

**VOCABULARY RECALL STRATEGIES IN TEACHING ENGLISH
USED AT ENGLISH COURSES IN ACEH**

THESIS

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THESIS

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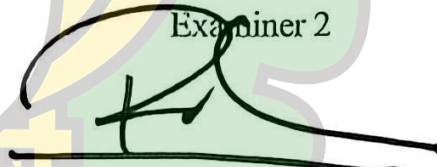
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Alhamdulillah, in the name of Allah, the Most Gracious and the Most Merciful, all praise be to Allah. He is the God who guides, always helps his servants, and is the One who gives the best to them. May blessings and peace be upon the Prophet Muhammad, peace be upon him, who brought light to this world and guided his people to the right path.

Furthermore, this study would not have been possible and completed without the help, support, and guidance of many individuals and organizations. First, I would like to express my deep and sincere gratitude to my supervisor, Prof. Jarjani Usman, S.Ag., S.S., M.Sc., Ph.D., for allowing me to conduct the study and for providing invaluable assistance throughout. His sincerity in imparting valuable knowledge has greatly inspired me. It has been a great honour and privilege to learn from him. I express my sincere gratitude for his acceptance and patience during the discussions and guidance I received in preparing the study. I also thank all the lecturers and staff for their kindness, knowledge, and assistance in the English Language Education Department.

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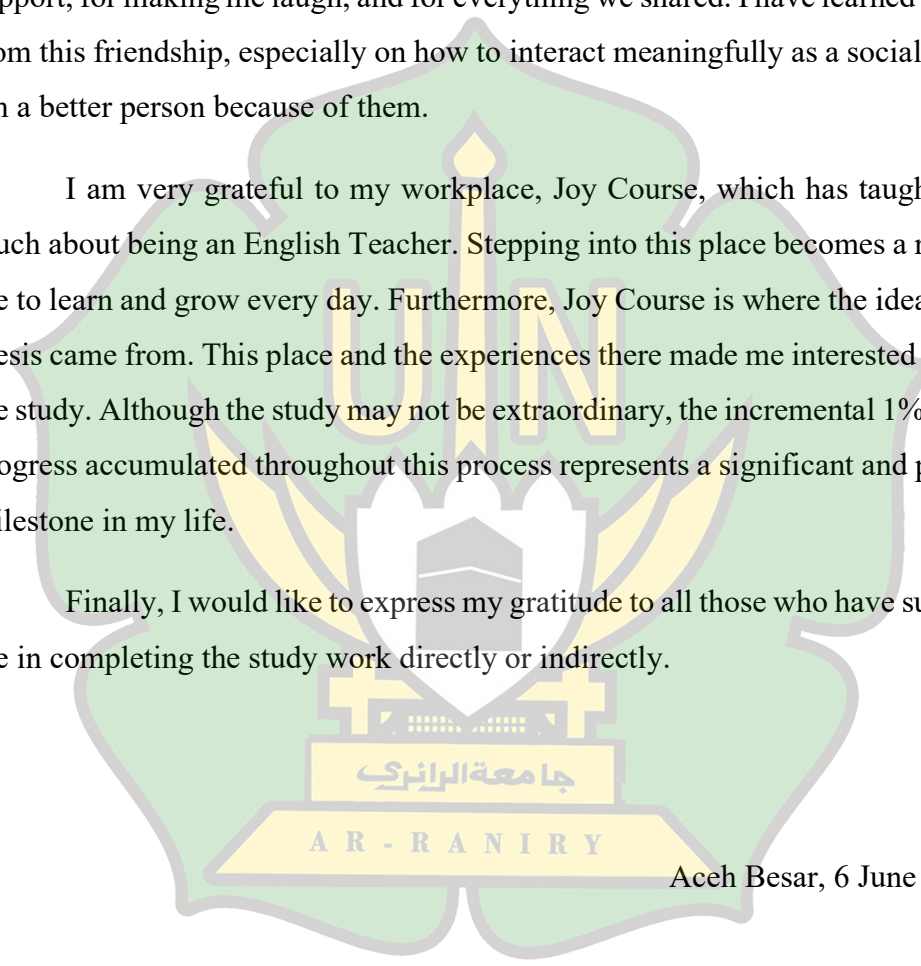
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ABSTRACT

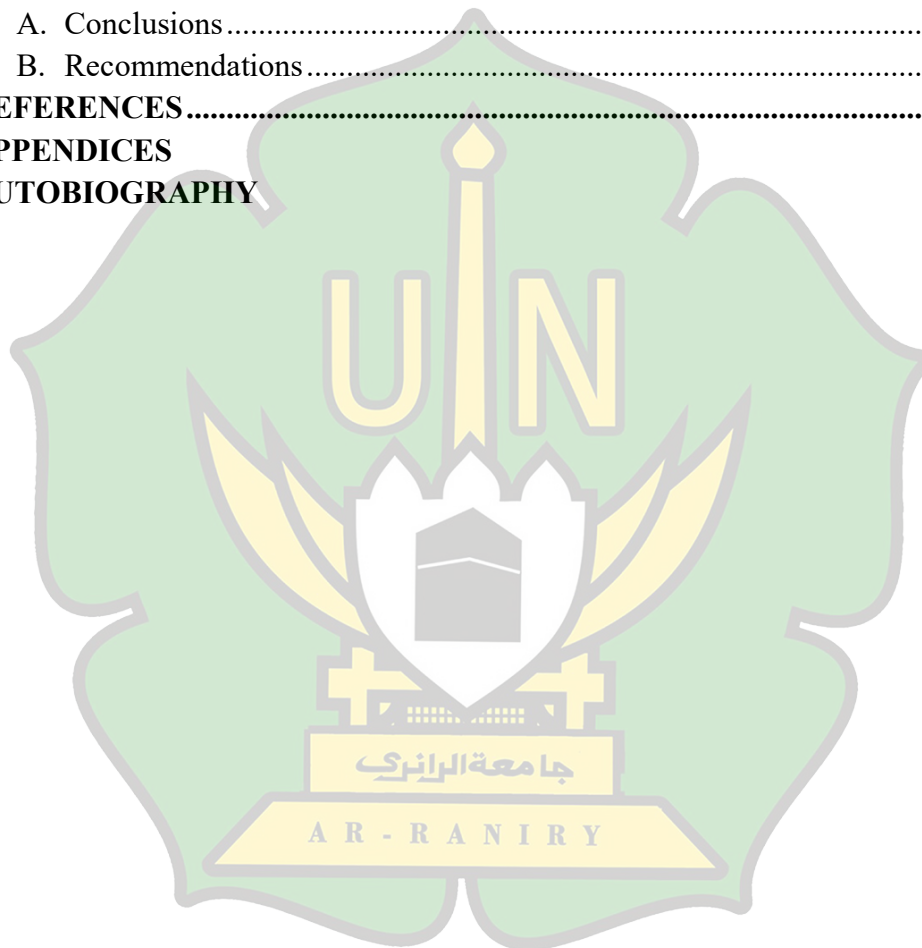
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This study investigated vocabulary memorization strategies used in English language teaching at two English language courses in Aceh: Bright English Academy (BEA) and Joy Course (JC). It analyzes how the two courses equip teachers with vocabulary teaching skills, how teachers implement these strategies in the classroom, and how the courses evaluate their success. The study used a qualitative case study design. Data were collected through semi-structured interviews with two founders and four teachers in each course, as well as classroom observations during one meeting for each teacher. Follow-up interviews were also conducted with four teachers to clarify discrepancies between teacher reports and observed practices. The results showed that both courses used a variety of similar strategies. The fundamental difference lies in the main memorization system. BEA implements daily memorization of 7-15 words at the end of the lesson, while JC uses a repetition method three times a week for 30 minutes at the beginning of each meeting. In terms of teacher training, neither course provided pre-teaching training. However, BEA excelled in ongoing mentoring through monthly observations and weekly meetings, while JC excelled in individualized guidance from its founders through weekly lesson plans. Strategy implementation in BEA is more flexible and integrates vocabulary into other language skills, while JC is more structured and consistent with a three-meeting cycle. Evaluation of success in BEA is standardized with periodic exams and report cards, while JC is more organic with daily assessments and direct follow-up in class.

