TARGETING STRATEGIES FOR VOCABULARY LEARNING IN GRADE X HIGH SCHOOL STUDENTS: A SINGLE CASE STUDY AT SMAN 1 KADEMANGAN

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TARGETING STRATEGIES FOR VOCABULARY LEARNING IN GRADE X HIGH SCHOOL STUDENTS: A SINGLE CASE STUDY AT SMAN 1 KADEMANGAN

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Abstract: *This study examines vocabulary teaching strategies teachers at SMAN 1 Kademangan apply to grade X students. The purpose of this study was to describe the types of strategies used, the preparation made by teachers, the implementation of strategies in the classroom, and the evaluation of their effectiveness. Using a single case study method with a qualitative approach, data were collected through interviews, observations, and documentation. The results showed that teachers used various strategies such as context-based learning, active social interaction, multisensory approaches, personalized learning, and digital technology to improve students' vocabulary comprehension. Evaluation through tests and feedback showed that these strategies effectively improved students' vocabulary mastery.*

INTRODUCTION

English language proficiency, especially comprehension, is essential in today's global context. English is widely used as an international language, and vocabulary mastery is the foundation of language skills, including speaking, listening, reading, and writing. However, many students in Indonesia, including SMAN 1 Kademangan, face challenges in learning English vocabulary. Therefore, teachers are faced with the task of implementing effective teaching strategies to improve students' comprehension. This

study aims to identify the strategies used by teachers, the preparations made, the implementation of these strategies in classroom learning, and the evaluation of the results for students.

The main problems found in vocabulary teaching at SMAN 1 Kademangan are the low motivation of students to learn new vocabulary and the ineffectiveness of conventional learning methods that tend to be monotonous. Methods that are based on memorization and the lack of variation in teaching techniques cause students to feel bored and uninterested in learning more deeply. In addition, combining abilities between students adds to the challenge for teachers to find methods that suit the needs of individual students. Therefore, it is necessary to implement teaching strategies that are more interactive, context-based, and relevant to students' daily lives, so that they can be motivated and more active in learning.

The solution offered in this study is a variety of more dynamic and student-centered comprehension teaching strategies. One of the strategies proposed is the use of a context-based learning approach, where students teach learning through real situations that are relevant to their daily experiences. In addition, a multisensory approach is applied to help students understand comprehension through various senses such as visual, audio, and kinesthetic. The use of digital technology, such as learning applications and interactive media, is also part of the solution to create a more interesting and enjoyable learning atmosphere.

The contextual approach allows students to understand the basics learned with the situations they face outside the classroom, making it easier for them to understand the meaning of words and remember them in the long term. In addition, the multisensory approach involves more aspects in the learning process, thus increasing students' absorption of new understanding. The use of technology, such as game-based learning applications and interactive videos, is expected to increase student motivation and make the learning process more interactive. This approach is believed to help overcome student boredom and increase their involvement in the learning process.

The main purpose of this study was to describe and disseminate science teaching strategies used by English teachers at SMAN 1 Kademangan. This study also aims to determine the extent to which these strategies are effective in improving the mastery of understanding of grade X students. The results of this study are expected to provide practical contributions for teachers in designing more effective and interactive

comprehension teaching methods. In addition, this study is expected to be a reference for schools in developing more innovative English learning programs that are responsive to students' needs.

METHOD

1. Research Design

Researchers adopt the case study approach developed by Robert K. Yin, a method used to conduct in-depth research on a subject or phenomenon. Yin (1987) explains that a case study involves exploring the details of the subject's identity and context, often focusing on an individual, event, condition, or document. Yin also emphasizes the importance of conducting a thorough examination of the object of study in order to understand the relationships between variables in the context being studied.

In his more recent work, Yin (2014) states that a case study is an empirical study that examines events in a real context, especially when the boundaries between the phenomenon and its context are not entirely clear. This approach allows researchers to combine various forms of data such as interviews, observations, and documents, thus providing a rich and comprehensive understanding of the case being studied. Yin divides case studies into three main categories: explanatory, exploratory, and descriptive.

Yin (2018) also distinguishes between single case studies and multiple case studies. Single case studies are useful when the case provides an important test of an existing theory, or when it involves a rare or unique event. Meanwhile, multiple case studies, often used in anthropology and political science, involve comparing multiple cases to draw broader conclusions.

