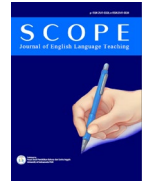




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Review

Teachers' Strategies in Increasing Students' Vocabulary Mastery: A Systematic Literature Review

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KEYWORDS

Teachers' strategies;
 vocabulary mastery,
 SLR (Systematic Literature Review)

A B S T R A C T

This study discussed about teachers' strategies in increasing students' vocabulary mastery. The problems that discussed about how frequently students forget unfamiliar words, students' poor reading habits, students' pronunciation and spelling the words. The students' problems were dealing by teachers' strategies. Teachers' strategies are lesson plans that they create and can be adjusted to fit the needs of the students, the class, and the content. The strategies employed by teachers can also help them become more adept at providing content that stimulates students' interest in speaking. The purpose of this study is to comprehensively investigate the strategies used by teachers to help students become more proficient in vocabulary. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) guidelines, a systematic review encompassed databases such as ERIC Journal and Google Scholar. Fifteen selected articles underwent rigorous analysis. The result of this research show that the teachers' strategies in teaching vocabulary has significant increase on student's vocabulary mastery and the most strategies that teacher applied to increase students vocabulary mastery are word list, memorization, game and dictionaries.

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INTRODUCTION

English is global language. Many countries use English as a second language for communication in many aspects, especially in Education. This statement in line with Crystal (1997), that stated English is used as a means of communication in various contexts such as government, the law courts, the media, and the educational system. There are more than seventy countries that place English as a second language. English in education has become one of subject in schools. Learning English has been implemented since kindergarten level or elementary school depend on school policy. Students' strategies to learning

English will be influenced by the way their teachers teach them. Vocabulary is crucial to the process of teaching and learning English. One of the basic elements of reading is the inability to comprehend what is read to someone who lacks word knowledge (Nist, S. L. and Mohr C, 2002). A crucial skill that students need to master initially is vocabulary. When it comes to pronunciation, spelling, and word usage, English vocabulary is a different kind of language component. It differs from proficiency in word composition in addition to word articulation. Put another way, learners of English may have challenges when acquiring language. Teachers need to establish a productive learning environment in the classroom in order to carry out the teaching and learning process. Teaching

professionals need to be adept at classroom management in order to develop successful, effective instruction. Macías (2018) states in (Purwanti & Vania, 2021).

One of the most important issues in teaching foreign languages is classroom management. According to Burden (2020), classroom management is any activity teachers do to foster a climate in the classroom that promotes self-motivation, active learning, and healthy social interaction (Purwanti & Vania, 2021). Some teachers could use techniques throughout the teaching and learning process that aren't seen to be appropriate for teaching vocabulary, such giving students a list of phrases to learn by memory. A further issue is that some teachers require additional guidance in order to effectively use vocabulary in various settings and circumstances. Furthermore, some teachers use terminology that gives students the impression that English is difficult. Therefore, it's essential to look at the teacher's approach and any issues they may be having with improving their vocabulary.

Good classroom management includes all aspects of upholding the classroom setting in order to establish a conditioned learning environment and accomplish the learning objective. The goals of the teaching and learning process can be achieved with competent classroom management. Macías and Sánchez (2015) in (Purwanti & Vania, 2021), classroom management is the process of successfully creating a positive learning environment in order to conduct instruction. Classroom management encompasses the wide variety of abilities and tactics teachers employ to maintain their students "well-behaved, focused, engaged, and academically successful in the classroom. (Babadjanova, 2020) in (Purwanti & Vania, 2021). Consequently, effective classroom management is a sign of both academic and social learning for students, as well as of teaching and learning success. Then, effective classroom management implies that teaching and learning are successful in both academic and social learning environments for the students. As a result, good classroom management supports effective teaching.

Furthermore, teaching strategies in the classroom are related to the teaching spectrum (Abduh et al., 2022). It is an extensive resource designed to help teachers give the best they can in the classroom (Orlich, Harder, Callahan, Trevisan, & Brown, 2012). According to Schietema, Dam, and Veugelers (2008), teaching strategies are teaching forms created for students to improve their knowledge and attitude growth.

One fundamental ability that students require in order to learn English is vocabulary knowledge. It takes more than just teaching the meanings of difficult or complex phrases found in texts to teach vocabulary. Particular focus needs to be placed on certain words in addition to single words while teaching vocabulary. Since developing one's

vocabulary is crucial to learning a new language, several researches have been done to identify the strategies students used to acquire it. The ultimate objective of the majority of these investigations is to get a deeper comprehension of the most common strategies and the reasons behind their exceptional effectiveness. Furthermore, an increasing amount of research has examined the application of vocabulary learning with a particular focus on learning environments outside of the classroom. This is partly because distance learning is becoming more accessible through the use of the Internet and other communication tools.