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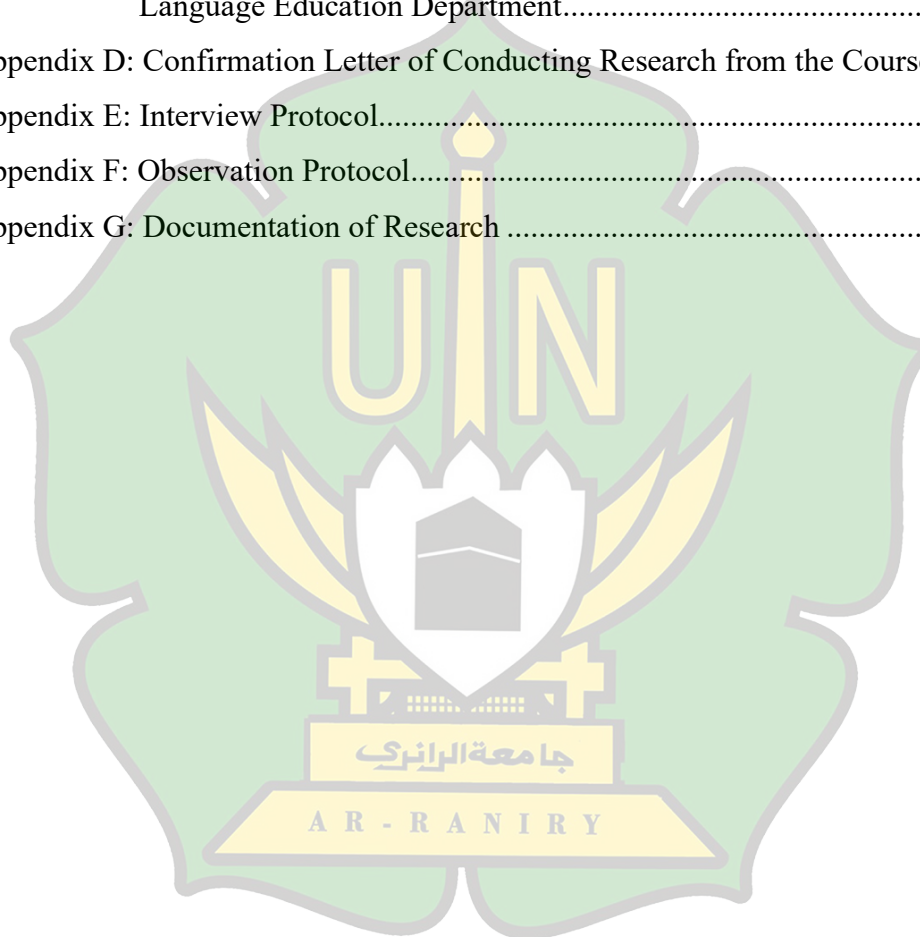
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CHAPTER I

INTRODUCTION

This chapter provides an overview of the study by presenting the background and rationale for conducting this study. It begins with the background of the study, which explains the importance of vocabulary recall strategies in English language teaching and identifies the research gap that provides the rationale for conducting the study. It then presents the research questions and objectives of the study that guide this investigation, followed by the significance of the study, which describes its potential contributions. Finally, this chapter presents the definitions of the key terms used in the study to clarify their meaning and ensure a clear understanding of the concepts discussed throughout the thesis

A. Background of the Study

Vocabulary is an indispensable part of any language, making communication impossible without it (Namaziandost et al., 2020). Therefore, vocabulary has an important role in English language teaching. Vocabulary is an essential component of the second language learning classroom (Susanto & Ab Halim, 2016). Therefore, in implementing English learning, it is important to focus on vocabulary learning.

Several studies (Nation, 2022; Laufer, 1992; Sutarsyah et al., 1994; Srimongkontip & Wiriyakarum, 2014) emphasize the critical role of vocabulary size in academic success. Nation (2022) suggests that a minimum of 3,000 words is necessary for university-level tasks, while Laufer (1992) argues that 5,000 words indicate high proficiency. In specific contexts, such as reading economics textbooks, Sutarsyah et al. (1994) contend that a range of 4,000 to 5,000 words is essential. Furthermore, for general daily interaction, the requirement can span from 3,000 to 10,000 words (Srimongkontip & Wiriyakarum, 2014).

Decades of EFL research have been dedicated to identifying superior strategies for teaching vocabulary and boosting learners' recalling and retention. Consequently, the need for an effective, innovative teaching strategy that optimizes vocabulary learning, recalling, and retention is undeniable.

Previous studies (e.g., Aini, 2024; Hanafi, 2026; Prayitno et al., 2023; Purwanto & Despita, 2022) have shown that vocabulary teaching strategies are highly diverse and can impact student learning outcomes. Aini (2024), in her study at Brilliant English Course in Pare, Kediri, found that tutors used four main strategies: drilling, mime/gesture, clustering, and games. These strategies have been shown to help students understand and remember vocabulary better. However, her study focused more on the strategies used by tutors and their overall effectiveness, while less attention was given to how courses equip teachers or how these strategies are systematically evaluated within the courses.

Another study by Prayitno et al. (2023) on the Zahanain English Course at Zainul Hasanain Islamic Boarding School. Their study shows that vocabulary handbooks can support student learning motivation and vocabulary mastery in the context of an English course. Their study is relevant because it was conducted in a non-formal English learning environment, but it still focused more on the effectiveness of the learning materials than on teacher training, classroom implementation, or course evaluation of vocabulary retention strategies.

Similarly, a study by Hanafi (2026) about vocabulary classes at STKIP PGRI Tulungagung found six main strategies used by lecturers: word walls, spot dictation, Google Classroom, discussion and discovery learning, reading stories, and vocabulary presentation. His study also showed that these strategies were supported by repetition, retrieval practice, cognitive depth, memorization, attention, and motivation. Although his study is highly relevant, the context is a college classroom rather than an English course, so it does not specifically describe vocabulary teaching practices in English language courses in regions such as Aceh.

According to Purwanto and Despita (2022) in a review on vocabulary teaching strategies using a case study on the effect of learners' lexical recall, using the context method is more effective than using definitions and synonyms in maintaining long-term vocabulary memory. Their study is significant because it directly addresses lexical recall. However, it mainly used an experimental approach and did not fully explore how recall strategies are implemented by teachers in real

classroom practice, how teachers are trained, or how English language courses evaluate the success of those strategies.

Based on the aforementioned studies, it can be seen that vocabulary teaching has been widely researched. However, there is still a research gap in examining how English language courses equip teachers to teach vocabulary recall strategies, how those strategies are implemented in actual classroom practice, and how the success of the strategies is evaluated by English language courses. Moreover, there is still limited research focusing on English language courses in Aceh, even though the local context may influence the choice of strategies, teacher training, and evaluation practices.

Therefore, this study was conducted to address the identified gap by investigating vocabulary recall strategies used by English teachers in English language courses in Aceh. It focused on how English courses equip their teachers with the ability to teach vocabulary and how the teachers implement vocabulary recall strategies in their teaching practice. In addition, the study examines how the English courses evaluate the success of the strategies used to support students' vocabulary recall. Through these aspects, the study aims to provide a more comprehensive understanding of how vocabulary recall strategies are prepared, implemented, and evaluated in English language courses in Aceh.

B. Research Questions

Based on the background of the study above, the research questions of this study were formulated as follows:

1. What strategies do teachers at English language courses use to improve students' vocabulary recall?
2. How do English language courses equip the teachers with the ability to teach Vocabulary?
3. How do the English language teachers in English language courses implement the Strategies to teach English vocabulary to students?
4. How do the English language courses evaluate the success of implementing the strategies?

