang Penilaian Vocabulary:
Level Basic/Pre Inter/Inter For Final Exam:

Grade	Rentang nilai
A	375 – 400
B	350 – 374
C	240 – 345
Tidak Lulus	1 – 235

Appendix 6: Module Used for Teaching

Appendix 7: Exam Questions Given by Tutors to Students,

Once Every Week.

1st review test

1st. PB. New											
No	N/Adj/Adv			N/Adj/Adv			N/Adj/Adv			N/Adj/Adv	
1	Di luar		11	Kamar kecil		21	Malam ini		31	Bak mandi	
2	Di sana		12	Kebersihan		22	Malas		32	Bau	
3	Di sini		13	Kecut		23	Matang		33	Besok	
4	Disiplin		14	Kemarin		24	Murah		34	Biasanya	
5	Enak		15	Kosong		25	Nanti		35	Cepat	
6	Hambar		16	Kotor		26	Ngantuk		36	Cukup	
7	Hari ini		17	Lambat		27	Nyaman		37	Dgn cepat	
8	Harum		18	Lapar		28	Pakaian kotor		38	Dgn lambat	
9	Istimewa		19	Lelah		29	Pekerjaan rumah		39	Dgn senang hati	
10	Kadang-kadang		20	Mahal		30	Penawaran		40	Di dalam	
	V3			V2			VIng			N/Adj/Adv	
41	Memanggang		56	BAB		71	Mencuci piring		86	Rasa	
42	Memasak		57	BAK		72	Mencuci rambut		87	Segera	
43	Membasuh muka		58	Bangun		73	Mengaduk		88	Sekarang	
44	Membayar		59	Berdandan		74	Mengantar		89	Selalu	
45	Membeli		60	Bermimpi		75	Mengganti		90	Sering	
46	Membersihkan		61	Menyalakan		76	Menggoreng		91	Izin	
47	Membuat		62	Menyiapkan		77	Menguras		92	Pilihan	
48	Memesan		63	Menyikat		78	Menjual		93	Prestasi	
49	Menawarkan		64	Menyikat gigi		79	Menuang		94	Prioritas	
50	Mencuci		65	Menyisir rambut		80	Menunggu		95	Rapi	
51	Berpakaian		66	Merapikan		81	Setiap hari		96	Pengeluaran	
52	Istirahat		67	Merebus		82	Sikat gigi		97	Perdagangan	
53	Mandi		68	Merekomendasikan		83	Tambahan		98	Perjalanan	
54	Melayani		69	Tidur		84	Tidak pernah		99	Persiapan	
55	Melipat		70	Tidur siang		85	Urusan		100	Perubahan	

2nd review test

Name:											

2nd. PB. I. V1

No	N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers
1	Kecut		31	Penawaran		61	Singkat		91	Dgn benar	
2	Kebersihan		32	Pelit		62	Sikat gigi		92	Dgn aman	
3	Kamar kecil		33	Pekerjaan rumah		63	Setiap hari		93	Sekarang ini	
4	Kadang-kadang		34	Panen		64	Sering		94	Dengan baik	
5	Istimewa		35	Pakaian kotor		65	Sepi		95	Dalam	
6	Ide		36	Nyaman		66	Selalu		96	Cukup	
7	Hemat		37	Ngantuk		67	Sekarang		97	Cepat	
8	Harum		38	Nanti		68	Segera		98	Cara	
9	Hari ini		39	Murah		69	Secara teratur		99	Boros	
10	Harapan		40	Mungkin		70	Secara singkat		100	Bimbingan	
	N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers
11	Secara alami		41	Mudah		71	Hampir tdk pernah		101	Biasanya	
12	Sampah		42	Matang		72	Hambar		102	Besok	
13	Saat ini		43	Masjid		73	Gereja		103	Bersyukur	
14	Rasa		44	Malu		74	Enak		104	Bersalah	
15	Rapi		45	Malas		75	Disiplin		105	Bau	
16	Pupuk		46	Malam ini		76	Dimanapun		106	Berani	
17	Prioritas		47	Mahal		77	Diam		107	Bak mandi	
18	Prestasi		48	Lelah		78	Di sini		108	Anggaran	
19	Pinjaman		49	Lapar		79	Di sana		109	Aman	
20	Pilihan		50	Lambat		80	Di luar		110	Akhirnya	
	N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers
21	Izin		51	Kreatif		81	Di dalam		111	Urusan	
22	Perubahan		52	Kotor		82	Dgn senang hati		112	Tumpukan	
23	Pertanyaan		53	Kosong		83	Dgn percaya diri		113	Tujuan	
24	Persiapan		54	Keyakinan		84	Dgn mudah		114	Tidak pernah	
25	Perjalanan		55	Keuntungan		85	Dgn lambat		115	Tanpa suara	
26	Perdagangan		56	Keselamatan		86	Dgn keras (1)		116	Tandus	
27	Percaya diri		57	Kesabaran		87	Dgn keras (2)		117	Tambahan	
28	Penjelasan		58	Kering		88	Dgn indah		118	Sungguh	
29	Pengulangan		59	Keras (suara)		89	Dgn cepat		119	Sulit	
30	Pengeluaran		60	Kemarin		90	Dgn berani		120	Subur	