Since teachers are key players in the learning process, they must manage the classroom well in order to provide effective instruction. Students look up to teachers as role models. Teachers should incorporate strategies into their lessons since they are essential for maintaining student control in the classroom and achieving the learning process's objective. Teachers' methods are lesson plans that they create and can be modified to fit the needs of the students, the class, and the content. According to Isaac (2010) as cited by Tumaggor, Heriansyah, and Inayah (2018), teaching strategies are the actions that a teacher takes in the classroom, such as creating lesson plans, offering suitable stimulus for quick responses, having students practice previously taught responses, and increasing response rates through extracurricular activities. Even though many common reflective teaching strategies have been used for self-reflection on teaching practice, foreign language teachers find that notes, teacher feedback, student feedback, peer observations, and audio recordings are common helpful strategies to effectively reflect on themselves when teaching English (Al-Ahdal & Al-Awaid, 2014; Fatemipour, 2013; Orakci, 2021). As a result, the researchers chose to use the above typical strategies as the study's research framework.

The purpose of teachers' strategies is to improve their capacity to impart knowledge and help students develop a motivation to learn (Brown, 2007). (Purwanti & Vania, 2021). teacher strategies also assist them in resolving issues that students present. However, this is not always a simple task for teachers, since they must select the right strategy for the classroom that is appropriate for the students' level. Teachers have access to a plethora of tactics at their disposal, but not all of them are acceptable or level-appropriate for their students. In actuality, students' proficiency in English varies, and they also face certain challenges. Because of this, every teacher may have a unique method. Therefore, the best way to increase students' interest in studying English may only be known by the professors teaching that class.

English has four skill, speaking, writing, listening and reading. Language components of English are vocabulary,

grammar, pronunciation and spelling. Vocabulary is the main element to connects the four skill of language. According to Wilkins (2002) in (Gultom, Simarmata, Purba, Saragih, 2021), without grammar very little can be conveyed, without vocabulary, nothing can be conveyed. It means that master in vocabulary is important because can convey anything in many form of skill.

According to Kamil & Heibert (2005) in (Arrasul et al., 2023) vocabulary is as knowledge of words or word meaning. Moreover, Ling et al (2012) in (Putra et al., 2019.) also suggest that the vocabulary also should introduce from the simple to the complex one. River (1994:125) in (Gultom et al., 2021) states that vocabulary mastery refers to the great skill and processing of words of the language. So, Vocabulary plays an important role in foreign language learning.

Students may find it difficult to develop their vocabulary since it takes more than just understanding words and their meanings. By expanding their vocabulary, students can learn about: (1) word form, which helps them understand how words are written; (2) word position, which helps them understand grammatical patterns; (3) word function, which helps them understand when to use a word; and (4) meaning, which helps them understand what a word means (Ariani & Setianingsih, 2018) in (Margareta & Ulfaika, 2021). Thus, expanding students' vocabulary is one strategy to help them create grammatically correct phrases. Additionally, teaching vocabulary has to be armed with student-friendly practices.

From those definition and explanation above, vocabulary plays an important role in mastering the four English language skills. To master English skills, students still have many problems in pronunciation, pronunciation, reading and others. Therefore, researchers are interested in examining the strategies that teachers use to improve students' vocabulary mastery. In previous research focused on strategies used by teachers to improve students' vocabulary mastery and its influence on one of the skills in English. In this study, researchers examined all strategies used by teachers in solving problems faced by students in vocabulary mastery without directly examining the field, researchers conducted research through reading 15 articles used as data, and the resulting articles are called systematic literature reviews. For the purpose of this research, the researcher found several questions that will be answered in the findings and discussion in this research. First, is there any significant different using teachers' strategies in increasing students' vocabulary mastery? Second, what are teachers' strategies in increasing students' vocabulary mastery? Third, how teachers implement the strategies in increasing students' vocabulary mastery?

