

# EXPLORING TEACHERS' STRATEGIES IN TEACHING VOCABULARY MASTERY AT THE ELEMENTARY SCHOOL IN BANJARMASIN

Salamiyah <sup>1</sup>, Hengki <sup>2</sup>, Supiani <sup>3</sup>

<sup>1</sup>Islamic University of Kalimantan

<sup>2</sup>Islamic University of Kalimantan

<sup>3</sup>Islamic University of Kalimantan

E-mail: [mimikhulafa0@gmail.com](mailto:mimikhulafa0@gmail.com) / No. Phone: 081393712969

## ABSTRACT

*Abstract: This narrative research aims to explore the strategies that teachers adopt in teaching vocabulary mastery in the elementary school, especially during the current pandemic period based on the experiences of two English teachers in the elementary school. Based on semi-structured interview data, the researchers found that there were several strategies adopted by teachers in teaching vocabulary mastery in elementary school. Some of them are teaching strategies with games and songs which no longer be adopted because the teacher lacks techniques in implementing them. While the vocabulary teaching strategy adopted by the teacher during the pandemic is a strategy with learning videos. Both participants used the same way of implementing the strategy in which they made learning videos or used YouTube videos discussing vocabulary subject matter. In addition, there are implications from employing these strategies to students which have good implications for them. This research emphasizes the importance of strategies in teaching vocabulary to elementary school students, especially during the pandemic by using strategies that support online learning.*

**Keywords:** *strategies; teaching vocabulary; learning video; implications; the elementary school*

---

## ABSTRACT

*Penelitian naratif ini bertujuan untuk mengeksplorasi strategi yang diterapkan guru dalam mengajar penguasaan kosakata di sekolah dasar, terutama selama masa pandemi saat ini berdasarkan pengalaman dua guru bahasa Inggris di sekolah dasar. Berdasarkan data wawancara semi terstruktur, peneliti menemukan bahwa ada beberapa strategi yang diterapkan oleh guru dalam mengajar penguasaan kosakata di sekolah dasar. Beberapa diantaranya adalah strategi pengajaran dengan permainan dan lagu yang tidak lagi diadopsi karena guru kurang memiliki teknik dalam mengimplementasikannya. Sedangkan strategi pengajaran kosakata yang diterapkan guru pada masa pandemi adalah strategi dengan video pembelajaran. Kedua partisipan menggunakan cara yang sama dalam menerapkan strategi dimana mereka membuat video pembelajaran atau menggunakan video YouTube yang membahas materi pelajaran kosakata. Selain itu, ada implikasi dari penerapan strategi ini kepada siswa yang memiliki implikasi baik bagi mereka. Penelitian ini menekankan pentingnya strategi dalam mengajarkan kosakata kepada siswa sekolah dasar, khususnya pada masa pandemi dengan menggunakan strategi yang mendukung pembelajaran online.*

**Kata kunci:** *strategi; mengajar kosa kata; video pembelajaran; implikasi; sekolah dasar*

## **PRELIMINARY**

The existence of a pandemic around the world affected various aspects of life, one of which was the change in the learning system in the world of education. Teachers must have a way or strategy to continue to teach in the midst of a pandemic. Limitations in teaching were one of the triggers for researchers to want to examine how the teacher's strategies in teaching, especially teaching vocabulary to students.

Vocabulary is considered very important because it is a basic thing that must be mastered in learning English. According to Fauziati (2008) vocabulary is basic to language and of critical significance to typical language learners. People cannot communicate effectively or articulate their ideas in either oral or written form without adequate vocabulary. Meanwhile, Manik and Christiani (2016) revealed that vocabulary is the total number of words with instructions for combining them to make up a language.

The teacher as the person delivering the learning material has a very important role in conveying the material so that it is conveyed well to students. To succeed, a strategy is needed in teaching, especially in teaching vocabulary. Strategy is planning a series activity to achieve certain goals, while the method is the way that teachers use to implement and execute the strategy (Wina, 2000: 61).

The researchers suppose that there are still very few who discuss vocabulary teaching strategies at the elementary school level. Especially now that there is a pandemic that affects the learning process in schools. Research on this is limited to obtainable, so it is necessary to find out more in depth in order to obtain information to be able to advance education even though online learning is due to the pandemic.