	V1	Answers		V1	Answers		V1	Answers
121	Mengantri		151	Meminjam		181	Tidur siang	
122	Mengantar		152	Memesan		182	Tidur	
123	Mengambil		153	Membuat		183	Merekomendasikan	
124	Mengajar		154	Membimbing		184	Merebus	
125	Mengaduk		155	Membersihkan		185	Mengurus	
126	Mengabulkan		156	Memberkahi		186	Merapikan	
127	Menebang		157	Membeli		187	Menyusun	
128	Mendengarkan		158	Membayar		188	Menyontek	
129	Mencuci rambut		159	Membasuh muka		189	Menyisir rambut	
130	Mencuci piring		160	Membantu		190	Menyiram	
	V1	Answers		V1	Answers		V1	Answers
131	Mencuci		161	Bertanya		191	Menjawab	
132	Mencabut		162	Berpakaian		192	Menjaga	
133	Menawarkan		163	Bermimpi		193	Menguras	
134	Menanam		164	Berkhotbah		194	Menginvestasikan	
135	Menabung		165	Berdoa		195	Menghitung	
136	Memupuk		166	Berdandan		196	Menghias	
137	Memuji		167	Belajar		197	Menggoreng	
138	Memotong		168	Bangun		198	Mengganti	
139	Memohon		169	BAK		199	Menggali	
140	Meminjamkan		170	BAB		200	Mengerjakan	
	V1	Answers		V1	Answers			
141	Menyikat gigi		171	Membaca				
142	Menyikat		172	Mematuhi				
143	Menyiapkan		173	Memasak				
144	Menyapu		174	Memanggang				
145	Menyalakan		175	Melipat				
146	Menunggu		176	Melayani				
147	Menulis		177	Melanggar				
148	Menuang		178	Mandi				
149	Menjual		179	Istirahat				
150	Menjelaskan		180	Berusaha				
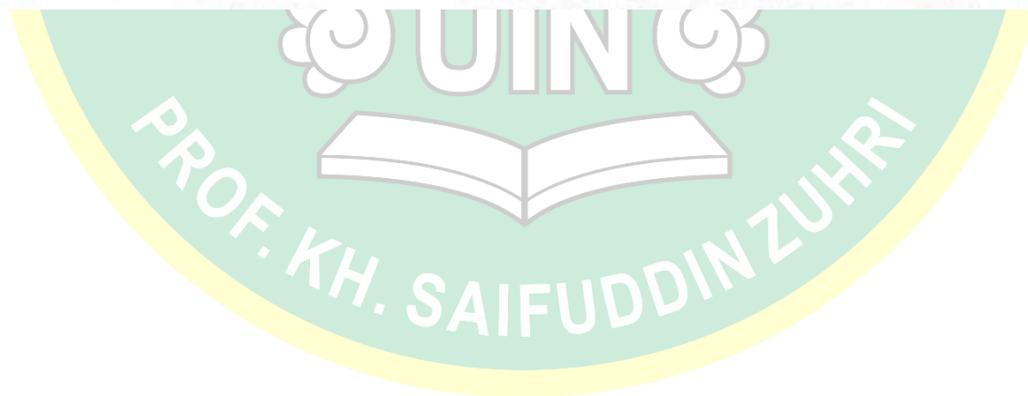
3rd review test

PB. 3rd. Latihan for students														
No	N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers
1	Nyaman		31	Penawaran		61	Pinjaman		91	Tandus	
2	Niat		32	Pelit		62	Urusan		92	Tambahan	
3	Ngantuk		33	Pekerjaan rumah		63	Umumnya		93	Tahun lalu	
4	Nanti		34	Panen		64	Umum		94	Sungguh	
5	Murah		35	Pakaian kotor		65	Tumpukan		95	Sulit	
6	Marah		36	Lingkungan		66	Tujuan		96	Lagi pula	
7	Malu		37	Lelah		67	Tidak pernah		97	Kreatif	
8	Malas		38	Lapar		68	Tiba-tiba		98	Kotor	
9	Malam ini		39	Lancar		69	Tetangga		99	Kosong	
10	Mahal		40	Lambat		70	Tersedia		100	Khususnya	
No	N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers
11	Sudah		41	Mungkin		71	Terlambat		101	Setiap hari	
12	Subur		42	Mudah		72	Terlalu		102	Sering	
13	Singkat		43	Menggemaskan		73	Tanpa suara		103	Sepi	
14	Sikat gigi		44	Menarik		74	Tanggapan		104	Sepenuhnya	
15	Sibuk		45	Menakjubkan		75	Pilihan		105	Selalu	
16	Keyakinan		46	Perubahan		76	Matang		106	Sekarang	
17	Keuntungan		47	Pertanyaan		77	Masyarakat		107	Segera	
18	Kesulitan		48	Persiapan		78	Masjid		108	Secara teratur	
19	Keselamatan		49	Persetujuan		79	Kebersihan		109	Secara singkat	
20	Kesadaran		50	Perjalanan		80	Kebanyakan		110	Secara alami	
No	N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers
21	Kemarin		51	Kebanggaan		81	Perdagangan		111	Sampah	
22	Kehadiran		52	Kamar kecil		82	Percaya diri		112	Sama	
23	Kecut		53	Kadang-kadang		83	Percakapan		113	Saat ini	
24	Kecewa		54	Jengkel		84	Penyebab		114	Rusak	
25	Kebingungan		55	Jelas		85	Penuh		115	Remaja	
26	Kesabaran		56	Rasa		86	Penting		116	Jarang	
27	Kering		57	Rapi		87	Penjelasan		117	Izin	
28	Keras (suara)		58	Pupuk		88	Pengumuman		118	Istimewa	
29	Keputusan		59	Prioritas		89	Pengulangan		119	Ide	
30	Kemudian		60	Prestasi		90	Pengeluaran		120	Hukuman	

