



Teachers' Strategies in Teaching English Vocabulary by Using the EWA Application

(Strategi Guru dalam Mengajar Kosakata Bahasa Inggris dengan Menggunakan Aplikasi EWA)

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Article Info	Abstract
Article history: Received: May 16, 2024 Revised: May 30, 2024 Accepted: June 21, 2024 Keywords: Cooperative learning Clustering method EWA application English vocabulary Kata Kunci: Pembelajaran kooperatif Metode pengelompokan Aplikasi EWA Kosakata bahasa Inggris	This study investigates teachers' strategies for applying the EWA application in the classroom. Using qualitative methods, data were collected from teachers through observation, interviews, and documentation. The documentation consisted of materials from teachers who used the EWA application, while structured interviews provided detailed insights into their experiences teaching English vocabulary with the app. The results highlight two main strategies: Cooperative Learning and the Clustering Method. In Cooperative Learning, students share and exchange vocabulary, promoting peer-to-peer learning. The Clustering Method involves using pictures to prompt students to identify related vocabulary, enhancing visual learning. Both strategies actively engage students and make learning enjoyable due to the EWA app's interactive and visually appealing features. However, internet connectivity issues pose challenges. Teachers utilize LCD projectors and computer labs to overcome these, ensuring that lessons proceed smoothly. This study concludes that using Cooperative Learning and the Clustering Method with the EWA application can significantly enhance student participation and enjoyment in learning English vocabulary. Abstrak Penelitian ini mengkaji strategi guru dalam menerapkan aplikasi EWA di kelas. Menggunakan metode kualitatif, data dikumpulkan dari guru melalui observasi, wawancara, dan dokumentasi. Dokumentasi terdiri dari materi yang digunakan oleh guru yang menggunakan aplikasi EWA, sementara wawancara terstruktur memberikan wawasan mendalam tentang pengalaman mereka dalam mengajar kosakata bahasa Inggris dengan aplikasi tersebut. Hasil penelitian menyoroti dua strategi utama: Pembelajaran Kooperatif dan Metode Pengelompokan. Dalam Pembelajaran Kooperatif, siswa berbagi dan bertukar kosakata, mendorong pembelajaran antar teman. Metode Pengelompokan melibatkan penggunaan gambar untuk mendorong siswa mengidentifikasi kosakata terkait, meningkatkan pembelajaran visual. Kedua strategi tersebut secara aktif melibatkan siswa dan membuat pembelajaran menyenangkan berkat fitur interaktif dan tampilan menarik dari aplikasi EWA. Namun, masalah konektivitas internet menjadi tantangan. Untuk mengatasinya, guru memanfaatkan proyektor LCD dan laboratorium komputer, memastikan proses pembelajaran berjalan lancar. Penelitian ini menyimpulkan bahwa penggunaan aplikasi EWA dapat secara signifikan meningkatkan partisipasi dan kesenangan siswa dalam mempelajari kosakata bahasa Inggris.

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1. INTRODUCTION

In this current global era, people must learn English because English is one of the connecting languages. English is the key to communicating with people from different countries (Rao, 2019). According to Crystal (2018), stated that over 100 countries, including China, Russia, Germany, Spain, Egypt, and Brazil, currently teach English as the most common foreign language to learners, and in the majority of these nations, English is becoming the most common foreign language taught in classrooms. Additionally, we can find references to English in a variety of sources, including articles, books, and journals as the subject in the school.

In Indonesia, English has become an important subject in national exams, but studying the language is more difficult than most people think (Renandya et al., 2018). In learning English, there are four basic language skills that students must have such as speaking, listening, reading, and writing. But before students master the four skills, they must know a few words to support them in learning a language. Vocabulary has an important role when someone communicates using English, therefore they must master vocabulary so that the other four language skills can be mastered well (Susanto, 2017). According to Schmitt and Schmitt (2020); and Alqahtani (2015), grammar is crucial for effectively conveying meaning, but vocabulary is indispensable for communication to occur. This highlights the importance of mastering vocabulary as a foundational step before developing the other language skills of grammar and pronunciation.