As for the objectives of this research are to identify the strategies adopted by the teachers in teaching vocabulary at the elementary school; to know the implementation of the teachers' teaching strategies in teaching vocabulary at the elementary school; to find out the implications of employing the teaching strategies to the students of the elementary school.

## **METHOD**

Narrative design is what the researchers adopt in this research to explore the story of the experience of teaching English teachers in teaching vocabulary in elementary school. According to Clandinin (2007) revealed that in narrative research design, researchers describe individual lives, collect stories about people's lives, and write stories of individual experiences. As a typical form of qualitative research, narrative research design usually focuses on the research of a single person or single individual and how those individual gives meaning to his experiences through the stories being told, data collection by collecting stories, reporting individual experiences, and discussing the meaning of those experiences for individuals (Cresswell, 2012).

### **Participants**

Two English teachers in grade 3 elementary school in Banjarmasin, namely MI Muhammadiyah 3 Al - Furqan. They are Willy (26 years) and Raida (31 years) who are willing to be participants in this research. The recruitment of participants for this research was carried out for two main reasons: (1) their willingness to provide information related to their teaching experience during the pandemic in elementary school; (2) there is a close relationship between teachers and researchers because they cooperate in implementing internships in elementary school. These two reasons make it easier for researchers to explore their teaching experiences, especially examining the strategies they adopt in teaching vocabulary in elementary school during the pandemic.

### **Data collection and analysis**

In exploring narrative data, the researcher used semi-structured interviews with teachers. Blaxter, Hughes, & Tight, (2001: 259) revealed that the interview method involves asking questions or discussing things with the people concerned with the research. First, the researcher contacted the participants via *WhatsApp* and obtained approval to conduct interviews at the school concerned. The first interview was on Monday, June 21, 2021, the researcher only met Mr. Wil and conducted an interview for approximately 30 minutes. The researcher gave some questions to the teacher related to his experiences during teaching vocabulary in the class, including how the teacher' strategy in teaching vocabulary in this pandemic situation. The interview was recorded with the researcher's

handphone, and the interview was in Indonesian. After that, the researcher made a transcript of the interview, so, the researcher needs to translate the result of interview into English. The second interview was on Friday, August 27, 2021 with Mr. Wil and Ms. Rai at the school. Interview conducted for 45 minutes and the interview is still recorded with a handphone which will later be made an interview transcript to make it easier to establish the emerging themes.

In this research, data analysis uses an inductive approach that identifies emerging themes (Braun & Clark, 2006). According to Arnold (2006) thematic analysis is a method for identifying, analyzing and reporting patterns or themes in data. Therefore, this method can organize and describe the data in detail in order to interpret various aspects of the research topic.

Thematic text analysis is used to examine participant narratives (Widodo, 2014). In this research, researcher analyzes the text related to the strategies used by the teacher during teaching vocabulary at the elementary school level. The data from the recorded interview then noted and compiled into written data and then looked for the linkage of each sentence as important information. The data are classified into several themes to relate and summarize the data (Spencer, Richtie, Ormston, O'Connor, & Barnard, 2014).

## RESULTS AND DISCUSSION

The findings obtained from this study based on the themes that emerged from the interviews were as follows:

### 1. **The Strategies Adopted by The Teachers in Teaching Vocabulary at The Elementary School**

In teaching, of course, the teacher as an educator should have a strategy or method in delivering learning material to students. This gave rise to stories from the two participants who taught in grade 3 the elementary school. They felt that in order to teach students especially English where they taught vocabulary to students, it was very necessary to use strategies that attracted the interest of the elementary school students. According to both participants, strategies in teaching were very important in conveying material to students so that they understood and are interested in learning, as they conveyed in interviews:

*Yes... I think the strategy in teaching especially teaching vocabulary to the students at the elementary school was very crucial because in my point of view that **strategy is used for how we convey to the students so that students more understood or more interested to study in the existing learning.** (Mr. Wil, Interview, 21 June 2021)*

*Yes, according to me... sure... the strategy was very important to me. **It was how to deliver the material to the students to make sure the students understood about the material that I gave.** So, with the strategy, I as a teacher can know that whether the material I gave can be understood by the students. (Ms. Rai, Interview, 27 August 2021)*