Name:

3rd. PB. New. s

No	N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers
1	Sampah		31	Penawaran		61	Pinjaman		91	Tandus	
2	Sama		32	Pelit		62	Urusan		92	Tambahan	
3	Saat Ini		33	Pekerjaan rumah		63	Umumnya		93	Tahun lalu	
4	Rusak		34	Panen		64	Umum		94	Sungguh	
5	Remaja		35	Pakaian kotor		65	Tumpukan		95	Sulit	
6	Rasa		36	Nyaman		66	Tujuan		96	Sudah	
7	Rapi		37	Niat		67	Tidak pernah		97	Subur	
8	Pupuk		38	Ngantuk		68	Tiba-tiba		98	Singkat	
9	Prioritas		39	Nanti		69	Tetangga		99	Sikat gigi	
10	Prestasi		40	Murah		70	Tersedia		100	Sibuk	
No	N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers
11	Lagi pula		41	Mungkin		71	Terlambat		101	Setiap hari	
12	Kreatif		42	Mudah		72	Terlalu		102	Sering	
13	Kotor		43	Menggemaskan		73	Tanpa suara		103	Sepi	
14	Kosong		44	Menarik		74	Tanggapan		104	Sepenuhnya	
15	Khususnya		45	Menakjubkan		75	Pilihan		105	Selalu	
16	Keyakinan		46	Matang		76	Perubahan		106	Sekarang	
17	Keuntungan		47	Masyarakat		77	Pertanyaan		107	Segera	
18	Kesulitan		48	Masjid		78	Persiapan		108	Secara teratur	
19	Keselamatan		49	Kebersihan		79	Persetujuan		109	Secara singkat	
20	Kesadaran		50	Kebanyakan		80	Perjalanan		110	Secara alami	
No	N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers
21	Kesabaran		51	Kebanggaan		81	Perdagangan		111	Marah	
22	Kering		52	Kamar kecil		82	Percaya diri		112	Malu	
23	Keras (suara)		53	Kadang-kadang		83	Percakapan		113	Malas	
24	Keputusan		54	Jengkel		84	Penyebab		114	Malam ini	
25	Kemudian		55	Jelas		85	Penuh		115	Mahal	
26	Kemarin		56	Jarang		86	Penting		116	Lingkungan	
27	Kehadiran		57	Izin		87	Penjelasan		117	Lelah	
28	Kecut		58	Istimewa		88	Pengumuman		118	Lapar	
29	Kecewa		59	Ide		89	Pengulangan		119	Lancar	
30	Kebingungan		60	Hukuman		90	Pengeluaran		120	Lambat	

Final test

4th. PB. New. I

No	N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers		V1	Answers
1	Beruntung		31	Ahli		61	Di sini		91	Mencuci piring	
2	Besok		32	Air mata		62	Diam		92	Mencuci rambut	
3	Biasanya		33	Akhir-akhir ini		63	Dimanapun		93	Mendengar	
4	Bimbingan		34	Akhirnya		64	Disiplin		94	Mendengarkan	
5	Bingung		35	Alat		65	Enak		95	Mendiagnosa	
6	Boros		36	Aman		66	Gereja		96	Mendorong	
7	Bosan		37	Anggaran		67	Giliran		97	Mendukung	
8	Cara		38	Bahkan		68	Gugup		98	Menebang	
9	Cepat		39	Bak mandi		69	Halangan		99	Menemukan	
10	Cukup		40	Baru-baru ini		70	Hambar		100	Menendang	
No	**N/Adj/Adv**	**Answers**		**N/Adj/Adv**	**Answers**		**N/Adj/Adv**	**Answers**		**V2**	**Answers**
11	Dgn berani		41	Dgn mudah		71	Hampir		101	Berenang	
12	Dgn cepat		42	Dgn percaya diri		72	Hampir tdk pernah		102	Berfikir	
13	Dgn hati-hati		43	Dgn sabar		73	Hanya		103	Berjabat tangan	
14	Dgn indah		44	Dgn senang hati		74	Harapan		104	Berjalan	
15	Dgn jelas		45	Dgn serius		75	Hari ini		105	Berjinjit	
16	Dgn keras		46	Dgn sombong		76	Harum		106	Berjongkok	
17	Dgn keras		47	Dgn tenang		77	Hati-hati/teliti		107	Berkedip	
18	Dgn lambat		48	Di dalam		78	Haus		108	Berkhotbah	
19	Dgn lancar		49	Di luar		79	Hemat		109	Berlari	
20	Dgn marah		50	Di sana		80	Hukuman		110	Berlutut	
No	**N/Adj/Adv**	**Answers**		**N/Adj/Adv**	**Answers**		**VING**	**Answers**		**V3**	**Answers**
21	Berani		51	Curiga		81	Mematuhi		111	BAB	
22	Berat		52	Dalam		82	Membaca		112	BAK	
23	Berbahaya		53	Dapat didengar		83	Membantu		113	Bangun	
24	Bau		54	Dapat dimakan		84	Membasuh muka		114	Belajar	
25	Berbeda		55	Dekat		85	Membayar		115	Berbicara	
26	Berdarah		56	Dengan baik		86	Membeli		116	Berdandan	
27	Berhasil		57	Sekarang ini		87	Membentur		117	Berdiri	
28	Berisik		58	Dgn aman		88	Memberkahi		118	Berdoa	
29	Bersalah		59	Dgn bangga		89	Membersihkan		119	Mengantar	
30	Bersyukur		60	Dgn benar		90	Membimbing		120	Mengantri	