In teaching vocabulary, teachers need strategies to help students have a good understanding of new words during learning. According to Hamruni (2009), argued that components of teaching are the teacher, students, purpose, material, method or technique, media, evaluation, and situation or environment. The teachers should apply the appropriate techniques and media that are related to the material and situation, for the students can achieve the teaching purpose. To know the students' ability, the teacher gives an evaluation to them. In addition, in teaching English, teachers must be creative so that students are interested in learning English and mastering a lot of vocabulary (Yudha & Mandasari, 2021).

Based on the preliminary observation at SMK Negeri 2 Limboto, the researcher found that English teacher at the school has their ways of teaching English and making students master English vocabulary. The method used by the English teacher at SMK Negeri 2 Limboto in teaching vocabulary is by looking up the vocabulary through the dictionary and asking them to memorize the vocabulary, then the teacher will check their English vocabulary. However, this method makes students bored and uninterested in learning vocabulary. One idea that teachers can use to increase students' interest in learning vocabulary is through using media.

In addition, the EWA application can be used as a learning medium to carry out students' achievement. According to Tiang-uan (2023), The EWA application helps students in enhancing their English language skills. In classes ranging from basic to intermediate, students can learn English by watching short movie sections in which they can practice listening and imitating sounds. By listening to the term spoken in the little movie clip or audio, students are better able to remember the word, which can help them enhance their vocabulary. In every lesson, students are asked to focus on understanding the vocabulary because, during the lesson, students will do exercises to check their understanding of the vocabulary. Not only that, in the exercise students choose or write the vocabulary based on the writing, therefore this will help students in remembering the vocabulary because if students choose or write the wrong vocabulary, it will affect the score that will be displayed at the end of the lesson.

From the explanation above, the researcher is interested in conducting research entitled: "Teachers' Strategies in Teaching English Vocabulary by Using EWA Application for SMK Negeri 2 Limboto" and this case the researcher only focuses on the teachers' strategies to apply EWA application to teach English vocabulary in the classroom.

2. METHODOLOGY

The researcher used a qualitative method. Because this research applies the qualitative method, it means the data in this study are reports from English teachers about teacher strategies to apply EWA application in teaching vocabulary in the classroom. This research was conducted at SMK Negeri 2 Limboto. This school is located in Hunggaluwa Village, Limboto District, Gorontalo Regency. The researcher chose the school because the researcher recognizes the teachers there, especially English teachers. So, that's why it's easy to collect data and make it easy to set data for researchers to research in the school. In curriculum, this school used the Merdeka curriculum. This school has 279 male students and 210 female students as well as 26 classrooms, 3 laboratory rooms, 1 library room, 1 teacher's room, etc.

2.1 Technique of collecting the data

To collect the data, the researcher used observation, interview, and documentation. The observation process of gathering open-ended, firsthand information by observing people and places at a research site. The researcher was directly involved in the classroom for 4 days. An interview was conducted with two English teachers to gather information about the learning process that has been carried out. The researcher conducted interviews in the teacher's room and the classroom after the teaching process. The aim of doing an interview is to seek the teachers' strategies to apply EWA application in the classroom to answer the research question. Documentation is a complement to observation and interviewing techniques.

2.2 Technique of analyzing the data

Data analysis is the process of organizing the data to obtain regularity in the pattern of the research. Activities in data analysis, namely: data collection, data reduction, data presentation, and conclusion.

2.3 Data collection

At this stage, to collect data, the researcher conducted observations, interviews, and documentation. Observation data was collected in the form of notes detailing the data needed for the research. The interview data was then collected in the form of audio recordings and converted into text. Finally, the researcher added documentary evidence in the form of photographs during the research.

2.4 Data Reduction

Data reduction in research goes on continuously during the research. According to (Sugiyono, 2018) Reducing data involves summarizing, selecting the key elements, focusing on what matters, and searching for patterns and themes. In the end, the method of gathering data produced a more comprehensive image and made it easier to get more data.

During the data collection process, there is a data reduction or selection stage, followed by summarizing, coding, and exploring themes. The selection of data to code, which to discard, and which patterns to summarize. This reduction continues after the fieldwork until the final report is complete.

2.5 Data presentation

Information is categorized in certain ways. In this procedure, the researcher started the analysis process with the data from the selected observations and interviews. This section provides a brief overview of how teachers' strategies for implementing EWA applications in teaching English Vocabulary at SMK Negeri 2 Limboto.

