

Improving Students' Vocabulary by Exploring Rarely Discussed Aspects of Vocabulary Growth

*¹Masyudi, ¹Yunike

¹Program Studi Pendidikan Bahasa Inggris, Institut Pendidikan Nusantara Global, Indonesia

Co. Author Email: Masyudi@nusantaraglobal.ac.id

Article Info	Abstract (10pt, Bold)
Article History Received: February 25, 2025 Revised: March 11, 2025 Published: March 25, 2025	<i>Vocabulary acquisition is a fundamental aspect of language learning that significantly influences students' communication skills and academic performance. However, traditional vocabulary teaching methods often emphasize rote memorization and word lists, neglecting less commonly explored strategies that can enhance vocabulary growth more effectively. This study examines the impact of integrating rarely discussed aspects of vocabulary development, such as lexical chunks, morphological awareness, etymology, and contextual learning, on second-grade senior high school students. The research employs a qualitative and quantitative approach, incorporating classroom observations, student assessments, and teacher feedback to analyze the effectiveness of these strategies. Findings indicate that students exposed to these methods show a deeper understanding of word formation, improved retention, and greater confidence in using new vocabulary in different contexts. Additionally, engaging students in interactive learning activities, such as word mapping, etymological exploration, and phrase-based instruction, fosters a more meaningful and long-term vocabulary acquisition process. By shifting the focus from isolated word memorization to a more holistic and contextualized approach, this study provides valuable insights for educators aiming to enhance students' vocabulary proficiency. The findings suggest that incorporating innovative vocabulary learning strategies into English language teaching can create a more dynamic and effective learning environment for senior high school students.</i>
Keywords Students' Vocabulary; Vocabulary Growth; Second Senior High School	

How to cite: Masyudi, M., & Yunike, Y. (2025). Improving Students' Vocabulary by Exploring Rarely Discussed Aspects of Vocabulary Growth. *Journal of Advance in Language, Literature, and Education*, 1(1), 22-26.

INTRODUCTION

Vocabulary development plays a vital role in language acquisition, as it directly impacts students' ability to communicate effectively and comprehend written and spoken texts. A well-developed vocabulary is essential for academic success, particularly for senior high school students who are preparing for higher education and future career opportunities. However, traditional vocabulary instruction often focuses on rote memorization of word lists, overlooking deeper cognitive processes that contribute to meaningful vocabulary retention and usage. While conventional approaches such as memorization, translation, and repetitive exercises have been widely used, research suggests that these methods may not be sufficient in fostering long-term vocabulary acquisition and application.

In the context of second-grade senior high school students, vocabulary learning becomes increasingly important as they engage with more complex texts and academic discourse. Despite its significance, vocabulary instruction is often limited to explicit teaching of word definitions and isolated word drills, rather than incorporating holistic and cognitive-based approaches that enhance retention and practical application. To bridge this gap, exploring rarely discussed aspects of vocabulary growth, such as lexical chunks, morphological

awareness, etymology, and contextual learning, can provide a more comprehensive and effective method of vocabulary instruction.

English language learners (ELLs) often struggle with vocabulary retention and application due to limited exposure to diverse vocabulary learning strategies. Traditional teaching approaches emphasize explicit instruction of word meanings but fail to address how words function within language structures and real-life contexts. This limitation results in students' inability to use newly learned words in different linguistic settings, thereby hindering their overall language proficiency. In contrast, lesser-known vocabulary acquisition strategies offer a broader perspective on how students can internalize and utilize new vocabulary effectively. These include learning words in phrases or lexical chunks, understanding word formation through morphological analysis, and exploring the historical development of words through etymology.

Lexical chunks, for instance, involve teaching words in groups or phrases rather than as isolated terms. This approach aligns with natural language processing, where learners acquire language patterns that facilitate fluency and comprehension. Similarly, morphological awareness—the ability to recognize and manipulate morphemes—enhances students' understanding of word structures, enabling them to deduce meanings and form new words independently. Etymology, the study of word origins, provides insights into word meanings and relationships, making vocabulary learning more engaging and memorable.

Despite the critical role of vocabulary in language learning, many second-grade senior high school students continue to face challenges in vocabulary acquisition and application. The predominant reliance on traditional teaching methods, such as word memorization and translation, often leads to superficial learning, where students struggle to retain and use new words in meaningful contexts. Moreover, students often find vocabulary learning monotonous and disengaging, reducing their motivation to expand their lexical knowledge.