C. The Objectives of the Study

In line with the research questions of the study, the objectives of this study were formulated as follows:

1. To identify the specific pedagogical strategies used by English Course teachers to enhance student vocabulary recall.
2. To analyze the professional development programs utilized by English Courses to equip teachers with proficiency in vocabulary instruction.
3. To assess the accuracy of implementation of identified vocabulary strategies by English Course teachers in the classroom setting.
4. To evaluate the criteria and methods employed by English Courses to measure the success and impact of implemented teaching strategies.

D. The Significance of the Study

This research contributes to the body of knowledge in this field by providing insight into how various English courses in Aceh implement strategies for teaching English vocabulary, particularly vocabulary recall. Specifically, the findings of this study are expected to serve as a practical reference for course administrators and teachers in selecting and evaluating vocabulary teaching strategies.

E. Terminologies

This thesis uses several key items regarding vocabulary recall strategies, teaching English, and English courses.

1. Vocabulary Recall

Recall is defined by the American Psychological Association (2018) as "to retrieve and reproduce information" from prior learning or past experience. In the context of vocabulary learning, recall involves retrieving previously learned words from memory when they are needed. Kanayama and Kasahaea (2016) describe the retrieval effect as "the phenomenon that the act of recalling previously learned items from memory enhances the final test performance" (p.21). In addition, Nation (2022) explains that the retrieval process of meaning in one's memory is a very important part of vocabulary learning strategies because recalling a word helps

reinforce memory and supports long-term memory retention. Therefore, vocabulary recall is a key part of successful vocabulary instruction since it connects learning, memory, and actual language use.

2. English Course

According to the Indonesian Directorate of Courses and Training (2020), English courses are non-formal education and training initiatives aimed at developing students' core competencies. Sukmojati et al. (2023) found that non-formal courses have a significant impact on students' foreign language skills. Therefore, English courses are one of the institutions that have a positive impact on improving each individual's English language development. English courses in this study are Bright English Academy (BEA) and Joy Course (JC).



CHAPTER II

LITERATURE REVIEW

This chapter reviews the literature and previous studies relevant to the topic of this study. It presents the key concepts and theories that provide the theoretical foundation for this study and discusses previous research related to vocabulary recall strategies, teacher training, and evaluation of vocabulary teaching. The review of previous studies also helps identify how the existing literature relates to and supports the present study.

A. English Vocabulary

Vocabulary is an essential component of the second language learning classroom (Susanto & Ab Halim, 2016). Vocabulary knowledge plays a central role in developing language proficiency. According to Nation (2022), vocabulary provides the basis for communication and supports the development of listening, speaking, reading, and writing skills. Furthermore, Pignot-Shahov (2012) distinguishes between receptive and productive vocabulary knowledge, emphasizing that productive vocabulary is a stronger indicator of overall language ability.

In terms of vocabulary size, Nation (2022) suggests that EFL learners require at least 3,000 word families for basic comprehension, and 4,000 to 5,000 word families for understanding academic texts. In Indonesia, senior high school students are expected to master approximately 4,000 words; however, empirical findings indicate that many students have not yet reached this threshold (Alifah & Wijirahayu, 2025).

Several studies (e.g., Nation, 2022; Schmitt, 1997; Zuhairi & Mistar, 2023) emphasized the importance of vocabulary learning strategies in improving vocabulary mastery. According to Schmitt (1997), a large-scale study identified six major categories of vocabulary learning strategies: cognitive, metacognitive, determination, memory, encoding, and activation strategies. The findings revealed that these strategies significantly predicted vocabulary mastery, with metacognitive

strategies emerging as the strongest predictor (Zuhairi & Mistar, 2023). They suggest that learners who actively plan, monitor, and evaluate their vocabulary learning tend to achieve better outcomes.

Students frequently used cognitive strategies such as contextual guessing and digital tools, as well as memory strategies like repetition and pronunciation practice. However, metacognitive strategies such as planning vocabulary learning, monitoring their understanding of new words, and evaluating how well they had mastered. However, metacognitive strategies were less consistently applied (Alifah & Wijirahayu, 2025).

To summarize how English vocabulary is learned in Indonesia, there are three major points that can be drawn. First, vocabulary knowledge, particularly productive vocabulary, is strongly associated with overall English proficiency. Second, many learners have not yet achieved the recommended vocabulary size for academic success. Third, vocabulary learning strategies significantly influence vocabulary mastery, yet their use varies among learners.

B. Strategies for Vocabulary Recall

Vocabulary recall refers to the ability to retrieve the meaning and form of a word from long-term memory (Komiya et al., 2024). Researchers (Al Awabdeh et al., 2023; Al Faris & Jasim, 2021) show that providing learners with explicit instruction in specific strategies significantly improves their ability to recall and retain words, especially in academic settings. This section below discusses the main memory and vocabulary learning strategies identified in the literature, focusing on their role in enhancing recall.

1. The Importance of Explicit Strategy Instruction

Al Awabdeh et al. (2023) state that vocabulary learning can happen implicitly, through unconscious exposure like reading, or explicitly, through deliberate and conscious study. Explicit learning involves intentional effort to learn words. They provide strong evidence that explicitly teaching vocabulary strategies has a significant positive impact on EFL learners' immediate recall and long-term retention of academic words. In their experiment, students who were taught

strategies such as creating imagery, grouping words, and paraphrasing performed better than students who learned through traditional methods. This finding highlights that teaching learners how to learn vocabulary is essential for effective recall.

2. Key Memory Strategies for Vocabulary Recall

Memory Strategies are specific techniques designed to help store and retrieve information, they work by creating strong connections between new words and knowledge already stored in memory (Oxford, 1990; Schmitt, 1997, as cited in Al Faris & Jasim, 2021). Those strategies can be implemented through several techniques. First is creating mental connections, this strategy involves organizing words into logical groups based on meaning, topic, or grammar (Oxford, 1990). The second is using images and sounds, also known as the keyword method. In this strategy, a learner links a new word to a familiar word, image or sound (Thompson, 1987).

The third is using physical actions, it involves using gestures or body movements to represent a word's meaning (Oxford, 1990). The last is structured review, it is essential to fight vocabulary attrition, or forgetting. Regular and planned review is necessary (Al Awabdeh et al., 2023; Nation, 2022). These techniques represent the main types of memory strategies that support effective vocabulary recall.

3. Vocabulary Learning Strategies for Deeper Processing

Beyond memory strategies, vocabulary learning strategies involve cognitive and metacognitive processes that encourage deeper mental engagement with words, leading to better recall. These strategies include several techniques. First is guessing meaning from context; learners are trained to use clues from the surrounding text, their general knowledge, and word structure to infer meaning (Schmitt, 1997). Second is strategic dictionary use and note taking go beyond simply copying definitions. Effective learning involves more than copying a definition, as learners are encouraged to find additional information such as synonyms, examples, or word

forms, which helps build a richer understanding of the vocabulary (Gu & Johnson, 1996).

Third is paraphrasing and creating sentences, it requires learners to explain a word in their own words or use it in meaningful contexts, forcing them to actively retrieve and apply the word, thereby strengthening the connection between its form and meaning (Al Awabdeh et al., 2023). The last is metacognitive awareness, this refers to a learner's ability to plan, monitor, and evaluate their own learning (Gu & Johnson, 1996; Schmitt, 1997). These strategies promote deeper processing of vocabulary and support vocabulary recall.

4. Synthesis and Teaching Implications

The various strategy lists proposed by researchers share a common core idea that deep and active engagement with vocabulary leads to better recall. Strategies that require learners to manipulate, connect, and personally use new words, such as the keyword method, semantic mapping, or sentence creation, promote deeper mental processing than simple repetition (Craig & Lockhart, 1972).

Explicitly teaching these strategies, as shown in the research, equips learners with the tools to become independent. The interview data from Al Awabdeh et al. (2023) revealed that students not only improved their recall but also felt more confident about learning vocabulary. Therefore, the ultimate goal of vocabulary instruction should be to develop strategic learners who can independently choose and use the right methods to effectively recall and use words in their academic and professional lives.