Within single case studies, Yin divides her designs into two: holistic and embedded. Holistic case studies examine the case as a whole, analyzing each unit as part of a larger context. Embedded designs, on the other hand, focus on specific elements within a larger case, often combining qualitative and quantitative data to answer specific research questions.

In this study, the researchers used a holistic single case study design, which divided the case into four units of analysis. This approach allowed the researchers to maintain a holistic view of the phenomenon being studied while still analyzing each unit in depth, resulting in a comprehensive understanding of the research context.

Figure 3. 1 Holistic Single Case Design according to Yin, Supriyono (2019)
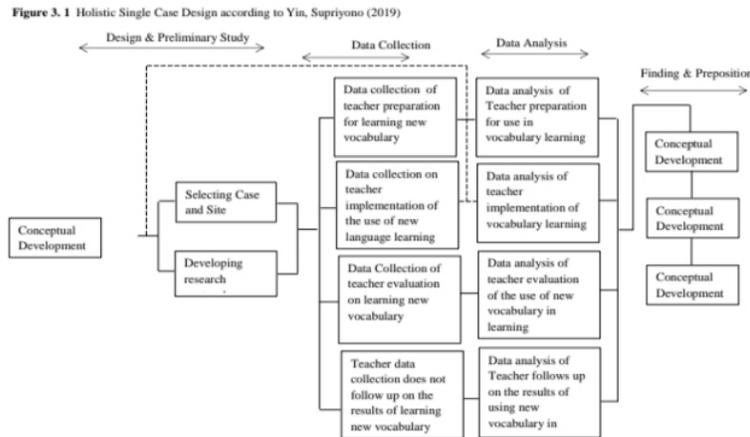
2. Research Setting

According to Creswell (2013), a qualitative case study involves an in-depth study of a bounded system, such as an individual, organization, or event, in a real-life context. This approach requires detailed data collection over a long period of time, utilizing multiple sources such as interviews, observations, and documents to gain a comprehensive understanding of the case. Creswell classifies case studies into three types: intrinsic, which examines a unique case; instrumental, which focuses on a specific issue; and collective, which includes multiple cases to highlight an issue. The purpose of this study is to construct in-depth descriptions and analyses, identifying themes or issues that emerge from the data, while emphasizing the context and perspectives of the participants. This study was conducted at SMAN 1 Kademangan, a highly accredited school committed to quality education. The researcher chose this school to study the vocabulary teaching strategies used by teachers to tenth-grade students. Good cooperation between the school and the researcher was key to the smoothness and effectiveness of the study. The selection of this location was based on the availability of relevant data that met the research criteria, which were collected through interviews, observations, and documentation. This school also exhibited phenomena and problems that were in line with the focus of the study. The research is planned to take place in the 2023/2024 academic year at SMAN 1 Kademangan, starting in February 2024, and will last for approximately two months, with the possibility of an extension if necessary to complete data collection.

3. Data Collection and Analysis

According to Arikunto quoted in Rahmadi (2011), data refers to the results obtained from the researcher's notes, both in numerical and descriptive form. Meanwhile, Idrus, also mentioned in Rahmadi (2011), explained that data includes all information related to the research objectives. In this study, data collection techniques involve several methods such as interviews, observations, and documentation.

The main data source in this study was an English teacher who actively teaches at SMAN 1 Kademangan, as well as several students. At the research location, the researcher used simple tools in the form of paper to record the results of interviews with teachers and students and used a cell phone for visual or audio documentation. In some situations when not on site, the researcher used a cellphone as a data recording tool when conducting interviews with teachers. In the early stages of data collection, Miles and Huberman (1994) emphasized that data collection in qualitative research is an ongoing process and involves analysis from the start. They suggest that data collection and take place simultaneously. In line with that, Miles, Huberman, and Saldaña (2014) stated the importance of data collection in qualitative analysis methodology.