METHOD

PRISMA was used in this study's systematic review. Kusmaryono et al. (2022) define systematic review as a process that makes use of prior evidence-based research that has been developed through review, analysis, structured assessment, classification, and categorization (Ahn & Kang, 2018). The preliminary research was conducted utilizing the Gessler and Siemer (2020) strategy as a systematic literature review. The strategy, which was motivated by systematic reviews carried out in other fields (like medicine), allows other researchers to replicate and update the literature by transparently sharing the methods used by the reviewers (Booth, 2016; Hart, 2018; Moher et al., 2009). As mentioned in Scheuch et al. (2021), Gessler and Siemer (2020, p. 104) indicate that a literature review procedure comprises the following four steps:

1. Describing the study subject and research challenge in order to define the scope.
2. Data selection (thoughtfully choosing sources and search terms, adding pertinent research, and selecting and evaluating the chosen research to weed out irrelevant research are all part of an accurate search and eligibility screening process).
3. There are three main steps in the data processing process: analysis, which is finding and examining the relevant information that has been taken out of the various texts; synthesis, which is putting the collected data back together and reexamining it; and critical appraisal, which is assessing the quality of the chosen sources in order to weed out unreliable or inappropriate ones.

According to Martins and Gorschek (2016), the systematic review approach is closely limited to eligibility requirements. Data extraction is the data analytic method used in this systematic review study. To extract data, all research data that is utilized for study is taken from scientific publications. The data was then filtered into many categories by the researcher to create fresh data (Mathes et al., 2017, Munn et al., 2014, Pedder et al., 2016; Schmidt et al., 2021). In order to provide the best fresh data and satisfying outcomes, researchers only use legitimate data and exclude invalid data..

The most crucial stage of study utilizing a systematic literature review approach is data extraction (Jonnalagadda et al., 2015). This stage is quite likely to lead to a significant amount of research data reduction, should care not be taken in data filtering (Mathes et al., 2017). This research is underpinned by teachers strategies and vocabulary mastery of the existing literature, systematically conducted through the utilization of renowned databases, namely, the Google Scholar and Eric

Journal. The selection of these databases based on scientific literature that usually used by me. This paper involve journal articles published between 2018 and 2023.

Inclusion and Selection Criteria of studies

The inclusion criteria of relavant research based on:

1. The journal was published in the last 5 years.
2. The article written in English.
3. The journal discusses about teachers stratigis and vocabulary mastery

The relevant research were excluded if:

1. The journal was not suitable with this literature review.
2. The journal is literature review which did by the other people.
3. The journal has not publisher.
4. The journal has inadequate context.

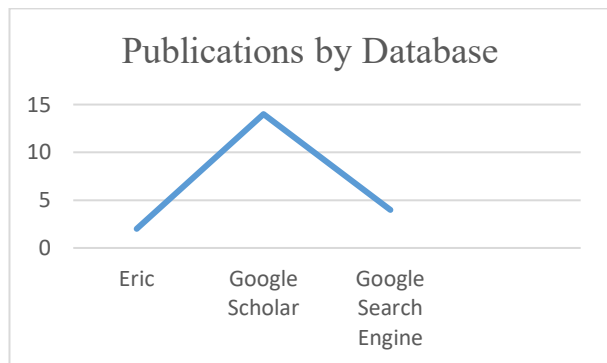


Figure 1. Distribution of publications by database

Above the figure can concluded presentage database of Eric (2), Google Scholar (14), and Another database (4). Indicates the number of published articles with regard to

Table 1. Overview of Studies Selected for Review

Study	Year	Publisher	Methodology	Main Findings
Endah Fauziningrum, Mike Nurmalia Sari, Sofia F Rahmani, Rinda Riztya, Pria Mitra	2023	Journal on Education	Qualitative	The teachers used translation strategy and dictionaries to increase the student’s vocabulary.
Clara Die Mee Yieng, Azlina Abdul Aziz	2022	HRMARS (Human Resource Management Academic Research Society)	Qualitative	The teachers used game-based learning is an effective strategy to enhance pupils’ vocabulary and spelling because it jacks up pupils’ motivation, knowledge and skills.
Hellaisna Nur’aini Garwan, Henny Priyanti	2021	E-Jou (English Education and Literature Journal)	Qualitative	The teacher use games, presentations, translations, memorization, mime, motions, and gestures to make learning interesting for the students. Furthermore, the students have an easier time remembering new words.

the teacher’s strategies in increasing students’ vocabulary mastery in the last 5 years. After removing duplicates and excluding records for abstract and title, 15 articles were retrieved.

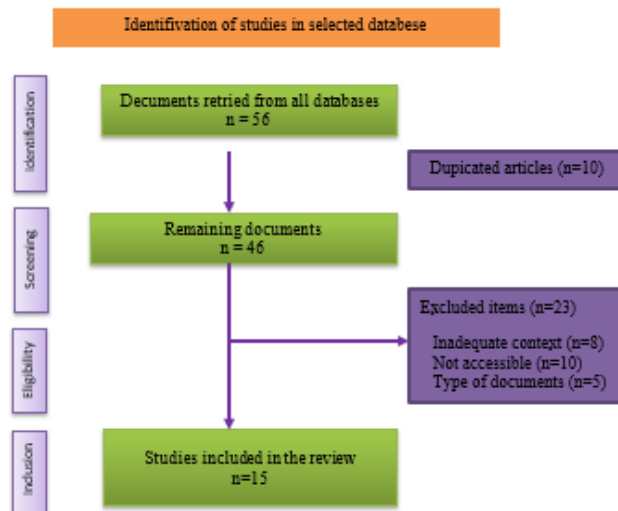


Figure 2. Flow chart of sampling and selection process

Figure 2 shows the flow chart of the study selection and sampling process.