C. Training of Teachers to Teach English Vocabulary

The quality of vocabulary instruction is directly influenced by the quality of teacher preparation (Ganji et al., 2018; Jayanthi et al., 2017). Effective vocabulary teaching requires more than just linguistic knowledge, it demands pedagogical skills, strategic awareness, and the ability to adapt to learner needs, all of which must be cultivated through comprehensive professional development (Ganji, Ketabi, & Shahnazari, 2018).

The knowledge that teachers hold about vocabulary and its instruction forms a critical part of understanding how they make pedagogical decisions (Chung, 2018; Hermagustiana, 2017). Studies (Chung, 2018; Hermagustiana, 2017) have shown that teachers' knowledge, often shaped by their own language learning experiences and the contextual factors of their workplace, significantly influences their classroom practices.

According to Ganji et al. (2018), research on teacher training reveals significant gaps between current practice and research-backed principles, which directly impact how vocabulary is taught in various educational contexts. To understand these challenges, it is essential to examine the current state of teacher training for vocabulary instruction, which requires a focus on teacher cognition and the need for more structured and effective professional development programs (Chung, 2018; Ganji et al., 2018)

The primary source of professional development for many new English teachers in private language schools is the Teacher Training Course (TTC) (Ganji, Ketabi, & Shahnazari, 2018). However, studies of TTC in contexts like Iran reveal a mixed and often problematic picture (Ganji, Ketabi, & Shahnazari, 2018). While institutions typically follow formal recruitment, training, and evaluation processes, the content of this training varies widely. Some courses focus narrowly on teaching specific textbooks, others provide general theory, and some attempt to emulate international certifications like the CELTA without adapting to local contexts (Ganji, Ketabi, & Shahnazari, 2018). Key deficiencies identified in these courses include unclear objectives, an overemphasis on theory over hands-on practice, inadequate teaching practice and observation, weak and unfair evaluation methods, and a lack of attention to local teaching contexts (Ganji, Ketabi, & Shahnazari, 2018).

Chung (2018) found that Hong Kong teachers reported having limited opportunities and time to explore vocabulary teaching through teacher education, formal training, or professional exchanges with colleagues. Some teachers considered reading scholarly work of little practical value, viewing teachers as "lone fighters in the classroom" who should focus on practical strategies rather than

theory (Chung, 2018). Others acknowledged that their formal teacher education played a minimal role in shaping their beliefs about vocabulary teaching, with courses being skills-based and none focusing specifically on vocabulary instruction (Chung, 2018).

The factor of teacher confidence also emerges as a significant concern that affects the quality of vocabulary instruction. Chung (2018). Indonesian teachers often complained that their students did not have enough vocabulary knowledge, while the teachers themselves did not know how to measure their students' vocabulary knowledge or what words and how to teach them (Hermagustiana, 2017). These confidence issues highlight the need for training programs that not only build pedagogical knowledge but also foster teacher self-efficacy (Hermagustiana, 2017; Chung, 2018).

According to Hermagustiana (2017), Indonesian teachers applied only very simple technology, such as PowerPoint presentations, in delivering lessons, and recommended training on the use of advanced technology for teachers. These technological challenges are particularly relevant in the context of vocabulary teaching, where digital tools can provide interactive and engaging ways to practice and reinforce vocabulary (Hermagustiana, 2017). Ganji, Ketabi, and Shahnazari (2018) emphasized that training content must fit the local teaching environment, considering the vocabulary students most need to learn, the textbooks and materials available, and cultural examples that can help with memory techniques.

D. Strategy to Evaluate Teaching Vocabulary Recall

Evaluation of vocabulary recall should focus on whether students can recall and retain words over time, measuring not only immediate recall but also long-term retention (Nation, 2022). In this regard, evaluation is important because it indicates whether the teaching strategies used by teachers result in lasting vocabulary mastery or merely short-term memorization (Purwanto & Despita, 2022). Evaluation of vocabulary recall is conducted through periodic quizzes, delayed tests, and follow-up tasks that measure how well students still remember previously taught words (Nation, 2022).

One useful way to evaluate vocabulary recall is through delayed post-learning tests, because they reveal whether students can still remember vocabulary after several days or weeks (Purwanto & Despita, 2022). This type of evaluation is more appropriate than using immediate tests, as immediate scores may not reflect ongoing learning (Purwanto & Despita, 2022). In the context of English language courses, delayed testing can help teachers determine whether memorization, repetition, or recall practice activities are truly effective in supporting long-term retention.

Another important evaluation technique is classroom-based assessment, in which teachers observe how students respond during review sessions, recall activities, and vocabulary practice (Echevarria, Vogt, & Short, 2008). Through observation, teachers can assess whether students are able to recognize, pronounce, and use target words correctly in context (Echevarria et al., 2008). This type of ongoing evaluation is beneficial in English language courses because it links assessment to actual classroom performance, not just written test scores.

Courses may also evaluate vocabulary recall through formative assessments, such as oral quizzes, word games, matching tasks, and weekly review sheets (Nation, 2022). Formative assessments help teachers continually monitor student progress and identify which words remain difficult for students (Nation, 2022). If students repeatedly fail to recall certain vocabulary, teachers can provide additional review, more repetition, or different recall activities to strengthen retention (Komiya et al., 2024). In this way, evaluation becomes a tool for improving instruction, not just measuring outcomes.

English language courses can evaluate the success of vocabulary recall instruction by comparing test results, teacher observations, and student progress reports. Such evaluation is stronger when courses use multiple sources of evidence, because a single test may not fully indicate how much vocabulary has been retained.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology used in this study to address the research questions. It explains the procedures followed to collect and analyze the data and describes the research design, research participants, data collection techniques, and data analysis techniques employed in the study. The chapter also explains how the data were obtained from the participants and analyzed to provide answers to the research questions.

A. Research Design

The study employed a qualitative multiple case study design to answer the research questions. It was chosen because it enables an in-depth analysis of vocabulary recall strategies as it occurs within the real-life contexts of two English courses in Aceh: Bright English Academy (BEA) and Joy Course (JC). According to Creswell (2014), case study is “a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals” and cases are “bounded by time and activity”.

By treating each course as a separate case, the design permitted a detailed examination of how teachers implement vocabulary strategies and how the courses equip and evaluate their instructors, while also allowing for cross-case comparison to identify patterns and contextual variations. Data were collected through semi-structured interviews with two founders and four teachers, as well as classroom observations during one meeting for each teacher. Follow-up interviews were also conducted with four teachers to clarify discrepancies between teacher reports and observed practices.

B. Research Participants

The sampling technique used was non-probability sampling. This method employed convenience sampling. This technique was chosen because the participants were easily accessible and willing to participate in the study. According to Teddlie and Yu (2007), convenience sampling is appropriate when the researcher

selects individuals who are ready, willing, and able to take part in the research. Participants in this study were the founders and teachers working at two courses in Aceh: JC and BEA. There were six participants in total: one founder and two teachers at JC, and one founder and two teachers at BEA. Each participant is presented in this thesis using codes as shown in Table 1 below.

Table 1
Participant Background Information

Participant	Gender	Position and Background
A1	Female	Founder of BEA since 2020
A2	Female	Teacher at BEA with approximately 3 years of teaching experience at BEA.
A3	Female	Teacher at BEA with approximately 2 years of teaching experience at BEA
B1	Female	Founder of JC since 2018 and teacher at JC for 8 years
B2	Female	Teacher at JC with almost 3 years of teaching experience at JC
B3	Female	Teacher at JC with almost 4 years of teaching experience at JC

C. Data Collection Techniques

This study chose semi-structured interviews and observations as data collection methods. According to Creswell (2014), semi-structured interviews allow researchers to explore participants' perspectives in depth, while observation provides direct access to behaviours and processes in their natural setting. Both methods are open-ended because the researcher asks only a limited number of general questions, allowing participants to express their views and opinions freely.