This process involves gathering in-depth, context-rich information through techniques such as interviews, observation, and document analysis. The data obtained is then systematically evaluated to find deeper patterns, themes, and relationships, allowing for a more comprehensive understanding of the research topic. In the context of this study, the data analysis process begins with data collection through interviews, observation, and documentation. The researcher uses a variety of methods to ensure a comprehensive understanding of the topic being studied. The main methods used include semi-structured interviews, observation, and document analysis. Semi-structured interviews allow the researcher to explore participants' experiences and perspectives in depth, while observation provides insight into context and helps capture non-verbal meaning. Document analysis is used to review relevant texts, reports, and notes to complement the findings from the interviews and observations. This triangulation approach aims to collect rich and diverse data, providing a comprehensive perspective on the research question.

RESULTS AND DISCUSSION

The results showed that teachers at SMAN 1 Kademangan implemented several key strategies in teaching vocabulary. These strategies include the use of meaningful contexts in learning, encouraging active social interaction among students, a multisensory approach, and the integration of digital technology in the learning process. In addition, personalized learning, where vocabulary materials are tailored to students' needs and interests, also played an important role. Teachers reported that these strategies made learning more interesting and increased students' retention and application of vocabulary. Evaluations conducted through tests and feedback sessions showed an increase in students' vocabulary mastery. These findings support the idea that varied and interactive teaching strategies are more effective in helping students master new vocabulary. Context-based learning and social interaction provide real-world applications to new words, which increases students' retention and comprehension. In addition, the use of digital tools also helps students who are familiar with technology, making learning more relevant. Personalized learning ensures that students' differences can be accommodated, which increases their motivation and engagement.

The success of these methods is seen in the increase in students' performance on vocabulary-related tasks. However, challenges such as time constraints and varying levels of student motivation still require more attention from teachers. These models provide an integrated perspective by combining insights from each focus area, creating a structured framework that reflects the overall conclusions and highlights the interrelationships

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Figure 4.5: Instruction Model of Task-based language teaching for vocabulary
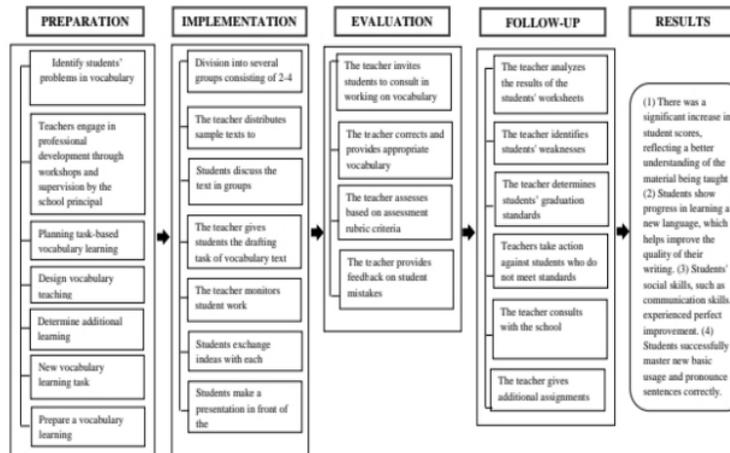
1. Identifying and Addressing Different Levels of Understanding and Interest: Teachers need to assess students' varying levels of understanding and interest in learning English and adjust instruction to suit individual needs. Visual aids such as pictures, diagrams, and word cards can be used to enhance vocabulary retention and support different learning styles. To increase motivation, strategies such as improving classroom facilities and providing motivational support are needed to create a conducive learning environment. Assessments should be designed according to students' levels of understanding to ensure that they accurately reflect learning progress. Teachers should also guide students on the effective use of technology as a learning aid, not just a mainstay. Periodic assessment and adjustment of instruction based on student feedback and performance is essential to maintaining effective instruction. In addition, teachers should provide adequate resources to meet diverse learning needs, ensuring equitable access to learning tools. Involvement in professional development also helps refine instructional strategies and increase student engagement. Collaborating with fellow teachers allows for the exchange of best practices and addresses common challenges in vocabulary learning.

2. Integrating Relevant Vocabulary Topics: Vocabulary topics should be relevant to the academic curriculum and everyday life contexts for vocabulary learning to be more effective. Learning can be designed by integrating visual media to introduce and expand knowledge engagingly, and tailored to various learning styles.

3. Independent Learning and Vocabulary Memorization Through Tasks: Tasks should be designed to encourage independent learning and vocabulary memorization, challenging students to use new words in communicative contexts. These tasks should be differentiated to meet diverse learning preferences. Regular monitoring of student participation will help identify those who need additional support so that targeted guidance can be provided to improve learning outcomes.