Data extraction

The table below is explain about the summary from previous process by 15 researcher that was analysis. We performed a content analysis of articles included in this review from the identified databases.

Rodolfo Josafat Gultom, Jesie Nuari Simarmata, Olin Risnawati Purba, Erikson Saragih	2022	Journal of English Language and Education (JELE)	Qualitative	The strategies used by the teachers are translation, game, using a dictionary, and a story.
Abdul Rabbi Arrasul, Desriani Nggolaon, Desi Rita Natalis Pinaling	2023	BABASAL English Education Journal	Qualitative	The strategies that teachers use to teach vocabulary include translation, pictures, word lists, gestures, repetition, memorization, and mixing jokes.
Nia Meliana, Amroh Umaemah, Hendi Hidayat	2018	ELT Echo: The Journal of English Language Teaching in Foreign Language Context	Qualitative	The teacher uses several ways to teach vocabulary, such as breaking down words into their most basic forms, having students memorize words for every meeting, utilizing dictionaries, and using games to help students learn vocabulary.
Sarly Gustini Pratiwi Nur Fatimah, Nur Rifai Akhsan	2021	ADJES (Ahmad Dahlan Journal of English Studies)	Qualitative	Some of the teaching strategies that teachers use to teach students include cooperative learning, contextual learning, think-with-the-students, expository learning, inquiry, exploration-elaboration-collaboration, TPR, active learning by students, and video strategies.
Baiq Siti Humaeratul Azizah, Winda Sari, Hidayati, Irwandi, Moh. Fauzi Bafadal, M.Hudri	2023	Journal UMMAT (Universitas Muhammadiyah Mataram)	Qualitative	Teachers used game method provide strong evidence regarding the effectiveness of the in increasing students' vocabulary in learning English.
Margareta & Romlah Ufaika	2021	Borneo Journal of English Language Education	Qualitative	The index card match method help seventh-grade students at SMP Nasional Plus Indo Tionghoa Tarakan in improving their vocabulary in English.
Urip Widodo, Sudarto, Walyono, Tri Suyatno, Metta Puspita Dewi	2022	Edukatif: Jurnal Ilmu Pendidikan	Qualitative	Using games and audiovisual learning resources is one way teachers are helping students become more proficient with vocabulary in English.
Lianty Putri, Erikson Saragih, Madina	2022	English Education Journal (EEJ)	Qualitative	The three components of the teaching strategy are practice, assessment, and preparation. Teachers will benefit from this study as they work to assist students become proficient in language..
Frances Laurence Setyo Budi, Tri Mulyati, Abdul Halim	2021	LUNAR (Language and Art)	Qualitative	The findings indicate that, during the academic year 2018–19, SMK PGRI Banyuputih tenth grade students' vocabulary competence was influenced by the word mapping approach.
Arif Rahman	2022	NUSRA: Jurnal Penelitian dan Ilmu Pendidikan	Qualitative	This study shows the use of several strategies by the teachers, including memorizing, synonym/antonym, translating, and fill-in-the-blank, based on the class interviews, observations, and documentation.

Ilinawati, Yokie Prasetya Dharma	2018	Journal of English Educational Study (JEES)	Qualitative	The results of the research showed that using songs to teach vocabulary to students was successful.
Siti Safura & Cut Mawar Helmanda	2022	Jurnal Dedikasi Pendidikan	Qualitative	The study's findings show how well games can be incorporated into the teaching and learning process, which in turn raises students' motivation and interest.

RESULTS AND DISCUSSION

Findings and discussion about this title divided into three parts to answer the research questions.

The Significant Difference using Teachers' Strategies in Increasing Students Vocabulary Mastery

In teaching vocabulary, teacher needs to provide creative strategies to help students to be mastery in vocabulary. Therefore, the strategies in teaching speaking must be matched to the objectives of teaching and learning material. To know more about teachers' strategies in increasing students' vocabulary mastery, the researcher read 15 articles. Tamba et al., (2022) in their result research show that Word Wall Strategy showed that there is a significant mean score increase from pre-test to post-test. According to the data analysis above, it was found that the teachers used different strategies in increasing vocabulary, but the result show significant increase in students' vocabulary. In implement Word Wall Strategy, the words are printed in a large font by the teachers and students are easily visible from all student seating areas. Additionally, when students use the word wall, they become more conscious of words and definitions. This supports content comprehension. It also helps students become aware of vocabulary in the world around them. Words wall serves as a reference for students as they write or interact verbally.

