An Analysis of the Instructors' Techniques in Teaching English Vocabulary at MY LIBERTY International English School
(Analisis Teknik Pengajaran Instruktur dalam Mengajarkan Kosa Kata Bahasa Inggris di MY LIBERTY International English School)

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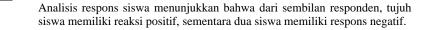
Abstract

This study discusses the techniques used in teaching English vocabulary to young learners at MY LIBERTY International English School. The theoretical significance of the research lies in its potential to enhance readers' knowledge about effective teaching techniques for young learners. Additionally, this research can be a reference for future researchers exploring similar topics. The study aims to analyze the techniques employed by instructors in teaching English vocabulary to young learners and to evaluate students' responses to these techniques. A qualitative descriptive methodology was used, with observation sheets and interviews serving as the primary data collection methods. The researcher conducted interviews with three instructors and nine students to supplement the observational data. The results of the study indicate that out of nine identified techniques, eight were actively used by the instructors. These techniques include repetition, the use of pictures, pronunciation drills, modeling/demonstration, providing clues, games, question and answer sessions, and reading aloud. One technique was not observed in the teaching process. Understanding students' responses to these teaching techniques is crucial for instructors as it provides valuable feedback for improving their teaching strategies. The analysis of student responses revealed that out of the nine respondents, seven students had positive reactions, while two students had negative responses.

Abstrak

Penelitian ini membahas teknik-teknik yang digunakan dalam pengajaran kosakata bahasa Inggris kepada pelajar muda di MY LIBERTY International English School. Signifikansi teoretis dari penelitian ini terletak pada potensinya untuk meningkatkan pengetahuan pembaca tentang teknik pengajaran yang efektif untuk pelajar muda. Selain itu, penelitian ini dapat digunakan sebagai referensi bagi peneliti lain yang mengeksplorasi topik serupa. Penelitian ini bertujuan untuk menganalisis teknik-teknik yang diterapkan oleh instruktur dalam mengajarkan kosakata bahasa Inggris kepada pelajar muda dan mengevaluasi respons siswa terhadap teknik-teknik tersebut. Metodologi deskriptif kualitatif digunakan, dengan lembar observasi dan wawancara sebagai metode pengumpulan data utama. Peneliti melakukan wawancara dengan tiga instruktur dan sembilan siswa untuk melengkapi data observasi. Hasil penelitian menunjukkan bahwa dari sembilan teknik yang diidentifikasi, delapan teknik secara aktif digunakan oleh instruktur. Teknik-teknik tersebut meliputi pengulangan, penggunaan gambar, latihan pengucapan, pemodelan/demonstrasi, pemberian petunjuk, permainan, sesi tanya jawab, dan membaca dengan suara keras. Satu teknik tidak teramati dalam proses pengajaran. Memahami respons siswa terhadap teknik pengajaran ini sangat penting bagi instruktur karena memberikan umpan balik yang berharga untuk meningkatkan strategi pengajaran mereka.

Analisis respons siswa menunjukkan bahwa dari sembilan responden, tujuh siswa memiliki reaksi positif, sementara dua siswa memiliki respons negatif.

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1. INTRODUCTION

Vocabulary is a crucial component for learners acquiring a new language, especially English. It forms the foundation of language learning, as students must first grasp vocabulary before mastering language structures. As Nguyen & Khuat (2003) suggest, vocabulary is essential in developing the four language skills: listening, speaking, reading, and writing. Furthermore, Rivers (1980) asserted that "it would be impossible to learn a language without vocabulary," highlighting its importance in language acquisition.

From these statements, it is clear that vocabulary influences the four skills in learning English, making it critical to teach, particularly to young learners. When students have a broad vocabulary, they can better understand the speech or writing of others and more easily express their thoughts. Thus, vocabulary is a key component in building communication skills, allowing students to convey messages and ideas effectively.

The importance of vocabulary extends beyond academic settings, as many scientific books are written in English, and numerous job applications list English proficiency as a qualification. English is also prevalent in various aspects of life, including the economy, science, technology, and business (Rao, 2019). Despite recognizing the importance of vocabulary, many young learners struggle with vocabulary acquisition due to a lack of foundational knowledge and difficulties in memorizing and comprehending a large number of words. Spillner (2021) notes that a lack of vocabulary can significantly contribute to academic underachievement, especially among disadvantaged students.