4. Evaluation of Vocabulary Learning: Assessment plays a vital role in disseminating understanding and application of understanding by students. Constructive feedback will help guide student development, and ongoing reflection on the effectiveness of teaching strategies will provide input for necessary adjustments to the learning plan. Supporting materials such as worksheets and visual media should be available and appropriate to the learning objectives to support accuracy of understanding.

5. To enhance the effectiveness of vocabulary instruction, it's crucial to establish clear goals for each session. Begin by determining whether the focus will be on introducing new vocabulary or reinforcing existing knowledge. Then, design activities that enable students to use the vocabulary in both spoken and written contexts.

6. Assess each student's skill needs by monitoring their performance and engagement levels. Engage in discussions with them to gain insight into their interests and areas of difficulty in vocabulary learning. Use this understanding to set clear learning goals that align with their progress. To enhance the session's effectiveness, avoid overwhelming students by presenting too much information at once, which can strain their memory. Additionally, define precise objectives, whether introducing new concepts, reinforcing existing ones, or applying knowledge in practical contexts.

7. Successful vocabulary instruction is built on several key strategies that create a well-organized, engaging, and supportive learning environment. Setting clear goals and effectively communicating them is essential to this structure, as it gives students a sense of direction and purpose. By clearly defining objectives for each vocabulary session, teachers can ensure focus and relevance, which are critical for effective learning outcomes.

8. Understanding the unique needs and interests of each student allows for personalized learning experiences, which boosts engagement and motivation. Additionally, evaluating students' proficiency helps in selecting suitably challenging vocabulary, making learning tasks both manageable and stimulating.

9. Incorporating interactive and multimedia activities is crucial for maintaining student interest and strengthening vocabulary retention. Offering specific feedback and promoting self-assessment encourage continuous growth and build students' confidence in using vocabulary effectively.

CONCLUSION

Focus 1: Vocabulary Learning Strategy Research shows that language learning strategies at SMAN 1 Kademangan involve the use of meaningful contexts and active social interactions. The use of real-life situations and sentences in vocabulary learning is effective in improving students' comprehension and use of vocabulary. In addition, interactive activities such as role-playing, debates, and group discussions that require active use of vocabulary also strengthen students' comprehension. According to Vygotsky's social learning theory, social interaction plays an important role in the learning process, and this study supports this view by showing increased motivation and insight gain through interactive activities. Focus 2: Teacher Readiness in Using Vocabulary Learning Strategy Research reveals that teachers at SMAN 1 Kademangan are ready to use a multisensory approach that involves multiple sensory channels to help students access comprehension in different ways. The use of visual, auditory, and kinesthetic techniques helps students to remember and comprehend better. Howard Gardner's theory of multiple intelligences supports this approach, emphasizing that involving more senses in the learning process can improve retention of comprehension. In addition, personalized learning according to students' needs and interests is effective in increasing their interest and motivation. Focus 3: Application of Vocabulary Learning Strategies Teachers at SMAN 1 Kademangan utilize digital technology, such as learning applications, online quizzes, and interactive books, to support vocabulary learning. These technologies allow students to learn independently and flexibly, enriching their learning experience. The use of technology in language learning is supported by Warschauer & Healey, who state that technology can provide additional resources and varied exercises,

effectively supporting language learning. Focus 4: Evaluation Strategies for Vocabulary Learning The effectiveness of learning strategies is evaluated through various methods, including standardized tests and qualitative feedback from students and teachers. Teachers assess the effectiveness of strategies not only based on test results but also through student feedback to understand how the strategies are received and implemented. Brown (2004) emphasizes the importance of using quantitative measures and qualitative feedback to effectively understand the effectiveness of learning strategies.

CONCLUSION

This study emphasizes the importance of using varied and interactive vocabulary teaching strategies to improve students' English language skills. Teachers at SMAN 1 Kademangan have successfully implemented a combination of context-based, multisensory, and digital technology approaches to improve vocabulary learning. Continued focus on these methods, as well as consistent evaluation and adaptation according to students' needs, is expected to improve students' vocabulary learning outcomes in the future.

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