3. RESULT AND DISCUSSION

3.1 Result

The researcher observed teachers' activity in teaching the teaching-learning process in the classroom by doing the meeting twice. The researcher took a seat at the back to be more flexible in observing teaching and learning activities in the classroom. Related to this, in the first observation, the material presented was about the introduction of the EWA application to the students. The teacher introduces the students to the EWA application and assists in creating an EWA account so that students can access the learning in the EWA application. In the second meeting, the material presented was about the practice of using EWA application in vocabulary learning. Based on observations, and the activities that teachers carry out while applying the EWA application in class, teachers do not experience any obstacles because researchers have seen directly from student responses to teachers using the EWA application and all students also really like learning by using this EWA application.

Based on the interview, the researcher found that teachers use the EWA application as a medium to teach vocabulary in the class. The teachers used several good strategies to have a good effect on students in learning outcomes. The strategy that teachers use when teaching vocabulary using the EWA application is the Cooperative learning and Clustering method. In cooperative learning use the teacher of the tenth grade of TKJ, while in the clustering method use the teacher of the tenth grade of APHP. the teachers use the

strategy/method to make it easier for students to remember the vocabulary they have acquired through the EWA application.

The use EWA application was affected which makes the students enthusiasms in learning process. Students more interested in learning materials using EWA application. The interview results show that by using the EWA application as a medium in vocabulary learning, students are proven to be more enthusiastic and enthusiastic during the learning process because the appearance of the EWA application is attractive and there are video clips that can entertain students. This is based on the results of observations, researchers observed that students felt happy when learning using the EWA application and was also supported by students' answers when the teacher asked questions regarding the benefits they felt when using the EWA application and their responses were very good. The researcher can conclude that the EWA application is very helpful for teachers and students in learning vocabulary because of the interesting learning topics and topics that are in line with daily activities, and supported by the display of video clips that make students interested in learning. The researcher believes that this application can help students learn vocabulary.

3.2 Discussion

EWA application is a technology-based application that can make it easier for students to learn English, especially in vocabulary mastery. Vocabulary is one of the important components in language. It is important because we use vocabulary when we want to communicate (Susanto, 2017). According to Saengpakdeejit (2014), focusing solely on studying grammar will not significantly improve students' proficiency in English because without vocabulary nothing can be conveyed.

Based on the opinions of the experts above, it can be concluded that vocabulary is the most important thing in communicating, therefore a medium is needed to be able to help students learn vocabulary, which is by using an application in the learning process so that students are interested in learning. According to (Wang & Lieberoth, 2016) the application of technology should be considered in English language teaching to improve the student's motivation and interaction in learning. Based on this, a new development idea emerged from teaching materials and pedagogy (PCK) combined with technology to become TPACK, that is technology, pedagogy, and material content. According to Oktaviana and Yudha (2021), in a particular learning context, TPACK is a learning framework that combines technology, content, and pedagogical expertise. Meanwhile, according to Suyamto et al. (2020), TPACK is knowledge and skills in integrating technology into learning. Based on this, the use of the EWA application in teaching English is following TPACK learning because the EWA application is technology-based.

Based on the findings of the data related to the application of EWA carried out by teachers in teaching vocabulary in class, the researcher wants to know how the teacher's strategy to applying the EWA application in teaching vocabulary in the classroom. The findings can be used to answer this question by investigating the data in the findings.

In this section, the discussion presents the types of strategies reported by English teachers to be adopted when teaching English vocabulary using the EWA app in Class X TKJ-2 and X ATPH. According to Dörnyei & Muir (2019), the strategy is defined as the act of creating the class environment that makes the students involved in the teaching and learning process. Thus, based on the results of the interviews with the English teachers, the teachers reportedly adopted two types of strategies to achieve the goals of the teaching and learning process, these strategies are Cooperative Learning and Clustering. These two strategies are used to facilitate the learning process in the classroom. Furthermore, in this section, the researcher discusses the two strategies used by the teachers when implementing the EWA application in teaching English vocabulary.

The teacher of class X TKJ-2 uses a cooperative learning strategy as an effective strategy to teach vocabulary. The cooperative learning approach is a teaching strategy that emphasizes using small groups of students to collaborate to optimize the learning environment and meet learning objectives (Alwi et al., 2024; Abramczyk & Jurkowski, 2020). This strategy was reported adopted by the English teacher during the teaching of vocabulary by using the EWA application. This strategy was helpful for the students in memorizing the vocabulary. Moreover, this strategy makes it easier for teachers to determine the learning topics through the EWA application that students will learn, because teachers form students into groups of 2-3 students and with this strategy, students can exchange information related to the vocabulary they have acquired, and the classroom can be controlled.