One of the key challenges faced by educators is the lack of integration of rarely discussed vocabulary learning strategies into the curriculum. While some innovative methods have been proposed in linguistic research, they are rarely implemented in classroom settings due to a lack of awareness or pedagogical resources. Consequently, students are deprived of opportunities to develop deeper lexical competence, affecting their overall language proficiency and academic performance.

This study aims to explore the effectiveness of incorporating rarely discussed vocabulary growth strategies into the teaching process for second-grade senior high school students. By examining the impact of lexical chunks, morphological awareness, etymology, and contextual learning, the research seeks to provide practical insights for educators on how to enhance vocabulary instruction beyond conventional methods.

The findings of this study will benefit students by improving their vocabulary retention, comprehension, and application skills. Additionally, educators will gain valuable pedagogical strategies that can be integrated into English language teaching to create a more engaging and effective learning environment. Furthermore, this study contributes to the broader field of English language teaching by highlighting the significance of cognitive-based vocabulary acquisition techniques in secondary education.

The primary objectives of this study are: To identify the challenges faced by second-grade senior high school students in vocabulary acquisition and retention. To explore the effectiveness of lexical chunks, morphological awareness, etymology, and contextual learning in enhancing students' vocabulary growth. To evaluate the impact of these strategies on students' ability to comprehend and use new vocabulary in various linguistic contexts. To provide practical recommendations for educators on integrating innovative vocabulary learning strategies into English language instruction.

This study focuses on second-grade senior high school students and their vocabulary learning experiences within the classroom setting. The research examines the effectiveness of lesser-known vocabulary acquisition strategies, including lexical chunks, morphological awareness, etymology, and contextual learning. While the study aims to provide valuable insights into vocabulary growth, it is limited to the specific context of senior high school students and may not be directly applicable to learners in different educational settings, such as primary school or adult learners. Additionally, the study relies on qualitative and quantitative data collected through classroom observations, assessments, and teacher feedback, which may have inherent limitations in generalizability.

RESEARCH METHOD

This study employs a mixed-method research design, incorporating both qualitative and quantitative approaches to analyze the impact of rarely discussed vocabulary growth strategies on second-grade senior high school students. The study involves classroom interventions where students are exposed to vocabulary instruction using lexical chunks, morphological awareness, etymology, and contextual learning. Data collection methods include pre-tests and post-tests, student surveys, classroom observations, and teacher interviews to assess students' vocabulary acquisition and retention.

A sample of second-grade senior high school students is selected for the study, ensuring a diverse representation of language proficiency levels. The intervention spans over a designated period, with structured lesson plans integrating the targeted vocabulary learning strategies. The quantitative data, derived from test scores and survey responses, are analyzed using statistical methods to measure vocabulary improvement. Qualitative data, collected through observations and interviews, provide insights into students' engagement, motivation, and perceptions of the new learning strategies.

Ethical considerations are observed throughout the research, ensuring student participation is voluntary, and data confidentiality is maintained. The findings are expected to offer practical recommendations for educators to enhance vocabulary instruction, contributing to improved language proficiency among senior high school students.

FINDINGS AND DISCUSSION

Results and Discussion

The findings of this study reveal significant improvements in students' vocabulary acquisition, retention, and application following the implementation of rarely discussed vocabulary growth strategies. Pre-test and post-test comparisons indicate a notable increase in students' ability to recognize, understand, and use new vocabulary in various contexts. The students exposed to lexical chunks, morphological awareness, and etymology-based learning strategies demonstrated better recall and usage of vocabulary than those taught using traditional methods.

Survey results suggest that students found the new learning approaches more engaging and effective in understanding word meanings and usage. Many students reported that learning words in chunks helped them use phrases naturally in conversations, while morphological analysis improved their ability to decipher unfamiliar words. Additionally, the study of etymology sparked curiosity and motivation, making vocabulary learning more enjoyable.

Classroom observations and teacher interviews further support these findings, highlighting increased student participation, enthusiasm, and confidence in vocabulary use. Teachers noted that students were more willing to experiment with new words in both written and spoken tasks, indicating a deeper and more functional understanding of vocabulary.