	V2	Answers		VING	Answers		V1	Answers		V3	Answers
121	Menolak		151	Membuat		181	Menampar		211	Mengenal	
122	Menoleh		152	Membungkuk		182	Menanam		212	Mengerjakan	
123	Menonton		153	Membutuhkan		183	Menangis		213	Menggali	
124	Menuang		154	M'pertimbangkan		184	Menarik		214	Mengganti	
125	Menulis		155	Mempunyai		185	Menatap		215	Menggaruk	
126	Melihat ke bwh		156	Memuji		186	Menawarkan		216	Menggeleng	
127	Memperhatikan		157	Memupuk		187	Mencabut		217	Menggigit	
128	Menjawab		158	Memutuskan		188	Mencegah		218	Menggoreng	
129	Menjelaskan		159	Menabung		189	Mencubit		219	Menghafal	
130	Menjual		160	Menjegal		190	Mencuci		220	M'hentakkan kaki	
	V2	Answers		VING	Answers		V1	Answers		V3	Answers
131	Menunggu		161	Melayani		191	Melihat ke atas		221	Menghias	
132	Menyalakan		162	Melihat		192	Menepuk		222	Menghitung	
133	Menyapu		163	Melipat		193	Menerima		223	Mengingat	
134	Menyelesaikan		164	Melirik		194	Mengabulkan		224	Menginginkan	
135	Menyembuhkan		165	Melompat		195	Mengaduk		225	Menginvestasikan	
136	Menyentuh		166	Melotot		196	Mengajar		226	Mengobati	
137	Menyiapkan		167	Meludah		197	Mengambil		227	Mengunyah	
138	Menyikat		168	Memandang		198	Menganalisa		228	Menguras	
139	Menyikat gigi		169	Memanggang		199	Mengangguk		229	Meniup	
140	Menyiram		170	Memasak		200	Menjotos		230	Menjaga	
	V2	Answers		VING	Answers		V1	Answers		V3	Answers
141	Menyisir rambut		171	Bermimpi		201	Mandi		231	Meregangkan	
142	Menyontek		172	Bernyanyi		202	Melanggar		232	Merekomendasikan	
143	Menyuntik		173	Berpakaian		203	Melangkah		233	Meremas	
144	Menyusun		174	Bersepeda		204	Memegang		234	Minum	
145	Merangkak		175	Bersila		205	Memeriksa		235	Minum obat	
146	Merapikan		176	Bertanya		206	Memesan		236	Tersandung	
147	Merasakan		177	Bertepuk tangan		207	Meminjam		237	Tersenyum	
148	Mengurus		178	Berusaha		208	Meminjamkan		238	Tertawa	
149	Merawat		179	Istirahat		209	Memohon		239	Tidur	
150	Merebus		180	Makan		210	Memotong		240	Tidur siang	

	N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers
241	Keyakinan		261	Keputusan		281	Kebanyakan		301	Ide	
242	Khususnya		262	Keras (suara)		282	Kebersihan		302	Istimewa	
243	Koper		263	Kering		283	Kebijakan		303	Istirahat	
244	Kosong		264	Kesabaran		284	Kebingungan		304	Jarang	
245	Kotor		265	Kesadaran		285	Kebutuhan		305	Jauh	
246	Kreatif		266	Kesehatan		286	Kecewa		306	Jelas	
247	Lagi pula		267	Keselamatan		287	Kecut		307	Jengkel	
248	Lambat		268	Kesempatan		288	Kehadiran		308	Kadang-kadang	
249	Lancar		269	Kesulitan		289	Kemarin		309	Kamar kecil	
250	Lapangan		270	Keuntungan		290	Kemudian		310	Kebanggaan	
	N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers
251	Pinjaman		271	Persiapan		291	Percaya diri		311	Penumpang	
252	Prestasi		272	Pertanyaan		292	Perdagangan		312	Penyebab	
253	Prioritas		273	Perubahan		293	Perjalanan		313	Perasaan	
254	Puas		274	Pilihan		294	Pernah		314	Perawatan	
255	Pucat		275	Izin		295	Persetujuan		315	Percakapan	
256	Sukses		276	Sikat gigi		296	Sepenuhnya		316	Sehat	
257	Sulit		277	Singkat		297	Sepi		317	Sekarang	
258	Sungguh		278	Sombong		298	Sering		318	Sekitar	
259	Tahun lalu		279	Subur		299	Setiap hari		319	Selalu	
260	Tambahan		280	Sudah		300	Sibuk		320	Semoga	