There were various strategies that the teachers adopted in teaching vocabulary in the elementary school. Some of the ways that usually adopted by the teachers such as teaching strategies using games, songs, etc. The games adopted by the teachers usually random letters which are played in teams; flip-flop cards; gave the clues; riddles; opening cards and arranging cards, etc. As for the song, the teacher played children's songs in English for students to listen and sing. As the two participants stated in the interview:

***The teaching strategy that I usually adopt was games.** It is adopted for how students are interested in participating in learning. For example, in our class we can play **games such as random words, random letters; flip-flop cards; gave the clues; riddles; opening and arranging cards, which played in teams and also played while running too.** (Mr. Wil, Interview, 21 June 2021)*

*To attract students' interest in learning, I also usually adopt **teaching strategies with songs**. For example, **the song “one, two, three, four, five, six, seven, eight” or “a b c d e f g” was played and I invited the students to sing along**. So, students feel happy learning while singing together. (Mr. Wil, Interview, 21 June 2021)*

*The vocabulary teaching strategy that I adopted to teach the elementary school students was usually **I adopt games** because this was what students like the most. They like to play, so I also adopted a strategy like that so that their learning was more fun and not too tense. **The games include guessing, playing in teams such as being smart in answering the vocabulary asked, etc.** Sometimes I also adopted **songs** so that students have more fun learning. (Ms. Rai, Interview, 27 August 2021)*

However, for now the strategies with games and songs no longer adopted because it is limited by the pandemic situation that hit. According to participants, these strategies no longer adopted with limited meetings between teachers and students which were only online. Teachers felt that there was a lacked of techniques to continue implementing strategies using these games and songs in online teaching as it is today. As stated by the participants in the interview.

*Actually, **it was a shame I cannot adopt game because the online was separate so I lacked the technique for how to teach with game via online**. Likewise, **strategy with song cannot be done because it is limited by the pandemic**. So, it was forced not to be used anymore because of all the limitations during the pandemic. (Mr. Wil, Interview, 27 August 2021)*

*Yes, so **during the pandemic period, teaching strategies with games and songs could no longer be adopted. Everything is limited if it's online, it's hard to do because I also lacked how to apply this game or song online**. Usually, if you do it face-to-face directly, it seems difficult online. (Mr. Rai, Interview, 27 August 2021)*

Because strategies that usually cannot be adopted anymore during a pandemic, the strategy that teachers adopted during this pandemic was video learning material. Video was chosen as the current teaching strategy because video was easy to convey to the students as subject matter conveyor through the Google Classroom application. This application is adopted to make it easier for teachers to send videos of learning materials to the students. Other applications were difficult for students to adopt because most students did not have their own handphones and only rely on their parents' handphones. However, most of the parents work outside the home, making it difficult for teachers to teach through applications other than Google Classroom. That was why the teacher's teaching strategy adopted videos so that students can easily access them through Google Classroom. The following was a statement from one of the participants in the interview.

***I adopted video as my strategy in teaching vocabulary in this pandemic situation. I posted learning videos via online** because that was exactly what I can do to post videos on Google Classroom. Meanwhile, if I want to adopt other strategies it was not possible because **if I adopted other media than Google Classroom such as zoom, google meet, etc., it was not possible to do that because the media owned by students were not available**. Most students did not have their own smartphone to adopt as a tool to access learning media, **they used their parents' smartphone**. **Their parents mostly worked outside the home** and automatically the material or assignments I gave are done in the afternoon or evening. Therefore, I made a time limit on Google Classroom until 12 at night to anticipate this problem. (Mr. Wil, Interview, 27 August 2021)*

In line with Mr. Will, Ms. Rai also adopted a strategy with learning videos to convey material to students. This video teaching strategy was very helpful for teachers in online teaching activities. Google Classroom was also chosen as an application to deliver learning videos to students. Teachers

only relied on Google Classroom because teachers cannot adopt other applications such as zoom or Google Meet because not all students have their own handphomes, they only relied on parents' handphomes so they are limited to being able to use handphomes to access other learning applications. As in the interview delivered by Ms. Rai.