1. Interviews

In the first phase, the researcher conducted one-on-one, face-to-face semi-structured interviews with six participants: two course founders (one from JC and one from BEA) and four teachers (two from each course). The founders were interviewed to gain insights into institutional policies, teacher preparation programs, and the criteria used to evaluate the success of vocabulary teaching strategies (Research Questions 2 and 4). The teachers were interviewed to address all four research questions comprehensively. Specifically, they were asked about the specific vocabulary recall strategies they used, how they implemented those strategies in the classroom, how they and the course evaluated the success of vocabulary teaching, and whether the course provided any training or professional development before they began teaching. Each interview lasted approximately 20-45 minutes. All interviews were audio-recorded with the participants' consent, then transcribed and translated into English for analysis.

After classroom observations, short follow-up interviews were held with the teachers. The purpose was to clear up any differences between what teachers said in the first interview and what was seen during the single observation. For example, if a teacher told in the first interview that they used games to help students' vocabulary recall, but these activities were not seen in the observed lesson, the follow-up interview gave the teacher a chance to explain. The teacher might share that the activities are used at another time, that they were replaced that day, or that they described an intended practice. This step helped understand the real relationship between reported and actual teaching, making the findings more credible even though each teacher was observed only once. Each follow-up interview lasted approximately 10 to 20 minutes.

2. Classroom Observations

After the initial interviews, this study also used classroom observation. Classroom observations were carried out only with the four teachers; each teacher

was observed once during a complete lesson. The classroom observations were carried out using an observation sheet in the form of a checklist, which was adapted from the Sheltered Instruction Observation Protocol (SIOP) developed by Echevarria, Vogt, and Short (2008). The complete observation protocol is provided in Appendix F. The SIOP-based checklist enabled the researcher to systematically record specific teaching behaviours, such as how the teacher presented new words, how they helped students practice and remember vocabulary, and how they checked student understanding. By using a prepared checklist, the researcher could focus on whether the strategies mentioned in the interviews actually appeared during the lesson. This directly answered Research Question 3 about how teachers implement the strategies. Each research question and its corresponding data collection techniques are shown in Table 2 below.

Table 2

Table of Research Data Collection

No.	Research Questions	Data Collection Techniques	Participants
1.	What strategies do teachers at English courses use to improve students' vocabulary recall?	Semi-structured Interviews	Teachers
2.	How do English courses equip teachers with the ability to teach Vocabulary?	Semi-structured Interviews	Course Founders & Teachers
3.	How do the English teachers in English courses implement the Strategies to teach English vocabulary to students?	Observation	Teachers

4.	How do the English courses evaluate the success of implementing the strategies?	Semi-structured Interviews	Course Founders & Teachers
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D. Data Analysis Techniques

Data analysis in this study followed the interactive model of Miles and Huberman (1994), which consists of three concurrent flows of activity: data reduction, data display, and conclusion drawing and verification. The process was applied to all data collected through initial semi-structured interviews, classroom observations using a SIOP-based checklist, and follow-up interviews.

1. Coding

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the raw data that appears in interview transcripts and observation notes (Miles & Huberman, 1994). This step begins immediately after the first interview and observation are completed and continues throughout the study. First, interviewing participants and recording the interview sessions, and then observing the teachers and taking notes.

2. Data Display

The coded information was then organized into tables. A dedicated table was created for each English course that combined interview results (reported strategies, teacher training, and evaluations) with practices observed during a single classroom observation. A comparison table was also created between the two courses to ease the identification of similarities and differences.

3. Conclusion, Drawing and Verification

From the completed tables, key themes were extracted. These themes included strategies used by teachers, types of training provided, the congruence between what teachers said and what was observed in the classroom, and methods for evaluating teaching success. To ensure credible conclusions, the results of

teacher interviews, course owner interviews, classroom observations, and follow-up interviews were compared. Initial findings were also cross-checked with several participants, and personal reflection notes were kept to monitor the development of ideas and avoid bias during analysis.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings of the study and discusses them to answer the research questions. The study investigated the vocabulary recall strategies used at Bright English Academy (BEA) and Joy Course (JC). This chapter details the specific pedagogical strategies teachers employed to enhance students' vocabulary recall, how the English courses equipped their teachers with the ability to teach vocabulary, how the teachers implemented these strategies in the classroom, and how the courses evaluated the success of the implemented strategies.

A. Research Findings

1. Strategies Used to Improve Students' Vocabulary Recall

a. Bright English Academy

BEA used several strategies in teaching vocabulary recall. The most dominant strategy at BEA is daily memorization of a certain number of new words, accompanied by the use of a dedicated vocabulary notebook. Participant A1, emphasized: *“Every day after class, it's mandatory to memorize vocabulary. ...a minimum of seven vocabulary words per day. The maximum can be 10, 15, depending on the students”* (Participant A1). Classroom observations of Participant A2 and A3 revealed that the teachers individually checked the memorization.

Besides daily memorization, BEA also applied word grouping to teach vocabulary recall. For students at the lowest level, namely kindergarten, where placement is based on ability rather than age, vocabulary is introduced in thematic groups. However, for grades 2 and up, the word grouping is reduced. Participant A3 explained: *“In kindergarten, I teach all full vocabulary... that's part of the word group”* (Participant A3).

BEA also uses flashcards for vocabulary introduction and games; however, they serve merely as a supplementary tool rather than a mandatory one. Flashcards

at BEA serve a dual purpose; Participant A2 revealed that for kindergarten students, *“first, when they were in kindergarten, I used to use the card or maybe serve them some pictures. So, they would guess what it is”* (Participant A2). Flashcards did not appear in the observation session due to the lesson’s focus on grammar practice (Follow-up Interview, Participant A2).

In addition, vocabulary games were used to make memory training engaging and interactive at BEA. Participant A3 mentioned: *“usually used for games at the end of the lesson to reinforce memorization”*, although time constraints in the observed sessions prevented their use (Follow-up Interview participant A3).

Another strategy used at BEA was body movement. Participant A2 exemplified: *“If there is a strange word, I give a clue like ‘what do you do when you’re in trouble so the class is calm again?’ to lead to ‘silent’”* (Participant A2)

To go beyond memorization, teachers require students to use new vocabulary in sentences and translation tasks. Participant A2 stated, *“I always ask them to make sentences from the vocabulary,”* and *“sometimes I do a translation project... to reinforce understanding”*. Although this was not apparent during observation, participant A2 focused more on recognizing descriptive texts.

b. Joy Course

JC also used several strategies in teaching vocabulary recall. The most dominant strategy at JC is its scheduled repetition system. The repetition system held three times a week, is one of the hallmarks of JC. Participant B3 detailed the stages: the first meeting was a basic introduction, the second meeting was a recall game, and the third meeting was a written exercise, such as dictation, word scrambles, or spelling: *“In the first meeting... the initial introduction is basic... The next meeting... I ask them to guess... If they don't remember, then recall again, maybe with some games interspersed... In the third meeting... recall again, with things that are more written down, because if you write it down, it's said that it's*

better to grasp it in your head. You can do dictation, or maybe play a word scramble game, or have them do spelling exercises” (Participant B3).

Word grouping is also one of the strategies used at JC. Both Participant B2 and B3 applied vocabulary grouping into specific themes. Participant B2 stated that the word grouping strategy was the first step: *“First of all, of course, I think it's word grouping. Because we group words. For example, today we want to talk about illness. Next week, we want to talk about things in the classroom, about places”* (Participant B2, Interview).

Another important strategy at JC is the use of flashcards. Flashcards are the most fundamental strategy at JC. Participant B1 emphasized that the use of flashcards is a key directive given to all teachers: *“By teaching vocabulary, they need to use some kind of flashcard. ... using the flashcard or maybe also like PPT is very useful”* (Participant B1). Observations of Participants B2 and B3 confirmed these findings. In Participant B2's observation session, the teacher used flashcards to introduce and review vocabulary. The use of flashcards is in line with the principle of using images and sounds in mnemonic theory (Thompson, 1987), where images on flashcards provide visual associations that strengthen memory traces.

Games are an integral component of vocabulary reinforcement at JC. Participant B2 mentioned several types of games: *“Sometimes we play spelling, sometimes we play scramble, ... sometimes I ask them to guess the spelling, and sometimes I ask them to spell from the beginning. And then, sometimes I also ask them to make sentences”* (Participant B2).