Teachers play a vital role in helping students master vocabulary through effective teaching techniques (Hestiana & Anita, 2022). Barkley and Major (2020) emphasized the need for a variety of activities to maintain student interest and engagement. Effective teaching techniques involve not only presenting vocabulary but also creating an engaging and interactive learning environment. Teachers must be creative in selecting and applying appropriate techniques, media, and activities to facilitate vocabulary retention and comprehension.

This study focuses on teaching techniques for English vocabulary to young learners. Teaching techniques refer to the methods and strategies teachers use to deliver lessons and achieve educational objectives (Obielodan et al., 2021). Tokar and Fainman (2019) define techniques as exercises, activities, or tasks used in the language classroom that align with a specific method and approach.

The purpose of employing diverse teaching techniques is to enhance the teaching and learning process, making it more effective and engaging for students (Eli, 2021), For teachers, using various techniques simplifies and improves instruction, enabling students to better understand and use the material. For students, these techniques increase motivation, clarify learning materials, prevent boredom, and facilitate active participation in the learning process.

Given the significance of English as a global language, it is essential to implement effective teaching techniques in English education. In Indonesia, English is recognized as an important subject, as outlined in the Minister of Education and Culture Decree No. 060/U/1993, which allows for early English education as a local content subject in elementary schools starting from the fourth grade (Prijambodo, 2017).

Teachers face the challenge of finding appropriate techniques to teach vocabulary effectively. Successful vocabulary instruction requires skilled, thoughtful, and creative teaching. It involves an active learning process where students construct knowledge and engage in meaningful activities. Student responses to teaching techniques are crucial, as they provide feedback that can help teachers adjust their methods to better meet students' needs. According to Sekuler and Blake (1990), a response reflects a person's thoughts, feelings, or behaviors regarding a particular stimulus, whether visual, auditory, or cognitive. Understanding student responses allows teachers to refine their techniques to enhance the learning experience.

2. METHODS

This research employed a descriptive qualitative method. According to Walliman (2011), descriptive research involves observation and data collection. In conducting qualitative research, several methods can be

used, such as reading documents, watching videos, conducting interviews, or visiting places and events to understand the meanings participants ascribe to the subjects being examined. In this study, the researcher used observation and interview techniques to collect data, in the form of words found through interviews and observations of instructors teaching English vocabulary to young learners.

2.1 Research Site

The research site is a crucial aspect of conducting research. For this study, the researcher selected MY LIBERTY International English School. This choice was based on recommendations from individuals who have studied there, noting that the teaching techniques used are impressive, including the consistent use of spoken English. The researcher aimed to analyze how instructors apply these techniques in teaching English vocabulary in class and to examine students' responses to these techniques. Additionally, MY LIBERTY International English Course is considered one of the top English courses in Gorontalo, known for its effective vocabulary teaching techniques and a large number of students. As a new teacher, the researcher sought to learn more about teaching English vocabulary at MY LIBERTY.

2.2 Duration and Steps of the Research

The research was conducted over eight weeks, and divided into four steps:

1. **Preparation (1 week)**: During the first week, the researcher prepared the necessary materials and plans for the study.
2. **Observation (2 weeks)**: The next two weeks were dedicated to observing the teaching techniques used in the classroom.
3. **Data Collection and Analysis (2 weeks)**: Following the observation period, the researcher spent two weeks collecting and analyzing data and consulting with an advisor.
4. **Finalization (3 weeks)**: The last three weeks were used to finalize the research, including writing up the findings.

2.3 Data Collection

The primary data of this research were the techniques used in teaching English vocabulary at MY LIBERTY International English School. The researcher conducted real-time observations and interviews directly at the school. In this study, data were obtained from observations and interviews with instructors and students.

The researcher selected three instructors and their corresponding classes using purposive sampling. The instructors, referred to as I-A, I-B, and I-C, have extensive teaching experience and educational backgrounds in English education. The students, ranging from 7 to 12 years old, were from the 3rd to 6th grades.