	N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers
321	Murah		341	Pekerjaan rumah		361	Masyarakat		381	Lapar	
322	Nakal		342	Pelit		362	Matang		382	Lelah	
323	Namun		343	Penawaran		363	Menakjubkan		383	Lengkap	
324	Nanti		344	Pengalaman		364	Menarik		384	Lingkungan	
325	Ngantuk		345	Pengeluaran		365	Menggemaskan		385	Mahal	
326	Niat		346	Pengulangan		366	Minat		386	Malam ini	
327	Nyaman		347	Pengumuman		367	Mingguan		387	Malas	
328	Pakaian kotor		348	Penjelasan		368	Motivasi		388	Malu	
329	Panen		349	Penting		369	Mudah		389	Marah	
330	Pasien		350	Penuh		370	Mungkin		390	Masjid	
	N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers		N/Adj/Adv	Answers
331	Sampah		351	Secara singkat		371	Ringan		391	Pupuk	
332	Sangat		352	Secara teratur		372	Rusak		392	Rapi	
333	Saran		353	Sebentar		373	Saat ini		393	Rasa	
334	Sebenarnya		354	Segera		374	Sabar		394	Remaja	
335	Secara alami		355	Lagi		375	Sama		305	Rencana	
336	Tiba-tiba		356	Umum		376	Terlalu		396	Tamu	
337	Tdk berbahaya		357	Umumnya		377	Terlambat		397	Tandus	
338	Tdk pernah		358	Untuk sementara		378	Tersedia		398	Tanggapan	
339	Tujuan		359	Untunglah		379	Terus-menerus		399	Tanpa suara	
340	Tumpukan		360	Urusan		380	Tetangga		400	Tepat waktu	

Appendix 8: The Official Letter of Permission for Individual Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor	: B.m.6144/Un.19/D.FTIK/PP.05.3/12/2023	27 Desember 2023
Lamp.	: -	
Hal	: Permohonan Ijin Riset Individu	

Kepada
Yth. Direktur Brilliant English Course
Kec. Kec. Pare
di Tempat

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama : Leni Nur aini
2. NIM : 1917404012
3. Semester : 9 (Sembilan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Alamat : Pematang pasir,kec.ketapang,kab.lampung selatan
6. Judul : The Strategies in Teaching Vocabulary at Brilliant English Course Pare, Kediri.

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek : Tutor
2. Tempat / Lokasi : Brilliant English Course Pare
3. Tanggal Riset : 28-12-2023 s/d 28-02-2024
4. Metode Penelitian : Kualitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

Tembusan :

1. Permohonan Ijin Riset Individu

Appendix 9: The Official Letter of Individual Research

BRILLIANT ENGLISH COURSE
An Institution of English Learning Programme
Nomor SK DIKNAS 421.9/5935/418.20/2021
Office : JL. Flamboyan No 127 B Tulungrejo Pare Kediri 0354-390715

No.   : 021/SKet/Brilliant-EC/I/2024
Hal   : Surat Keterangan
Lamp   : -

Dengan Hormat,

Dengan ini kami Brilliant English Course menyatakan benar adanya bahwa :

Nama	:	Leni Nur Aini
NIM	:	1917404012
Jurusan	:	Tadris Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Universitas	:	UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto
Jenis Kelamin	:	Perempuan

Benar adanya melakukan penelitian di Brilliant English Course dalam bidang bahasa inggris untuk mendukung penyelesaian riset individu dengan judul *The Strategies in Teaching Vocabulary at Brilliant English Course Pare, Kediri* dari tanggal 08 Januari 2024 sampai 24 Januari 2024.

Demikian pemberitahuan kami agar surat keterangan ini dapat dipergunakan sebagaimana mestinya. Atas perhatian dan kerjasamanya kami ucapkan terimakasih.

Pare, 26 Januari 2024

Moch. Dimas Andrea L.
General Manager

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Appendix 10: Certificate Comprehensive Examination

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126 Telepon (0281)
635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

<u>SURAT KETERANGAN</u>
No. B-824/Un.19/WD1.FTIK/PP.05.3/2/2024

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

Nama	: Leni Nur Aini
NIM	: 1917404012
Prodi	: TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan LULUS pada :

Hari/Tanggal	: Senin, 12 Februari 2024
Nilai	: 79 / (B+)

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 15 Februari 2024
Wakil Dekan Bidang Akademik,

Prof. Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001

Appendix 11: Thesis Guidance Decree

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

REKOMENDASI MUNAQOSYAH

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini, Dosen Pembimbing Skripsi dari mahasiswa :

Nama	:	Leni Nur Aini
NIM	:	1917404012
Semester	:	10
Jurusan/Prodi	:	Tadris Bahasa Inggris/TBI
Angkatan Tahun	:	2019
Judul Skripsi	:	"The Strategies in Teaching Vocabulary at Brilliant English Course Pare, Kediri"

Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.
Demikian rekomendasi ini dibuat untuk menjadikan maklum dan mendapatkan penyelesaian sebagaimana mestinya.

Wassalamu'alikum Wr. Wb.