***For now, the pandemic situation like this, using video as the teaching strategy was also helped in carrying out teaching activities. If not with videos, how else can, I impossible used zoom because not all students had their own smartphone, only parents' smartphone that they had. This is because parents mostly work so they are limited to being able to use other learning applications, that's why I chose a learning video strategy to make it easy for students to access through Google Classroom.*** (Ms. Rai, Interview, 27 August 2021)

The teaching strategies with videos that teachers adopted mostly taken from YouTube. This was because YouTube videos are easily accessible, the videos made students interested in watching, the videos were easy to understand. Meanwhile, videos of learning materials made by teachers themselves are rarely uploaded because they feel it was easier if the learning materials from YouTube were definitely made by people who are experts in their fields. In addition, teachers felt that if they made videos of learning materials, the time to make videos is lacking, editing skills are lacking, laptops sometimes have problems, etc. It was as said by Ms. Rai in the interview.

***Why did I adopt the strategy of sending videos from YouTube because I personally used videos mostly from YouTube because when I made my own videos, I am constrained by lacked of time, editing skills, sometimes the laptop had problems but even if I have to make a video, it's usually straight away without having to use a video editor application or anything else. The reason I took video from YouTube, first YouTube was simple to access, it was easier to express the material in an interesting way and the content was clearer and easier to understand. YouTube videos usually also more interesting then clearer and of course what made the videos even then were people who are experienced in their fields so it was easy for students to understand.*** (Ms. Rai, Interview, 27 August 2021)

Same thing with Ms. Ray, Mr. Wil also adopted learning material videos from YouTube. However, he also used learning material videos made by himself. This was because sometimes, apart from following the vocabulary in the textbook, he also added other vocabulary that was not in the textbook, so the material given was not that is all. The following was a statement from Mr. Will in the interview.

***I adopted video learning materials as my teaching strategy in teaching vocabulary, some I took from YouTube and sometimes I made my own videos. The videos on YouTube that I took were material related to learning in the textbook that was packaged in an interesting way in a YouTube video. If I made my own learning material videos, I took the material in the textbook and added vocabulary outside of the textbook so that students got a lot of vocabulary, did not just rely on what was in the textbook.*** (Mr. Wil, Interview, 27 August 2021)

Based on the data above, it can be concluded that the strategies adopted by teachers in teaching vocabulary in elementary school were in various ways. Some of the strategies adopted, such as games and songs, no longer be adopted by teachers during this pandemic because everything was so limited that they were difficult to do online. Teachers felt a lack of techniques to adopt these strategies in online learning. A new strategy emerged during the pandemic, namely by using learning videos. This learning video is sent through the Google Classroom application and can be accessed by students easily. Some of the learning videos were from YouTube, some are made by the teacher themselves. In addition, this strategy, with learning videos helped teachers in carrying out online learning and made it easier for students to access learning materials online.

## **2. The Implementation of The Teachers Teaching Strategies in Teaching Vocabulary at The Elementary School**

Vocabulary teaching strategies in elementary school adopted by teachers were usually games and songs. In carrying out these strategies, of course, there were ways to implement them in teaching activities. In teaching vocabulary with games, the teacher allowed students to play games in groups and run around in a race to arrange random letters, for example. The random letters have previously been given the material by drill repeating each word that has been given then students are told to line up to form groups and run competitions to arrange random words so that they become the right vocabulary according to the material that has been taught. Meanwhile, in using the teaching strategy using songs, the teacher made a PowerPoint to attract students' interest, and in the PowerPoint is inserted a video song that can be sung together in class so that students can easily remember the vocabulary given through the song. The following is a statement from one of the participants, namely Mr. Will.

*Because as long as I taught directly before the pandemic, students usually like to play games because they were free to scream and express their hyperactive abilities, they like to be told to run. But in the text book, it seems that they are not interested, if in drilling they are responsive, for example I say "cook" they follow without being asked again. (Mr. Wil, Interview, 21 June 2021)*

*One example was by playing random letters. First of all, I repeated the words, namely by drilling the vocabulary, then in the middle of learning a game was inserted, in groups I told the students to line up and then the students ran looking for random letters and then made one word where the random letters were made into a word related to the lesson earlier. (Mr. Wil, Interview, 21 June 2021)*

*The strategy with song implementation is usually with a PowerPoint to attract their interest, then insert some videos such as songs so that they can easily remember vocabulary, so it's not just drilling. But with songs so that students feel fun learning vocabulary while singing along, and they can easily remember the vocabulary given. (Mr. Wil, Interview, 21 June 2021)*

In contrast to Mr. Wil, a slightly different implementation that Ms. Rai did. She implemented a guessing game that gave a statement as a clue to answer the vocabulary asked. While in implementing the song, Ms. Rai wrote the lyrics to the children's song on the whiteboard and asked the students to sing along. The teacher marked the vocabulary that students needed to remember related to the learning material. As stated by Ms. Rai in the interview.