1. **Instructor A (I-A)**: Graduated from the English Department of Universitas Negeri Gorontalo in 2011 and has been teaching at MY LIBERTY for 12 years.
2. **Instructor B (I-B)**: Completed a Master's degree in English Education from Universitas Terbuka last year and a bachelor's degree from Universitas Negeri Gorontalo in 2011. She has been teaching for 11 years.
3. **Instructor C (I-C)**: Also completed a Master's degree in English Education from Universitas Terbuka last year and a bachelor's degree from Universitas Negeri Gorontalo in 2013. She has been teaching for 11 years.

The researcher used observation sheets to document the techniques applied by the instructors. Additionally, interviews were conducted with both instructors and students. The interview questions focused on the reasons for using specific techniques such as repetition, pictures, question and answer, read-aloud, pronunciation drills, games, and dictionaries. Student interviews explored their responses to the teaching activities. The details of these questions are included in the appendix.

2.4 Data Analysis

To analyze the data, the researcher employed thematic analysis, a method suitable for qualitative research that involves identifying, analyzing, and reporting patterns (themes) within the data. According to Terry et al. (2017), thematic analysis allows for a wide range of analytical methods, making it versatile for different research purposes. The goal is to identify themes that are significant or interesting and use them to address the research questions.

The thematic analysis followed the six-step framework proposed by Braun and Clarke (2006):

1. **Familiarization with the Data**: The researcher thoroughly reviewed the collected data.
2. **Generating Initial Codes**: The researcher coded relevant features of the data systematically.
3. **Searching for Themes**: Codes were collated into potential themes.
4. **Reviewing Themes**: Themes were reviewed and refined to ensure they accurately reflected the data.
5. **Defining and Naming Themes**: Each theme was clearly defined and named.
6. **Writing Up**: The final report was produced, presenting the analysis in a coherent and compelling narrative.

By following this structured approach, the researcher aimed to provide a detailed and insightful analysis of the teaching techniques used at MY LIBERTY International English School and the student's responses to these techniques.

3. RESULTS AND DISCUSSION

The result data is categorized into kinds of vocabulary teaching techniques which have been classified by (Gairns & Redman, 1986; Goulden et al., 1990). This study found that from nine techniques, there are eight techniques applied by the instructor in teaching English Vocabulary and there is one technique is not applied. The eight techniques found are Repetition, Question and Answer, Clue, Modelling and demonstration, Picture, Read-aloud, Pronunciation Drill, and game and one technique is using a dictionary. This observation was carried out eight times in different classes and different lessons. The selection of different materials aims to validate whether the instructor is using the technique that the researcher examined. Additional information was also collected by interviews.

In conducting research, the researcher used observation sheets that contain teaching techniques that can be used in the teaching-learning process as can be seen in Table 1.

Table 1. Frequency of the techniques used

Instructor	Frequency of the techniques used								
	R	Q	C	M	P	RA	PD	G	D
I-A	3	1	1	-	2	1	3	2	-
I-B	2	2	-	1	2	2	2	1	-
I-C	3	2	2	2	3	2	3	2	-
Total	8	5	3	3	7	5	8	5	0

R: Repetition
Q: Question and answer
C: Clue
M: Modeling and demonstration
D: Dictionary

P: Picture
RA: Read aloud
PD: Pronunciation drill
G: Game

From Table 1, it is evident that repetition (R) and pronunciation drills (PD) are the most frequently used techniques, with each being employed eight times. This suggests that instructors at MY LIBERTY place a significant emphasis on reinforcing language skills and ensuring accurate pronunciation, which are critical components in language acquisition. Games (G) and pictures (P) are also commonly used, each appearing seven times and indicating a strategy to make learning more engaging and visually stimulating. Techniques such as modeling and demonstration (M) and read-aloud (RA) are used moderately, each with five occurrences, showing a balanced approach to direct instruction and auditory learning. Question and answer (Q) and clues (C) are less frequently used, suggesting that while interactive questioning and contextual hints are part of the teaching arsenal, they are not the primary techniques relied upon. The complete absence of dictionary use (D) implies a preference for immersive and interactive methods over traditional lookup-based vocabulary learning.