Consistent with the aforementioned discoveries, a few prior investigations have examined the importance of instructional methodologies. Anjaniputra (2013) asserts in (Listyani & Christie, 2018) that the elements that might affect the teaching of speaking classes are the teaching tactics. According to William and Burden (2003), a teacher's tactics play a crucial role in determining whether a student succeeds or fails in language acquisition since these tactics ultimately define the nature of language education and how it is delivered. Furthermore, according to Brown (2001) in Zakiya & Nurkamto (2020), teachers' strategies can help them present content more effectively, which will enhance students' motivation to learn.

The strategies are used by the Teachers to Increase Students' Vocabulary Mastery

From the 15 articles that the researcher read, the researcher found that teachers used various strategies to increase students' vocabulary mastery. These strategies include: word lists, stories, pictures, videos, fill-in-the-blank exercises, synonym/antonym mapping, translating, playing games, mime, motions, and gestures; they also include presentations, translations, memorizing, and combining humor. The most strategies that teachers applied in their vocabulary class are word list, memorization, game and dictionary. The teacher reason using those strategies because it's suitable for any level of students' ability. The teacher is able to understand vocabulary in great depth and engages in cooperative, contextual, expository, inquiry-based, exploration-elaboration-collaboration learning. To determine which teaching strategies, work best for expanding students' vocabulary in the classroom, the teaching strategies are divided into three categories: preparation, practice, and assessment.

The Implementation of Strategies by the Teachers to Increase Students' Speaking Ability

From the 15 articles, it can be concluded that each teacher has their own strategy to overcome students' problems in improving vocabulary mastery, one example is in the article Fauziningrum, Sari, Rahmani, Syafruni & Purba (2022) conducted research in Indonesia found that teachers use translation strategies and use dictionaries, while in the article Yieng and Aziz (2022) conducted research in Malaysia found that the strategy used by teachers is game-based learning. All the differences from the research from the 15 articles are attached in table 1.

The researcher assumed that effective teaching strategies are essential to a teacher's performance when they are used in the classroom. It was discovered that educators employed various approaches. The researcher gave the students these tactics in an effort to expand their vocabulary. The teacher then conducted teacher preparation for teaching vocabulary, put into practice the tactics that other teachers had employed, looked up resources for teaching vocabulary, conducted some teacher-questioning, investigated teacher activities related to hiring new teachers, and examined student responses to the activities during the learning process. According to Zafitri (2019), the teachers have to use creativity in creating a learning strategy. Teachers need to be able to

teach students in cooperative work so that they may use such skills to engage actively and competitively in class activities. Additionally, teachers have challenges when attempting to get their students exposed to the target language.

CONCLUSION

The study is restricted to the chosen publications from 2018 to 2023. There are just two research questions included in the article's content analysis. Finding the articles was able to yield consistent results by using several databases for the article collection. All teaching strategy in increasing vocabulary are included in the scope of the article. It is restricted to using teacher's strategy in increasing student's vocabulary mastery. Thus, the study has limitations in terms of finding comprehensive procedures for article searching and analysis during the composition of this systematic literature review. In the process of acquiring vocabulary, the teachers play a crucial role. The learning process in the classroom is uncontrollable without the teacher's vocabulary. When providing students with vocabulary learning materials, teachers must have the strategies necessary to enhance their students' vocabulary. In addition to the strategy, teachers struggle with helping student's vocabulary increase. Teachers used a variety of tactics in their teaching and learning processes to improve vocabulary knowledge in the classroom.

This study not only identified the strategies used by teachers to increase their student's vocabulary but also the challenges they experienced while doing so. The teachers were dealing with four different problems. The first one discusses how frequently students forget unfamiliar words. Students' poor reading habits are the subject of the second, while pronunciation is the subject of the third. Spelling is the last problem that a teacher must deal with in order to help students increase their vocabulary. The word lists, games, memory techniques, and dictionaries are the most often used teaching tactics in vocabulary classes. These strategies are employed to encourage student participation in the teaching and learning process while also expanding their vocabulary. The teachers implement the strategies based on the material that match with the strategies and teachers have many strategies to increase the student's vocabulary mastery. Those strategies show same result, the teachers' strategies in teaching vocabulary has significant increase on student's vocabulary mastery.

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