*I implemented a game for example guessing, I gave a statement as a hint to answer what vocabulary I asked the students. So, students guess what vocabulary, they compete to quickly answer correctly. When applying the strategy with songs, I usually write the lyrics of the lizard song on the wall in English and then ask the students to sing along, and ask them to remember the vocabulary I have underlined. (Ms. Rai, Interview, 27 August 2021)*

Unfortunately, the strategies described above cannot be adopted by teachers anymore during the current pandemic. Therefore, it was the strategy by implementing learning videos that in this pandemic period the teachers focus on its implementation. Teachers implemented learning videos by sending them during class hours in the morning, but students mostly watched videos that are sent when their parents are home. Learning videos made it easy for students to playback the video when they wanted and opened it whenever they can. As Mr. Will in the interview.

*If I used zoom, I will automatically have to face-to-face with students virtually while students' smartphones were not available. Well, it's made automatic using learning videos. I sent learning video during class hours in the morning. So, when students'*

***parents were at home, then they can open the video material. To make it easier for students to see or follow the material via video. Learning videos can be played repeatedly, if we used video, we can open the video at any time.*** (Mr. Wil, Interview, 27 August 2021)

Ms. Rai in implementing the learning video strategy was just like the way Mr. Wil implemented it. She posted a learning video in Google Classroom when class started. Students did not immediately see the material after it is sent, even students first answer the given task without opening the learning video. Most students got confused because they first saw the questions rather than the learning video. As the story told by Ms. Rai next.

***I sent the learning video in Google Classroom when the learning hours started, but students did not immediately watch the video after it is given but sometimes looked at the assignment questions first and did not look at the video so they are confused and did not know the explanation. Then the students asked and I directed them to watch videos of learning materials that I had submitted in Google Classroom.*** (Ms. Rai, Interview, 27 August 2021)

Confirming Ms. Rai, according to Mr. Wil as long as students open the video of learning materials, students can answer the assignments given. However, sometimes if students were not accompanied by their parents, students only did the assigned tasks but the learning videos were not opened so that students were confused about how to answer their assignments. This was what Mr. Wil said in the interview.

***As long as I taught this as long as students opened the video material, they can answer the given task. It was different if parents did not accompany students, then only assignments are done but the learning material videos are not opened so they are confused about how to answer the task.*** (Mr. Wil, Interview, 27 August 2021)

In the problem students were confused about answering assignments because they did not watch the learning video first, then students usually asked questions. They sent a chat to the teacher and Mr. Wil as the teacher explained personally through the chat about how to answer the given task. First, he asked students to watch the material in the learning video that has been uploaded in Google Classroom so that it was easy to understand to answer assignments. As he said in the interview.

***Because students were confused with the assignments given because they did not watch the video, usually those who chat with me ask questions. So, I explained personally through the chat earlier about how to answer the assignment, but first I told them to watch the video that I have uploaded in Google Classroom so that it's easy for you to understand how to answer the assignment.*** (Mr. Wil, Interview, 27 August 2021)

Likewise with Ms. Rai, she gave directions to students to contact her if there were students who did not understand the learning videos provided or how to answer assignments that students were confused about. She re-explained in the private chat between her and the student's guardian and then she explained the purpose of the video and also how to answer the assignment asked by the student. This was what Ms. Rai said in the interview.

***I also gave direction, for example if the students did not understand, please asked me what you did not understand, then I will explain again in a private chat between me and the student's guardian then explained the purpose of the video tasks that confuse them. So that way they can get clarity.*** (Ms. Rai, Interview, 27 August 2021)

The learning material videos that the teacher uploaded in Google Classroom for students were only vocabulary that was in accordance with the guidelines in the learning package book. There were several materials that are taught by the teacher to these 3rd grade students. Some of them were about fruits and vegetables; food and drink; family names; tame animals and wild animals; things that are around; adjectives, etc. This learning video contained the drill method and also includes pictures, vocabulary, and translations to make it easier for students to remember the vocabulary in the video. This video posted on Google Classroom in one meeting and several subsequent meetings posted by the teacher was an assignment that discussed the material in the video. The following is what the two participants said in the interview.