Dibuat di : Purwokerto
Tanggal   : 01 April 2024

Mengetahui,
Koordinator Prodi TBI
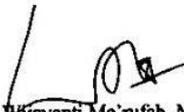
Desi Wijayanti Ma'rufah, M. Pd
NIP. 199212152018012003

Dosen Pembimbing

Windhariyati Dyah K. M.A.,MPd.
NIDN. 2001049001

Appendix 12: Certificate EPTUS

Appendix 13: Certificate IQLA

MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA
وزارة الشؤون الدينية بجمهورية إندونيسيا
STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
جامعة الأستاذ كياهي الحاج سيف الدين زهري الإسلامية الحكومية بوروكرتو
TECHNICAL IMPLEMENTATION UNIT OF LANGUAGE
وحدة اللغة
Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsaizu.ac.id | www.sib.uinsaizu.ac.id | +62 (281) 635624

CERTIFICATE
الشهادة
No.: B-2291/Un.19/UPT.Bhs/PP.009/921/XII/2022

This is to certify that			منحت إلى
Name	:	**LENI NUR AINI**	الإسم
Place and Date of Birth	:	**Lampung Selatan, 18 Maret 2001**	محل وتاريخ الميلاد
Has taken	:	**IQLA**	وقد شارك/ت الاختبار

with Computer Based Test, organized by
Technical Implementation Unit of Language on: **7 Desember 2022**
على أساس الكمبيوتر
التي قامت بها وحدة اللغة في التاريخ
with obtained result as follows   :
مع النتيجة التي تم الحصول عليها على النحو التالي

Listening Comprehension: 48   **Structure and Written Expression:** 53   **Reading Comprehension:** 52
فهم المسموع   فهم العبارات والتراكيب   فهم المقروء

Obtained Score :   **512**   المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
تم إجراء الاختبار بجامعة الأستاذ كياهي الحاج سيف الدين زهري الإسلامية الحكومية بوروكرتو.

EPTUS
English Proficiency Test of UIN Prof. K.H. Saifuddin Zuhri

IQLA
Ikhtibārāt al-Qudrah ʻalā al-Lughah al-ʻArabiyyah

Purwokerto, 7 Desember 2022
The Head,

Dr. Ade Ruswatie, M. Pd.
NIP. 19860704 201503 2 004

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Appendix 14: Certificate Computer Application

Appendix 15: Certificate KKN

Appendix 16: Certificate PPL

KEMENTERIAN AGAMA
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO
LABORATORIUM FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

Sertifikat

Nomor : B. 032 / Un.19/K. Lab. FTIK/ PP.009/ X / 2023
Diberikan Kepada :

LENI NUR AINI
1917404012

Sebagai bukti yang bersangkutan telah melaksanakan
kegiatan Praktik Pengalaman Lapangan (PPL) II Tahun Akademik 2023/2024
pada tanggal 4 September - 14 Oktober 2023

Purwokerto, 27 Oktober 2023
Laboratorium FTIK
Kepala,

Dr. Nurfuadi, M.Pd.I.
NIP. 19711024 200604 1 002

Appendix 17: Certificate BTA/PPI

IAIN PURWOKERTO

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO

UPT MA'HAD AL-JAMI'AH

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp:0281-635624, 628250 | www.iainpurwokerto.ac.id

SERTIFIKAT
Nomor: In.17/UPT.MAJ/13811/11/2022

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NAMA : LENI NUR AINI
NIM : 1917404012

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi
Dasar Baca Tulis Al-Qur`an (BTA) dan Pengetahuan Pengamalan Ibadah
(PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	85
# Tartil	:	73
# Imla`	:	70
# Praktek	:	70
# Nilai Tahfidz	:	73

Purwokerto, 22 Nov 2022

ValidationCode

SIMA v.1.0 UPT MA'HAD AL-JAMI'AH IAIN PURWOKERTO - page1/1

Appendix 18: Transcipt

TRANSKRIP SEMENTARA

Program Studi	: Tadris Bahasa Inggris		
NIM	: 1917404012	Jenjang Pendidikan : Strata Satu	
Tempat Lahir	: LAMPUNG SELATAN	Nama : LENI NUR AINI	
Tanggal Lahir	: 18 Maret 2001	Tahun Masuk : 2019	