In addition, JC used body movements to teach vocabulary. JC specifically uses body movements to teach action vocabulary or transportation. Participant B2 provided an example: *“For example, if we want to say airplane, we can give a clue with the hand on top. So it's more like body movements”* (Participant B2).

Besides that, sentence creation and translation are also used to ensure that students don't just memorize words, but truly understand the context in which words

are used. Participant B1 stated: *“They need to create a sentence using that kind of vocabulary... they need to memorize the vocabulary and then talk and have conversations about that vocabulary among their friends in the classroom”*. Participant B1 added: *“If they don't know exactly... just translate that into Indonesian”* (Participant B1)

Dictation and spelling bees were used regularly, especially in the third meeting. Participant B3 explained that in the third meeting, students usually *“do dictation, or maybe play a word scramble game, or have them do spelling exercises”* (Participant B3).

2. Learning Sample for Teachers Regarding Vocabulary Teaching

a. Bright English Academy

The findings indicate that the BEA does not provide formal training for teachers before they begin teaching vocabulary in the classroom. Instead, teacher preparation primarily takes place through micro-teaching during recruitment, classroom observations, and routine mentoring. Participant A1 explicitly stated that there was no formal training program before teaching: *“Nothing. There wasn't any training, at most, when we recruit, we teach first, and then a senior teacher will supervise.”* (Participant A1).

Although there is no formal training, BEA applies a practical recruitment process through micro-teaching to assess prospective teachers' abilities. Participant A1, as the founder explained: *“It's fifteen minutes, half an hour, or fifteen minutes, I think. Then they teach, then the senior teacher sits down, and the senior teacher sees how they do it...”* (Participant A1).

After teachers are accepted, they are further supported through monthly classroom observations and weekly meetings. Participant A1 explained: *“Yes, there are any, it's usually once a month. Then the senior teacher will observe.”* Participant A1, as founder, also added: *“.....so from that case the teacher had another meeting with us, every week we had a meeting”* (Participant A1).

b. Joy Course

The findings indicate that the BEA does not provide formal training for teachers before they begin teaching vocabulary in the classroom. Teacher preparation is carried out through individual guidance, lesson plans, and direct teaching practice. Participant B1 explicitly stated, *“Before starting teaching, I don’t have a training or workshop, but I talk to them, for example, individually. So, that’s why there’s a lesson plan for them. So, I teach them, and then sometimes I just give them, like, how to say that, resources. Okay, you need to do this, like this, like that”* (Participant B1).

JC prepares teachers through a system similar to apprenticeship, where new teachers learn by observing and assisting experienced teachers. Participant B2 stated, *“When a new teacher comes to Joy Course, she will see the old teacher first, she will be the assistant first, assisting the existing class first, before giving a class to her”* (Participant B2).

In addition, teachers receive weekly lesson plans and guidance from the founder. Participant B2 stated, *“There is a weekly lesson plan about vocabulary, there will be suggestions, and the founder will tell you how to do it.”* (Participant B2). Participant B3 added, *“From that lesson plan, we usually get directions like, ‘Just teach this, and then the teaching method will be like this, and what you have to do is like this.’”* (Participant B3).

3. Implementation of Vocabulary Teaching Strategies

a Bright English Academy

BEA implemented vocabulary teaching strategies in a structured and repetitive way. One of the main strategies was daily vocabulary memorization. After completing the main lesson, every teacher at BEA requires students to memorize a number of vocabulary words taken from the lesson. The teacher provides a list of 10-15 vocabulary words, and the students copy them into their

notebooks. The students then write down the vocabulary words to be memorized in their notebooks. Participant A1 (the founder) established this policy: *"Every day after class, it's mandatory to submit vocabulary. ... a minimum of seven vocabulary words per day. A maximum of ten or fifteen."* (Participant A1).

Another strategy used at BEA is monthly repetition. To combat forgetting, BEA implements scheduled repetition every month. Participant A1 explained that approximately 120 words memorized in a month are reviewed to ensure they are not forgotten: *"In just one week, it's already thirty... thirty times four, and then we won't add to it. We repeat the 120 vocabulary words, in case someone forgets."* (Participant A1).

In addition, BEA applied time allocation for vocabulary teaching based on the students' level. According to Participant A3, the time allocated for vocabulary instruction at the kindergarten level is quite substantial: *"The allocated time is about 30 minutes, or maybe 45 minutes, from writing and pronouncing to memorizing. The rest of the time, we give them worksheets with pictures."* (Participant A3). However, for the upper level, the time allocated for vocabulary instruction is only around 10–15 minutes. Participant A2 stated, *"About 10-15 minutes for vocabulary teaching. At the end of the class"* (Participant A2).

b. Joy Course

The first step in implementation was vocabulary introduction using flashcards. Participant B1 specifically directed: *"The teacher uses flashcards based on the weekly topic... The teacher shows the flashcard and says the word in English. Students respond by stating its meaning in Indonesian."* (Participant B1). Both teachers confirmed this practice. Participant B2 explained, *"I usually use flashcards to introduce visually"* (Participant B2), while Participant B3 said, *"I'll show them flashcards one by one, introducing what this is, what that is."* (Participant B3). During classroom observations, Participant B2 and Participant B3 also introduced vocabulary using flashcards at the beginning of the lesson, lasting approximately 30 minutes (Observation, Participants B2 and B3).

Another important part of the implementation at JC is repetition in three sessions per week. The three-times-a-week repetition system is the backbone of JC implementation. Participant B3 detailed the steps: *“In the first meeting .the initial introduction is basic. The next meeting i ask them to guess the word. If they don’t remember, then recall again, maybe with some games interspersed...In the third meeting recall again, with things that are more written down, dictation, or maybe play a word scramble game, or have them do spelling exercises.”* (Participant B3).

In addition, JC consistently allocated 30 minutes at the beginning of each class for vocabulary learning. Participant B1 stated: *“30 minutes at the beginning of the class, and vocabulary is taught every meeting according to the lesson.”* Classroom observation of participant B2 and B3 showed that approximately the first 30 minutes were filled with various vocabulary activities, including games and review, before moving on to the main material that day.

4. Evaluation of The Success of Strategy Implementation

a Bright English Academy

BEA evaluated the success of its vocabulary teaching strategies through several forms of assessment. One of the main methods is monthly vocabulary review and repetition. Each month, approximately 120 memorized vocabulary words are reviewed to ensure they are not forgotten. Participant A1 explained: *“In just one week, it’s already thirty...thirty times four, and then we won’t add more. We’ll repeat the 120 vocabulary words, just in case someone forgets.”* (Participant A1). This repetition also serves as a short-term retention assessment, allowing teachers to identify which words students have forgotten and reinforce them.

In addition to monthly review, BEA also used exams and comprehensive assessments to measure longer-term achievement. Long-term formal evaluation is conducted through level advancement exams held every three months. Participant A1 explained: *“Level advancement exams are held every three months. For kindergarten, grade 1, and grade 2, it’s every three months. But after grade 3,”*

because the tenses have increased, it might be every four months.” (Participant A1). This exam covers various components integrated with vocabulary, such as reading, sentence building, translation, grammar, speaking, and dictation. A score for each component must be met, and there is a Minimum Completion Criteria (KKM) of 80 to advance to a higher level or participate in the acceleration program: *“From reading, sentence building, translation, grammar, speaking, and dictation, all the scores must be met. ... the minimum KKM must be 80 or higher.”* (Participant A1).

At the classroom level, teachers also conduct formative assessment through quizzes and tests. Participant A2 administers quizzes after completing several topics: *“Usually, in the middle, there are 12 or 9 topics. ... In the middle of the semester, ... there is a quiz. Later, there will be an understanding, whether through vocabulary or questions. Matching according to the sentence.”* (Participant A2). These quizzes provide formative data that help teachers adjust instruction and ensure that the strategies implemented are effective in retaining vocabulary in students’ memory.

b. Joy Course

The most basic form of evaluation in JC is an informal assessment conducted at each meeting through question-and-answer activities, translation, and sentence construction. Participant B2 measures whether students have truly memorized vocabulary or simply memorized it by asking questions from Indonesian to English and observing the speed of their responses: *“I measure... I will ask first, from Indonesian to English. So I usually ask, for example, 'kursi in English?' If they answer quickly,... they already remember it like their own language. But if I ask, for example, 'sakit kepala in English?' and they still need to think, that means they memorized it.”* (Participant B2).