***what I gave was only vocabulary such as names of fruits, names of tame and wild animals, names of family members, things around, etc. For the assignments that I gave in the next few meetings after the material videos were sent, I could do 4 to 5 assignments about the material in the one learning video that I sent.*** (Mr. Wil, Interview, 27 August 2021)

***The material in the learning videos that I gave to the students was in accordance with the guidelines in the textbook, there were several videos. Some of them were videos about fruits and vegetables, food and drink, adjectives, etc. For assignments, usually 3 times a maximum, I gave assignments related to the learning videos that have been given.*** (Ms. Rai, 27 August 2021)

In implementing videos in teaching vocabulary in the elementary school, teachers have their own way of doing it so far. According to Mr. Wil, he made videos not only following what was in the textbook but adding material so that students can develop their minds, not just letting students think about that vocabulary – that is all in the classroom, for example, so Mr. Wil assumed that if the vocabulary given is not added to what was already in the textbook, it will limit students' thinking of vocabulary. This was what Mr. Wil has to say regarding this.

***For example, not all things in the classroom were in the LKS book / textbook explaining the vocabulary of everything in the classroom such as the president's photo, air conditioner, etc. So, the things that were in the classroom should be told so that students' thinking develops. If I just relied on books without adding material, it meant limiting students' thinking. Therefore, the material video should be watched by students in order to find out what vocabulary the teacher gave.*** (Mr. Wil, Interview, 27 August 2021)

In contrast to Mr. Wil, what did Ms. Rai in implementing the learning video, she gave an example to the students about the material she taught. However, first she provided learning materials sourced from YouTube. Then she made a short video showing how she mentioned vocabulary and students were asked to make similar videos to collect. The purpose of asking students to record videos so that students can remember vocabulary related to the material that has been taught by the teacher. Video recordings that have been made by students are then collected into Google Classroom. Here's what Ms. Rai said in the interview.

***As for the videos from YouTube, I mostly used them to provide learning materials. Then I gave an example first, for example today I asked to try to memorize vocabulary related to fruit. Given an example of me making a video, if it was a short video I can make it, so for example banana - pisang, apple - apel... like that were the examples. Then the task students are asked to record a video and then send it to Google Classroom.*** (Mr. Rai, Interview, 27 August 2021)

As for students' responses and the feedback that teachers provided in teaching during this pandemic period, they were also limited. Only a few students responded when the teacher gave assignment instructions or ordered them to watch videos in Google Classroom. The teacher also in



providing feedback to students regarding the material provided only asked students to contact if there were questions asked by students. The following is what the two participants said in the interview.

*Yes, if face-to-face the students were responsive, but online, I cannot guarantee everything, but some were responsive, some were not responsive in online learning. Also, for feedback in face-to-face indeed feedback that I emphasize so that they really understand what I say. As for feedback in teaching online, I asked those who were still confused or who did not understand to ask me via WhatsApp chat so that I can give another explanation so that they did not have trouble answering the assignments given. (Mr. Wil, Interview, 21 June 2021)*

*During this online learning, students were not as responsive when in class as responding to the material I provided. There were only one or two students who gave feedback in the Google Classroom. As for the feedback that I gave to students, I only asked them to contact me if they have something to ask or need more explanation for them to make it easier for them to understand what I have given in the learning material. (Ms. Rai, Interview, 27 August 2021)*

Based on the data above, conclusions can be drawn about how the strategies adopted by the teachers are implemented in teaching vocabulary activities in the elementary school. Starting from how to implement strategy with games and songs to how to implement strategy with video, which method with video was relevant to the current pandemic in teaching in schools. In addition, there was also a little mention about the material taught by the teacher and discussed how the teacher provided feedback for students and about what student responses were like in online learning.

### **3. The Implications of Employing the Teaching Strategies to The Students of The Elementary School**

The strategy of teaching vocabulary to elementary school students certainly had a significant implied to the students. From the implementation of the strategies that the teacher has done, it had good implications for students. In the material given by the teacher, one of them were about fruits and vegetables, of course, it had the implication to the students. Among them where students were able to identify the names of fruits and vegetables. They can group which vegetables and fruits by remembering according to the material that the teacher has given. As told by Ms. Rai at the interview.