NO	KODE	MATA KULIAH	NILAI	AM	SKS	BOBOT
1	INS 002	Ilmu Kalam	A-	3.60	2	7.2
2	INS 011	Logika	A-	3.60	2	7.2
3	INS 015	English Basics	A	4.00	2	8
4	INS 017	Al Arabiyyah Al Asaasiyyah	B	3.00	2	6
5	INS 020	BTA dan PPI	B+	3.30	0	0
6	TBI 001	Listening For Leisure	B-	2.60	2	5.2
7	TBI 002	Literal Reading	C+	2.30	2	4.6
8	TBI 003	Speaking For Daily Communication	B	3.00	2	6
9	TBI 004	Free Writing	B-	2.60	2	5.2
10	TBI 005	Basic English Grammar	B-	2.60	2	5.2
11	TIK 001	Ilmu Pendidikan	A	4.00	2	8
12	INS 001	Pendidikan Pancasila dan Kewarganegaraan	A	4.00	3	12
13	INS 004	Akhlak dan Tasawuf	A-	3.60	2	7.2
14	INS 008	Ushul Fiqh	A	4.00	2	8
15	INS 016	English For Academic Purposes	B	3.00	2	6
16	INS 018	Al Arabiyyah At Tathbiiqiyyah	B	3.00	2	6
17	INS 021	Aplikasi Komputer	B-	2.60	0	0
18	TBI 006	Listening For Factual Communication	B	3.00	2	6
19	TBI 007	Interpretive Reading	B	3.00	2	6
20	TBI 008	Speaking For Formal Communication	C	2.00	2	4
21	TBI 009	Paragraph Writing	B-	2.60	2	5.2
22	TBI 010	Intermediate English Grammar	B-	2.60	2	5.2
23	TIK 002	Filsafat Pendidikan Islam	B+	3.30	2	6.6
24	INS 003	Fiqh	A	4.00	2	8
25	INS 005	Ulumul Qur'an	B	3.00	2	6
26	INS 006	Ulumul Hadist	A	4.00	2	8
27	INS 007	Islamic Building	A	4.00	2	8
28	INS 009	Filsafat Islam	A-	3.60	2	7.2
29	TBI 011	Listening For Critical Thinking	B-	2.60	2	5.2
30	TBI 012	Critical Reading	B-	2.60	2	5.2
31	TBI 013	Speaking For Academic Purposes	A-	3.60	2	7.2
32	TBI 014	Essay Writing	B	3.00	2	6
33	TBI 015	Advanced English Grammar	B	3.00	2	6
34	TIK 003	Ilmu Pendidikan Islam	A	4.00	2	8
35	INS 010	Filsafat Ilmu	A-	3.60	2	7.2
36	INS 012	Ilmu Alamiah Dasar	B-	2.60	2	5.2
37	TBI 016	Public Speaking	A-	3.60	2	7.2
38	TBI 017	Academic Writing	B+	3.30	2	6.6
39	TBI 018	Complex English Grammar	B+	3.30	1	3.3
40	TBI 030	Curriculum and Learning Model Observation	A	4.00	1	4
41	TBI 031	Learning System and Class Management Observation	A-	3.60	1	3.6
42	TBI P35	English For Young Learners	B	3.00	2	6
43	TIK 004	Sosiologi Pendidikan	A	4.00	2	8
44	TIK 010	Psikologi Pendidikan	B+	3.30	2	6.6
45	TIK 011	Psikologi Perkembangan Peserta Didik	A	4.00	2	8
46	TIK 012	Pengembangan Profesi Guru	B+	3.30	2	6.6
47	TIK 014	Statistika Pendidikan	C	2.00	2	4
48	INS 013	Sejarah Kebudayaan Islam	B	3.00	2	6
49	INS 014	Bahasa Indonesia	B-	3.30	2	6.6
50	TBI 019	English Syntaxes	B	3.00	2	6
51	TBI 020	Semantics	A-	3.60	2	7.2
52	TBI 021	Introduction to Linguistics	A-	3.60	2	7.2
53	TBI 022	English Phonology	B+	3.30	2	6.6

NO	KODE	MATA KULIAH	NILAI	AM	SKS	BOBOT
54	TBI 023	English - Indonesian Translation	A-	3.60	2	7.2
55	TBI P36	Classroom Action Research	B+	3.30	2	6.6
56	TIK 013	Bimbingan dan Konseling	A-	3.60	2	7.2
57	TBI 024	Morphology	B	3.00	2	6
58	TBI 025	Developing Material Design for English	B+	3.30	2	6.6
59	TBI 026	Teaching English as Foreign Language	A	4.00	2	8
60	TBI 027	Instructional Media for English	B+	3.30	2	6.6
61	TBI 028	Language Testing & Evaluation	A	4.00	2	8
62	TBI P37	ICT (Information Communication Technology)	B	3.00	2	6
63	TIK 004	Sejarah Pendidikan Islam	A	4.00	2	8
64	TIK 005	Administrasi Pendidikan	B+	3.30	2	6.6
65	TIK 018	Pengembangan Kurikulum	B+	3.30	2	6.6
66	TIK 021	Metodologi Penelitian Kualitatif Pendidikan	B	3.00	2	6
67	TIK 022	Metodologi Penelitian Kuantitatif Pendidikan	A-	3.60	2	7.2
68	TBI 024	Seminar Proposal	A	4.00	2	8
69	TBI 032	Micro Teaching	A	4.00	2	8
70	TBI P38	English for Difable	B+	3.30	2	6.6
71	TBI P39	Language Learning and Acquisition	A-	3.60	2	7.2
72	TIK 007	Pendidikan Global	B	3.00	2	6
73	INS 019	Kuliah Kerja Nyata	A	4.00	3	12
74	TBI 033	Macro Teaching	A	4.00	2	8
75	TBI 034	Skripsi	E	0.00	6	0

Judul Skripsi : Teachers' Strategies In Teaching Vocabulary At Brilent English Course, Here

KETERANGAN

SKS	: Satuan Kredit Semester
HM	: Huruf Mutu
AM	: Angka Mutu
M	: Mutu

Jumlah SKS Yang Diambil : 149
Jumlah SKS Yang lulus : 143
Jumlah Mutu : 471.9
Index Prestasi Kumulatif (IPK) : 3.21