Three-session cycle at JC includes a written assessment during the third session. Participant B3 explained that in the third meeting, students work on dictation, word scrambles, or spelling exercises without the teacher’s help:

“Usually, in the last meeting, the third meeting. I will give more quizzes and tests, without any recall from the day. So, I usually have a variety of activities. For example, I'll write in Indonesian, and they will write in English, or maybe like dictation, where I say this word, and how to write it.” (Participant B3).

Formally, JC holds exams every few months, usually per semester, covering all material, including vocabulary. Participant B3 explained: *“Also, in the Joy Course system, there's a test every few months. From there, you can also ensure they still remember the material and vocabulary they've learned.”* (Participant B3). While there is no specific vocabulary test, the exam includes a vocabulary component integrated with other language skills. The long time gap between learning and the exam makes it a delayed post-test, measuring vocabulary retention in long-term memory.

Evaluation of the successful implementation of vocabulary teaching strategies at JC was conducted through a multi-layered informal and formal approach, including daily assessments, assignments at the third meeting, and semester exams. Daily assessments were carried out through oral questions and answers to check students' ability to recall vocabulary during classroom activities. At the third meeting, students were given written assignments to assess their ability to recall vocabulary that had been introduced in the previous meetings. In addition, semester exams were conducted as a formal assessment to measure students' learning progress over a longer period.

B. Discussion

1. Strategies Used to Improve Students' Vocabulary Recall

This section addresses the first research question by comparing the vocabulary teaching strategies implemented at BEA and JC. The discussion highlights the fundamental similarities and differences in their approaches to vocabulary instruction and classroom implementation.

The similarities between BEA and JC:

- a) Using flashcards. Both courses use flashcards to introduce and review vocabulary.
- b) Word grouping. Teachers at both institutions organize vocabulary into thematic groups.
- c) Vocabulary games. Both courses integrate games such as word games, spelling bees, word scrambles, and digital games (Wordwall, Bamboozle).
- d) Sentence creation and translation. Students in both courses were asked to construct sentences using new vocabulary, with translation into Indonesian used as a last resort.
- e) Scheduled repetition. Both institutions implement structured repetition to combat vocabulary attrition.
- f) Body movements and gestures. Both courses use kinesthetic strategies, particularly for teaching verbs.

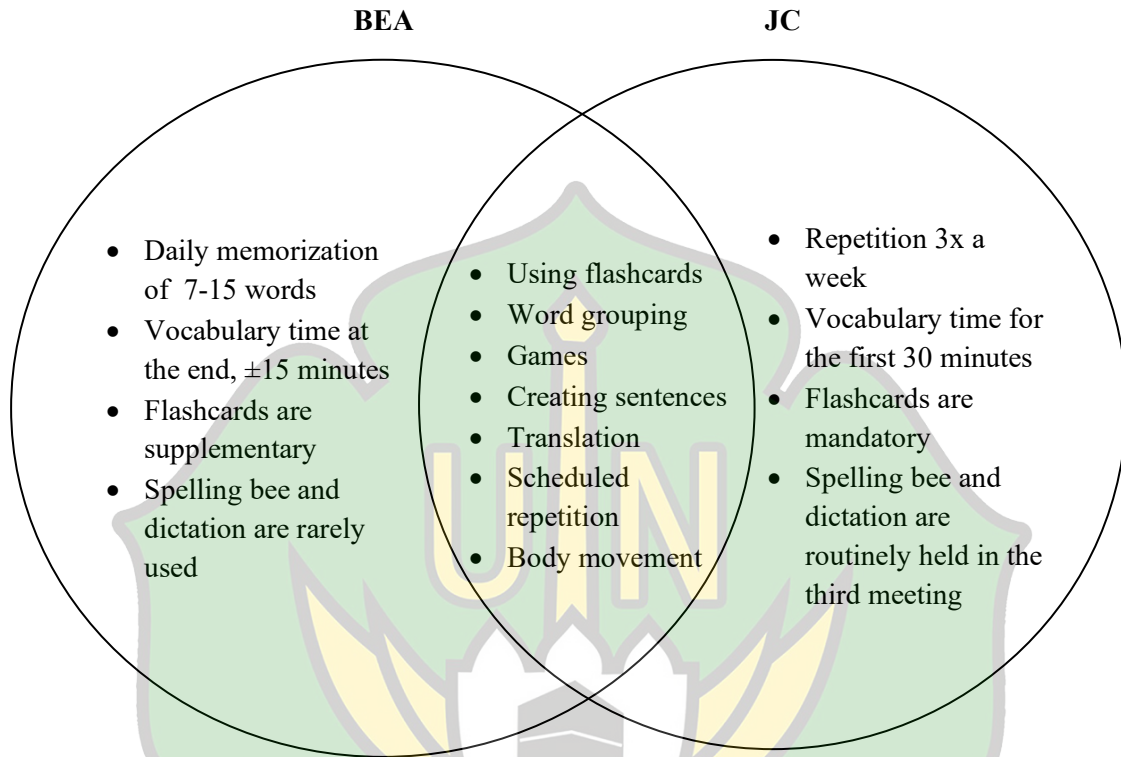
Differences between BEA and JC:

- a) Memorization system. BEA implements daily memorization after class (7-15 words per day). Meanwhile, JC implements three-times-weekly repetition of the same vocabulary, with a different method each session.
- b) Time allocation. At BEA, vocabulary time is at the end of the lesson, about 15 minutes. In contrast, JC consistently allocates the first 30 minutes of each lesson to vocabulary.
- c) Intensity of flashcard use. Flashcards at BEA are supplementary, primarily for kindergarten and games. At JC, flashcards are a mandatory strategy, mandated by the founder to be used in every meeting.
- d) Spelling bee and dictation. At BEA, spelling bee and dictation are rarely held. While at JC, dictation and spelling bees are regularly integrated into the third meeting of the weekly cycle.

Further details regarding the comparison and contrast between the two courses are presented in the Venn diagram below:

Figure 1

Venn Diagram of RQ1: Strategies used at BEA and JC



The findings above indicate that both English courses in Aceh employ a rich and diverse range of strategies to help students retain vocabulary, all rooted in memory and cognitive theory. However, the fundamental difference between the two courses lies in their instructional architecture. BEA implements daily memorization that emphasizes frequency and cross-skill integration, in accordance with Nation's (2022) principles. Meanwhile, JC uses spaced repetition with three weekly sessions, allowing for a variety of methods and greater depth of processing, as described by Craik and Lockhart (1972).

2. How English Courses Equip Teachers to Teach Vocabulary

This section addresses the second research question by examining how BEA and JC equip their teachers with the skills needed to teach vocabulary. The

discussion outlines the key similarities and differences in their approaches to teacher preparation and support.

The similarities between BEA and JC:

- a) Lack of formal training before teaching. Both courses do not provide structured training programs before teachers begin teaching.
- b) Recruitment through micro-teaching. Both courses assess prospective teachers through 15-30 minutes of live classroom teaching practice.