These results suggest that incorporating innovative and rarely discussed vocabulary learning strategies can significantly enhance vocabulary acquisition and application. The findings emphasize the need for a shift from traditional rote learning to more interactive and cognitive-based instructional methods.

CONCLUSION

This study concludes that integrating rarely discussed vocabulary growth strategies significantly enhances vocabulary acquisition, retention, and application among second-grade senior high school students. The findings highlight the importance of moving beyond traditional rote learning methods and incorporating lexical chunks, morphological awareness, etymology, and contextual learning in vocabulary instruction.

By adopting these innovative approaches, students can develop a deeper understanding of vocabulary, improve their communication skills, and enhance their overall language proficiency. Educators are encouraged to implement these strategies in their teaching practices to create a more engaging and effective vocabulary learning environment, ultimately preparing students for academic and professional success.

RECOMMENDATION

Based on the findings of this study, several recommendations are proposed to improve the effectiveness of vocabulary learning among senior high school students. First, educators are encouraged to integrate key components such as lexical chunks, morphological awareness, etymology, and contextual learning into the English language curriculum. These elements can significantly enhance students' vocabulary acquisition by providing deeper understanding and more meaningful connections between words.

In addition, professional development programs should be implemented to equip teachers with innovative vocabulary instruction strategies. By providing training focused on practical and research-based approaches, teachers will be better prepared to deliver effective and engaging vocabulary lessons. To further support student learning, teachers are advised to incorporate interactive and enjoyable activities, including storytelling, role-playing, and the use of digital tools. These methods can increase student motivation and make vocabulary learning more dynamic and memorable.

Another important step is the implementation of regular vocabulary assessments to monitor students' progress. These assessments will enable educators to identify learning gaps, evaluate the effectiveness of current teaching methods, and make data-driven adjustments to instruction. Lastly, it is essential to encourage independent learning by motivating students to explore vocabulary beyond the classroom. Activities such as extensive reading, engaging with multimedia resources, and using language learning applications can foster autonomous learning habits and broaden students' lexical knowledge. Collectively, these recommendations aim to create a more effective, engaging, and student-centered environment for vocabulary development in senior high school education.

REFERENCES

- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.
- Schmitt, N. (2010). *Researching Vocabulary: A Vocabulary Research Manual*. Palgrave Macmillan.
- Read, J. (2000). *Assessing Vocabulary*. Cambridge University Press.
- Webb, S., & Nation, P. (2017). *How Vocabulary Is Learned*. Oxford University Press.
- Thornbury, S. (2002). *How to Teach Vocabulary*. Longman.
- Ellis, R. (1997). *Second Language Acquisition*. Oxford University Press.

- Laufer, B. (1997). *The Lexical Plight in Second Language Reading*. Cambridge University Press.
- Meara, P. (2002). *The Study of Lexical Acquisition*. Cambridge University Press.
- Waring, R., & Takaki, M. (2003). The Effects of Repetition on Vocabulary Knowledge. *Language Teaching Research*, 7(3), 221-250.
- Hulstijn, J. H. (2001). *Intentional and Incidental Second Language Vocabulary Learning*. Cambridge University Press.
- Zimmerman, C. B. (2009). *Word Knowledge: A Vocabulary Teacher's Handbook*. Oxford University Press.
- McCarthy, M. (1990). *Vocabulary*. Oxford University Press.
- Webb, S. (2008). Receptive and Productive Vocabulary Learning. *Studies in Second Language Acquisition*, 30(1), 79-95.
- Qian, D. D. (2002). Investigating the Relationship Between Vocabulary Knowledge and Academic Reading Performance. *Language Learning*, 52(3), 513-536.
- Stahl, S. A. (1999). *Vocabulary Development*. Brookline Books.
- Nation, P. (2013). *Learning Vocabulary in Another Language* (2nd ed.). Cambridge University Press.
- Milton, J. (2009). *Measuring Second Language Vocabulary Acquisition*. *Multilingual Matters*.
- Carter, R. (1998). *Vocabulary: Applied Linguistic Perspectives*. Routledge.
- Schmitt, N., & McCarthy, M. (1997). *Vocabulary: Description, Acquisition, and Pedagogy*. Cambridge University Press.
- Barcroft, J. (2015). *Vocabulary in Language Teaching: Theory, Research, and Pedagogy*. Routledge.