Table 2. Students Responses

Response	Students' Response								
	S1	S2	S3	S4	S5	S6	S7	S8	S9
Cognitive	+	+	+	+	+	+	+	+	+
Affective	+	+	+	+	+	+	+	+	+
Behavior	+	+	+	+	+	-	-	+	-

Analyzing the student responses, it is clear that the cognitive and affective responses are overwhelmingly positive. All nine students demonstrated positive cognitive responses, indicating that the teaching techniques employed effectively facilitated their understanding and retention of English vocabulary. This aligns with language acquisition theories that advocate for meaningful and purposeful language use. The affective

responses were also universally positive, reflecting the students' enjoyment and engagement with the learning activities. This suggests that the techniques used not only helped students learn but also made the learning process enjoyable, which is crucial for maintaining motivation and interest in language learning. The behavioral responses, while mostly positive, show some variability. Most students exhibited positive behaviors such as active participation and enthusiasm during activities. However, three students showed some negative behaviors, such as disengagement or lack of interest in specific activities. This indicates that while the overall approach is effective, there may be a need for further adaptation to ensure all students remain engaged.

Table 3. Conative Behavior

Students	Conative (Behavior)					
	Paying Attention	Doing worksheet	Walking into the room	Disturbing a friend	Keep silent	Playing Phone
Student 1	√	√	-	-	-	-
Student 2	√	√	-	-	-	-
Student 3	√	√	-	-	-	-
Student 4	√	√	-	-	√	-
Student 5	√	√	-	-	√	-
Student 6	√	√	√	√		-
Student 7	√	√	√	√	-	-
Student 8	√	√	-	-	-	-
Student 9	√	√	√	√	-	-

The conative behavior data, which tracks student engagement and actions in the classroom, further corroborates the findings from the cognitive and affective responses. Most students consistently paid attention and completed worksheets, indicating high levels of engagement during instructional activities. However, instances of disruptive behavior, such as disturbing friends or playing on phones, were noted in a few students. This variability underscores the need for adaptive teaching strategies to maintain consistent engagement across all students.

Table 4. Techniques in Teaching English Vocabulary Responses

Techniques in Teaching English Vocabulary Responses	Coding Result
Repetition	Positive Response
Question &Answer	Positive Response
Clue	Positive Response
Modelling & Demonstration	Positive Response
Picture	Positive Response
Read Aloud	Positive Response
Pronunciation drill	Positive Response
Game	Positive Response

The data in Table 4 show that all eight techniques used by the instructors received positive responses from students. This uniform positivity suggests that the techniques are well-received and effective in facilitating vocabulary learning. Repetition and pronunciation drills, in particular, were the most commonly used techniques, aligning with the frequency data from Table 1. The consistent use of these techniques across multiple observations and interviews reinforces their importance in the instructional approach at MY LIBERTY.

The findings from the study highlight several key insights into the effectiveness of teaching techniques used at MY LIBERTY International English School. The frequent use of repetition and pronunciation drills underscores the importance of practice and reinforcement in language learning. These techniques are effective in helping students internalize new vocabulary and improve pronunciation, which are critical for language acquisition. The positive cognitive responses suggest that these techniques are successful in enhancing students' understanding and retention of vocabulary. The use of visual and interactive methods, such as pictures and games, further supports this by providing contextual and engaging learning experiences. These methods align with theories of multimodal learning, which emphasize the use of multiple senses to enhance understanding and memory.

The affective responses indicate that students enjoy the learning activities, which is essential for maintaining motivation and interest. Engaging and enjoyable activities, such as games and read-aloud sessions, create a positive classroom environment that fosters a love for learning. This is supported by the positive affective responses from all students, reflecting their enjoyment and engagement with the learning process. The variability in behavioral responses suggests that while the overall approach is effective, individual differences in student engagement need to be addressed. Differentiating instruction to cater to varying learning styles and preferences can help maintain consistent engagement across all students. This could involve offering a range of activities that appeal to different interests and providing additional support for students who may struggle with certain techniques.