*When students are given material for example about fruits and vegetables, the imply of the application of the video can be seen, students can group which fruits and vegetables were the result of their work doing the tasks I gave. They can identify it easily; this is probably because they remember oh this picture should be a fruit oh this picture is a vegetable... just like the one in the video. (Ms. Rai, Interview, 27 August 2021)*

The application of video learning materials that discussed food and drink also had an imply to the students. Students can identify food and drink vocabulary and they can mention food and drink vocabulary after they watched the learning video and answer the assignments given by the teacher. As Ms. Rai at the interview.

*So far, after the students watch the video, I gave about food and drink, they can mention food and drink vocabulary and they can identify what food and drink vocabulary was, which are food and drink. So, when asked their favorite food, they can automatically answer with the right vocabulary. (Ms. Rai, Interview, 27 August 2021)*

Meanwhile, the implementation of videos about family names also had an imply to the students. They can make a family tree, can determine the order of family vocabulary starting from the oldest to the youngest. This was what Mr. Wil in the interview.

***The students, if given a video of learning material, was quite able to capture what the material is well. They were told to make a family tree they could make properly. They can identify the order of family vocabulary from the oldest to the youngest. So, students can quickly understand them, the imply of the implementation of this video does have a good impact on students in developing their thinking. (Mr. Wil, Interview, 2021)***

Learning videos about tame animals and wild animals in this English subject, the teacher provided vocabulary related to animals. At the end of the lesson students are expected to be able to distinguish between tame and wild animals. Of course, this can be achieved because the implementation of this video had an imply to the students where they can distinguish which animals were tame and which were wild animals. They can identify it easily because they remembered the video material they have watched. The following was what Mr. Wil said in the interview.

***In learning that discussed animals, animal vocabulary is presented in which these animals are grouped into tame animals and wild animals. When students are given the task of being able to distinguish between tame and wild animals, this meant that the implementation of this video will have a good imply to the students... they can identify tame and wild animals easily because they remember what is described in the video they have watched. (Mr. Wil, Interview, 27 August 2021)***

Implementation of video material about things around, for example things in the classroom or home. Students are given the material all the vocabulary that was often in the classroom or at home. The teacher did not only use the existing vocabulary according to the package book but added vocabulary that was actually around the classroom or home. The implementation also has an imply to the students, they can mention the vocabulary of things in the classroom and at home. They can identify things around them with the right vocabulary. Here is the presentation of Mr. Will in the interview.

***So, I will provide learning video material about things around, for example things in the classroom and at home. I mentioned the vocabulary according to the guide in the package book and I also added another vocabulary that was actually in the classroom or at home. That's all so that students know they can identify things, what are their vocabulary, things in the classroom and at home. It turned out that they were able to mention the vocabulary of things in the classroom and at home when I gave them an assignment. So, its implementation has a good imply to the students in identifying things around them. (Mr. Wil, Interview, 27 August 2021)***

Video learning material that was also taught by the teacher was about adjectives. The teachers gave the material what are the adjectives and their opposites. Students are expected to be able to name and know adjectives and their opposites. Of course, the implementation of this learning video had an imply to the students being able to mention vocabulary related to adjectives and also their opposites. They can identify it easily according to the material provided by the teacher. As in the story from Ms. Rai the following.

***I sent out learning materials for students about adjectives, and also the opposites of those adjectives. For example, long versus short, etc. So, it was like that in the video. When I gave assignments, students can mention adjectives and know the opposite of the adjective correctly because they remember what was in the video material. They can easily identify according to the material I provide in the video. (Ms. Rai, Interview, 27 August 2021)***

From the data above, it can be concluded that the implementation of the vocabulary teaching strategy adopted learning videos, be it from YouTube or video that made by themselves that contained drill strategies in the video along with vocabulary, translations and most importantly pictures which are certainly very helpful for students to remember the vocabulary that has been given by the teacher in the video. There were several implications given by the strategy of teaching vocabulary adopting videos. Some of them have been mentioned in the data above and it turned out that the implementation of the learning video strategy has a good imply to the students in elementary school.