Purwokerto, 1 April 2024
Wakil Dekan
Fakultas Tarbiyah dan Ilmu Keguruan / Faculty of Tarbiyah and Teacher Training

SUPARJO
NIP 2017073303

Appendix 19: Validation Certificate

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama   : Muflihah, S.S., MPd.
NIP   : 197209232000032001

Telah meneliti dan memeriksa instrument penelitian yang berjudul "The Strategies In Teaching Vocabulary at Brilliant English Course Pare, Kediri" yang dibuat oleh:

Nama   : Leni Nur Aini
NIM   : 1917404012
Prodi   : Tadris Bahasa Inggris

Berdasarkan hasil pemeriksaan, menyatakan bahwa instrumen tersebut valid dan dapat digunakan dalam penelitian. Demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dapat di gunakan sebagai semestinya.

Purwokerto, 27 Desember 2023.
Penguji Instrumen

Muflihah, S.S., MPd.
197209232000032001

Appendix 20: Documentation of Observations

The tutor was drilling on student before student submit memorization

The tutor is asking students to remember the chapters that have been memorized.

The tutor was testing the memory of students' vocabulary that has been memorized.

The tutor is checking students' memorization.
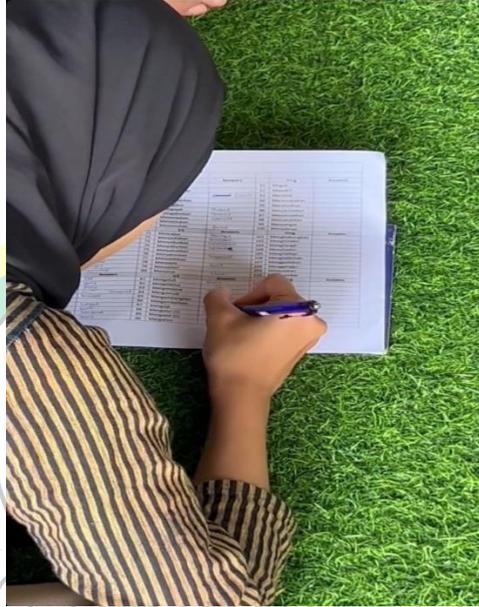
Students were working on a vocabulary review test given by the tutor once every week.

Appendix 21: Thesis Guidance Form

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

BLANGKO BIMBINGAN SKRIPSI

Nama : Leni Nur Aini
No. Induk : 1917404012
Fakultas/Jurusan : FTIK/TBI
Pembimbing : Windhariyati dyah K., M.A., M.Pd.
Nama Judul : The Strategies In Teaching Vocabulary At Brilliant English Course Pare, Kediri

No.	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	Selasa, 23/05/2023	Revisi After Semprop		
2.	Jum'at, 24/11/2023	Correcting chapter I and pharaprase some of the text in chapter I		
3.	Selasa, 5/12/2023	Correcting chaprer II and Chapter III		
4.	Selasa 19/12/2023	Pharaprase some of text in chapter II, III and create research instruments		
5.	Jum'at 22/12/2023	Revisi Instruments		
6.	Rabu, 27/12/2023	Acc Instrument		
7.	Selasa, 5/03/2024	Create chapter IV and chapter V		
8.	Rabu, 13/03/2024	Improving writing research result and additional adding discussion		
9.	Selasa, 18/03/2024	Pharafrase and adding appendices		

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

10.	Senin, 25/03/2024	Improving abstract writing, additional discussion and pharafrase		
11.	Senin, 01/04/2024	Improving abstract and appendices		
12.	Rabu, 03/04/24	Acc Skripsi for munaqosah		

Dibuat di : Purwokerto
Pada tanggal: 01 April 2024
Dosen Pembimbing

Windhariyati Dyah K., MA., M.Pd.
NIDN. 2

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BIOGRAPHY

A. Identitas pribadi
1. Nama Lengkap   : Leni Nur Aini
2. NIM   : 1917404012
3. Tempat/Tgl. Lahir : Lampung Selatan, 18 Maret 2001
4. Alamat Rumah   : Purwosari RT 004 RW 001,
           Pematang Pasir, Ketapang, Lampung.
5. Nama Ayah   : Khozin Mufti Mustofa
6. Nama Ibu   : Marianingsih

B. Riwayat Pendidikan
1. Pendidikan Formal
   a. TK Tahun Lulus   : TK Al-Muhajirin 2007
   b. MI/SD Tahun Lulus   : MI Al-Muhajirin, 2013
   c. MTs/SMP Tahun Lulus : MTs Al-Muhajirin, 2016
   d. SMA/SMA/MA Tahun Lulus : MA Al-Azhar, 2019
   e. S1 tahun Lulus   : UIN Prof.K.H. Saifuddin Zuhri
                 Purwokerto, 2024
2. Pendidikan Non-Formal
   2016-2019   : Pondok Pesantren Miftahul Huda
            Al-Azhar Citangkolo, Banjar Patroman.
   2019-2021   : Pondok Pesantren Darul Abror
            Watumas, Purwokerto Utara.
   2021-2024   : Pondok Pesantren An-Nur El Fadhili
            Purwokerto.