In conclusion, the findings from this study demonstrate that the teaching techniques employed at MY LIBERTY International English School are generally effective in promoting positive cognitive, affective, and conative responses among students. The frequent use of repetition, pronunciation drills, and interactive methods contributes to a supportive and engaging learning environment. However, the variability in behavioral responses highlights the need for ongoing assessment and adaptation of teaching strategies to ensure they meet the diverse needs of all learners. By continuously evaluating and adjusting teaching techniques, instructors can better support student learning and enhance the overall effectiveness of the teaching-learning process.

4. CONCLUSION AND RECOMMENDATIONS
4.1 Conclusion

This research was conducted to find out what the techniques used by the Instructor in MY LIBERTY International English School are in teaching vocabulary to young learners. This research was also held to describe what the instructors' reasons are for using those techniques in teaching vocabulary to young learners level and find out about how students' responses to the teaching activities applied the techniques at MY LIBERTY International English School.

Teachers play an important role in helping the students master the vocabulary and it depends on their techniques in teaching. The teachers should provide some techniques that are appropriate and effective for the students. The techniques should engage the students to learn English. The techniques should make the students feel enthusiastic and actively participate in the teaching-learning process. The materials, the teaching method, strategy, and techniques are the major points in teaching vocabulary to young learners. However, teachers' techniques are the most crucial among those points. Teaching and learning vocabulary is very needed for the students therefore the teacher must be able to choose the good techniques in teaching English vocabulary.

The purpose of teaching techniques is to develop teaching and learning in a classroom and involve the students in the learning. the techniques in teaching and learning are beneficial either for teachers and students. For teachers, the use of techniques is in order to teachers become easier and better in teaching and learning process. Teachers can give the instruction to the students in the class so that the lesson can be captured, understood and used by the students well. Then, it is to facilitate the achievement of learning outcomes in a teaching and learning process. While for the students, the using of techniques get the students to gain motivation in learning, the material of the learning is clear so that it can be understood by the students and enable them in achieving the learning outcomes, students are not getting bored during the teaching and learning, and students could learn more since the they are not focus only on teacher's utterances but others activities. While for the researcher is giving her a new knowledge as the prospective teachers.

The findings show there were nine techniques of teaching vocabulary: repetition, pictures, pronunciation drill, modeling/demonstration, clue, games,question-answer, read aloud. The instructors used those techniques in teaching vocabulary in order to make the vocabulary taught would easily remembered, even easily understood by the students. It is also to make students pronounce the words correctly and clearly. Besides, through those techniques the activity in the classroom can be alive, fun and the students become more enthusiastic in the learning process.

Those techniques were used by the teacher in order to the students involve into the learning and finally understand the lesson well. At last, the result of the use of vocabulary teaching techniques can be seen from the students involvement during the teaching-learning and the students' good retention of words. There was one technique that was not found by the researcher. The technique is using dictionary. Teacher should encourage students to search words in dictionaries. Based on the results of the researchers' observation, during the learning process, the researcher did not see this technique being used by the teacher in the classroom.

Moreover, this research also revealed about the student's responses. It is also important for both teachers and students because it could influence the process of teaching and learning. the students showed a positive response in cognitive and affective responses toward the activities presented in the classroom which were applied to those techniques above, however, there were also negative responses in conative (behavior)

responses from three students. Based on observation and interviews, the students mainly considered that the activities presented helped them in understanding the lesson. The implementation of various activities such as games and pictures that were used to deliver the lesson made the students enjoy the learning process so they found that it helped them to understand the lesson more easily. As a result, the students would like to continue learning through this method.

4.2 Recommendation

For the English Teacher. Teaching English is not easy, especially in English Vocabulary. Teachers need to find appropriate techniques to teach students based on the characteristics of the young learners. The teacher should use some techniques such as using real objects and using flashcards in presenting the words. It makes students interested and enjoys learning vocabulary. Teachers can play some games to stimulate the students' enthusiasm for learning vocabulary. they also should implement the other techniques that are interesting and also use the other media.

For further studies, the researcher suggests that next studies can be conducted on the same issue, yet more on the exploration of vocabulary teaching techniques at different levels in the EFL context. Further studies are also suggested to focus on the students' side rather than the teacher.

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