### **Discussions**

Teaching methods and learning strategies have developed throughout the world where the aim is to improve students' English language skills (Wang, et al. 2011: 128). Whereas, vocabulary learning is very important as according to Thornbury (2002) teaching vocabulary is a crucial aspect in learning a language as languages are based on words.

David (2009: 1) stated that strategy is a plan, method, or series of activities designed to achieve a particular educational goal. Based on that it can be conclude that teacher's strategy is planning that the teacher makes to achieve objective of the learning with the way that the teacher adopts to implement the strategy.

In this research, the teacher said that their teaching strategy, especially teaching vocabulary adopting learning videos during this pandemic, was due to limitations in adopting ordinary strategies such as songs or games.

The learning videos given by the teacher can be played repeatedly so that students can increase their memory of the vocabulary given in the video. The video material that the teacher gives in one meeting and in the next few meetings the teacher sends tasks related to the material presented. It can be said that once the material is then several times the practice of the material. Students respond and can answer assignments well, few or many students can remember vocabulary because of repeated learning about the topic of discussion, for example, vegetables and fruit, which are repeatedly given practice questions. Therefore, the teacher's strategy of teaching vocabulary with learning videos has a good impact on students. Judging from the results of the assignments they did, many of them got good grades, judging from the assignments they did in Google Classroom.

### **CLOSING**

This research was conducted to explore the strategies that teachers adopted in teaching vocabulary. Based on the experience that the teacher told the author. Teaching vocabulary mastery at the elementary school level is indeed very crucial to continue even in the current pandemic situation. The strategies adopted by teacher are fairly simple because of limitations in online learning media. In one of the elementary schools where the researcher conducted research, a strategy found that teacher adopted in teaching vocabulary online. The strategy for teaching vocabulary was adopting learning videos that contain pictures, vocabulary and their meanings. In the video material that the teacher gave, there was a way to teach vocabulary using the drilling method, which helps students pronounce vocabulary correctly and makes it easier for students to remember the vocabulary in the learning material. The implication of the employing of this learning video has good implications for students.

Researcher suggests that teacher can pay attention to strategies in teaching English vocabulary to elementary school students, ensure students understand the material presented and as much as possible provide material with strategies that allow students to easily remember the material. Students can express what they want to convey or what they want to talk about easily if they master a lot of vocabulary. The researcher believes that if the students follow the teaching of English vocabulary with the teacher's supportive strategies, the students will enhance their vocabulary a lot.

For future researcher who wants to do other research that is still in the same scope, the researcher hopes that other researcher can conduct research that can develop from these findings and find other strategies in teaching English vocabulary that are more advanced. In addition, since this research only focuses on teaching English vocabulary by teachers, the researcher hopes future researcher to investigate other strategies related to learning in other skills such as in writing, listening

or reading. Finally, I hope this research can be a good guide that can be a source of information for further research on teaching English vocabulary.

#### REFERENCES

- Blaxter, L., Hughes, C., & Tight, M. (2010). How to research. *McGraw-Hill Education (UK)*.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology, 3*(2), 77-101.
- Clandinin, D. J., Pushor, D., & Orr, A. M. (2007). Navigating sites for narrative inquiry. *Journal of teacher education, 58*(1), 21-35.
- Creswell John, W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. *published by Pearson Education, Inc.*
- David, F. R. (2017). Strategic management concepts and cases. *Pearson Education Limited*.
- Fauziati, E. (2008). Introduction to methods and approaches in second or foreign language teaching.
- Manik, S., & Christiani, M. (2016). Teaching vocabulary using matching word on computer assisted, language learning. *International journal of English Language teaching, 4*(7), 1-26.
- Spencer, L., Ritchie, J., Ormston, R., O'Connor, W., & Barnard, M. (2014). Analysis: Principles and processes. *Qualitative research practice: A guide for social science students and researchers, 2*, 269-290.
- Thornbury, S. (2002). How to teach vocabulary.
- Wang, Y., Shang, H., & Briodi, P. (2011). Investigating the impact of using games in teaching children English. *International journal of earning & development, 1*(1).
- Widodo, H. P. (2014). Methodological considerations in interview data transcription. *International Journal of Innovation in English Language Teaching and Research, 3*(1), 101-109.
- Wina, S. (2006). Standard-oriented learning strategy for the education process. *Jakarta: Prenada Media Group*.