In this strategy, each student records the vocabulary they have acquired through the EWA app and then they share. Each student creates a short descriptive text involving the vocabulary they have acquired, and each group presents the results. As a result, this cooperative learning is a strategy that can help students or teachers to develop vocabulary extensively. Meanwhile, the strategy used by the teacher of class X APHP is the clustering strategy. This strategy is also effectively used to teaching vocabulary. The clustering model is a technique for dividing several related ideas and writing on a piece of paper without evaluating the truth or value of the idea itself (Rico, 1993; Inal, 2014). In this Clustering strategy, the teacher will give students pictures/keywords captured through the EWA application and ask students to think of vocabulary related to

the keywords/pictures. This strategy helps students in creating critical thinking where students try to recall the knowledge they already know.

Based on the two strategies used during vocabulary teaching in class following the procedure of teaching vocabulary according to Harmer (2007), the procedure of teaching vocabulary can be divided into two stages, that is introduction vocabulary and practicing vocabulary. These two procedures are applied by the teacher when using cooperative and clustering strategies during vocabulary learning using the EWA application. In this case, the teacher first introduces the EWA application to students along with the vocabulary in the EWA application. After the students obtained the vocabulary, the students then practiced it by making a short descriptive sentence related to the vocabulary they learned through the EWA application. Based on the discussion, the use of cooperative and clustering strategies in vocabulary teaching and learning is very helpful for teachers and students, especially when teachers use EWA applications in learning. The teaching and learning process is facilitated by the students' easy recall of the vocabulary and their enjoyment of the process, while the teachers work toward particular goals that assist the students in comprehending the terminology. Consequently, it is essential to use applications when learning vocabulary.

The use of application in teaching can improve students' motivation and interaction. It was in line with (Sharma & Unger, 2016; Yip & Kwan, 2006:10) that applying vocabulary instructions by using technology can improve students' score in the test. It seen from the result of the interview, teachers said that students are very interested when using EWA app in learning vocabulary. The EWA app is very helpful for students, they are very enthusiastic about learning, and most importantly they can acquire new vocabulary through the EWA app. Further, the implementation of the EWA application in the classroom also has some obstacles. The obstacles obtained are students where students do not have internet quotas and there are students who do not have an android so that this is the problem. However, the teachers have found a solution so that students can learn vocabulary by using the EWA application, namely using LCD as a tool to make it easier for students to learn and use the school computer lab whose facilities are complete.

4. CONCLUSION AND SUGGESTION

4.1 Conclusion

This study aims to find out the teachers' strategies in implementing the EWA application in teaching English vocabulary. The data was collected through descriptive qualitative involving observation and interview. From the data analysis, the researcher found that: Based on the results of observations and interviews, the teachers used the EWA application in teaching English vocabulary. The strategies that teachers use in teaching English vocabulary are cooperative learning and clustering methods.

Based on the data obtained from observations and interviews, the strategies used by teachers can make students are active role in learning English because the strategies used follow the EWA application which makes students happier in the teaching and learning process. After all, in the EWA application, the topics displayed are very interesting and have a display of short video pieces in the form of cartoons and others so that students are not bored. The EWA application also makes students more active in the classroom, because at the end of learning in the EWA application, the students will get a score. In summary, the strategy used by the teacher is quite effective because students are very excited and enthusiastic about learning by using the EWA application and they understand the material more easily.

4.2 Suggestion

The study recommends that EWA applications be used by educators to help students learn language. Because it has the potential to attract students' interest, this application is an intriguing form of media. Students will find it easier to commit words to memory and will be more engaged in their English language education. Since students like learning through application use, English teachers should make teaching and learning enjoyable.

Students should focus on mastering vocabulary because doing so will enable them to attain all other English language proficiency goals. Because engaging media, like the EWA application, can stimulate students' interest and make students are active role in learning English, it is therefore important for students to expand their vocabulary. Lastly, the researcher expects that the findings of this study can serve as an extra reference and that other researchers with various points of view will be able to improve the EWA application.

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