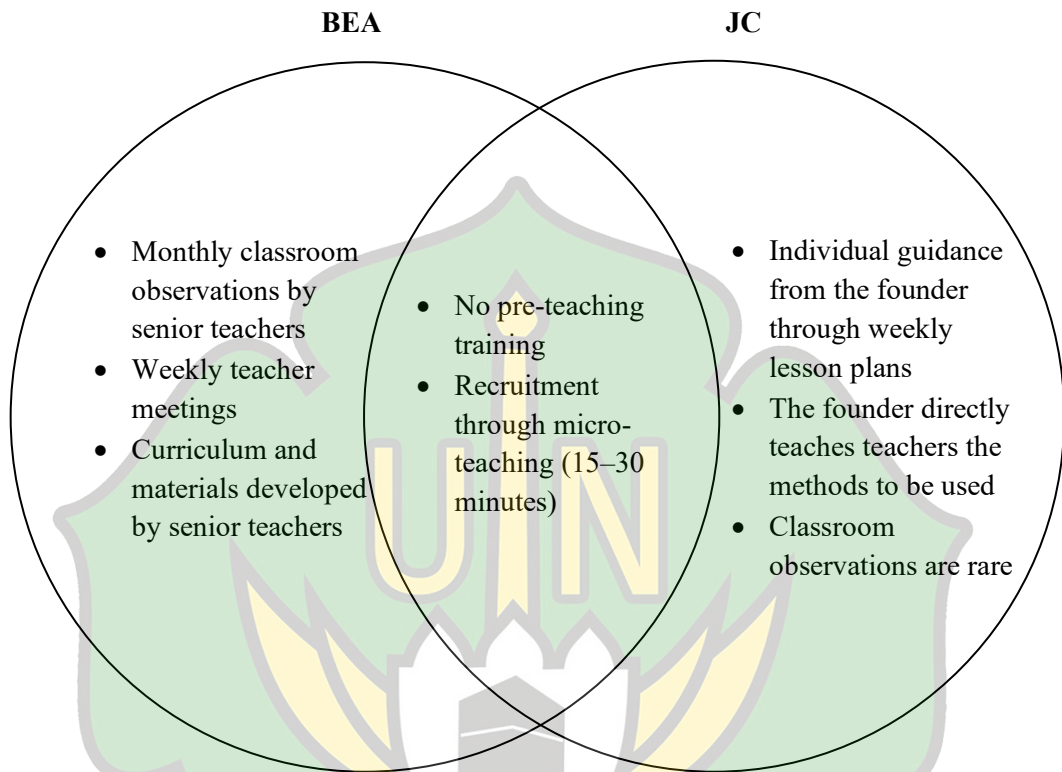
Differences between BEA and JC:

- a) Initial mentoring mechanisms. At BEA, new teachers are immediately supervised by a senior teacher upon recruitment. JC provides individual guidance from the founder through weekly lesson plans.
- b) Structured mentoring. BEA conducts regular monthly classroom observations and weekly meetings. JC conducts classroom observations infrequently and does not have regular feedback meetings.
- c) Lesson plan support. BEA has a senior curriculum team that develops syllabi and materials and then delivers them to teachers. JC provides support through weekly lesson plans reviewed directly by the founder.

Further details regarding the comparison and contrast between the two courses are presented in the Venn diagram below:

Figure 2

Venn Diagram of RQ2: Teacher Preparation



The findings above indicate that both courses do not provide formal training before teachers begin teaching, a common weakness in private courses, as identified by Ganji et al. (2018). This lack of training means teachers do not receive explicit instruction in specific vocabulary teaching strategies, such as the use of the keyword method, cognitive elaboration, or metacognitive strategies for students. As a result, teachers rely on knowledge gained from learning by doing in the field.

Thus, it is evident that both courses equip teachers through hands-on practice and observation, yet they lack formal, structured training. BEA excels in providing ongoing support through monthly observations and weekly meetings, whereas JC stands out for the direct, personal guidance its founder offers during lesson planning. Both approaches share a similar shortcoming, the absence of explicit training on specific vocabulary teaching strategies. That is an element that

ideally serves as a foundation before teachers begin classroom instruction (Ganji et al. 2018).

3. Implementation of Vocabulary Teaching Strategies

This section addresses the third research question by examining how teachers at BEA and JC implement vocabulary teaching strategies in the classroom. The discussion highlights the key similarities and differences in their instructional practices.

The similarities between BEA and JC:

- a) Strategies in teaching vocabulary to students. Both BEA and JC courses implement several similar strategies in teaching vocabulary to students. These strategies include the use of flashcards, games, creating sentences and translating, and body movement.

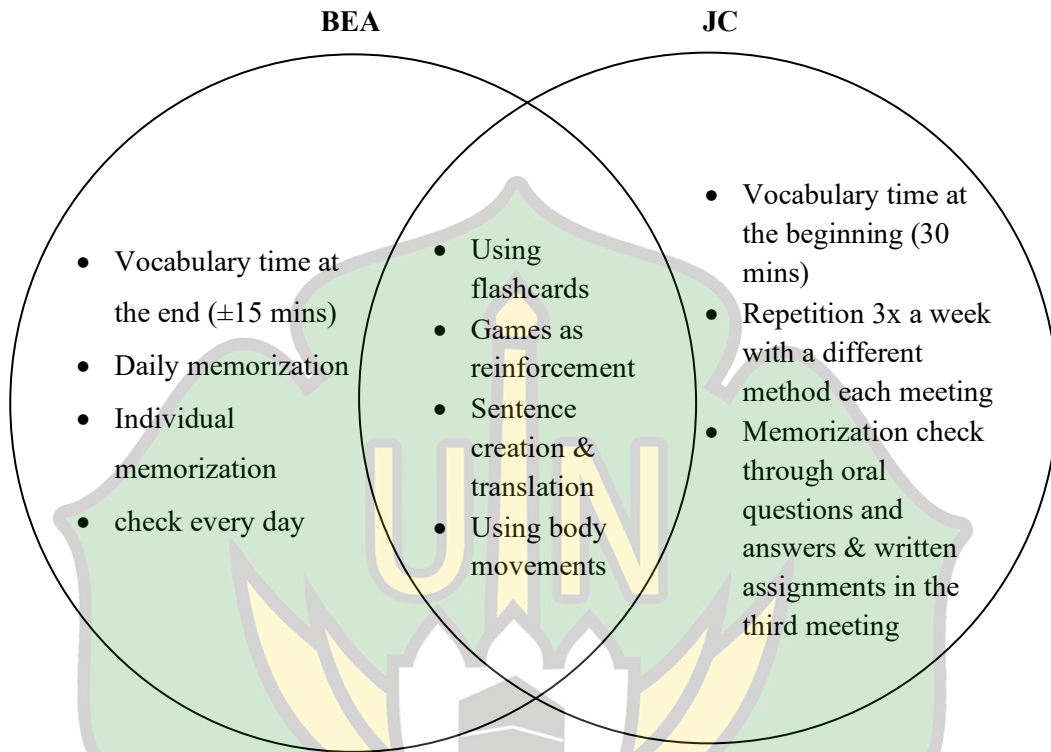
Differences between BEA and JC:

- a) Vocabulary teaching time. At BEA, vocabulary teaching takes place at the end of the lesson, typically in the last 15 minutes before class. At JC, vocabulary is taught in the first 30 minutes of each meeting.
- b) Repetition system. BEA implements daily memorization with a target of 7-15 words per day. JC implements a three-week repetition system.
- c) Memorization check. BEA conducts an individual memorization check with each student at the end of the lesson. JC conducts checks through oral questions and answers during the activity and through written assignments in the third meeting.

Further details regarding the comparison and contrast between the two courses are presented in the Venn diagram below:

Figure 3

Venn Diagram of RQ3: Strategies Implementation



The findings above indicate that JC employs a highly structured and repetitive implementation. A standard three-session cycle (introduction, games, writing) provides students with certainty about what will happen each week. Variation in methods within each session encourages deeper processing (depth of processing) as suggested by Craik and Lockhart (1972). In contrast, BEA employs a more flexible, integrated approach that incorporates vocabulary within other skills such as grammar and reading. This approach reflects Nation's (2022) principle that vocabulary should not be taught in isolation, but rather through meaningful use in authentic contexts (such as grammar exercises, reading texts, and speaking activities).

4. Evaluation of the Success of Strategy Implementation

This section addresses the fourth research question by examining how BEA and JC evaluate the success of strategy implementation. The discussion highlights the key similarities and differences below.

The similarities between BEA and JC:

- a) Use of continuous assessment. Both courses employ continuous, BEA conducts monthly tests, midterm quizzes, and examinations. JC conducts daily assessments through Q&A sessions, written assignments at the third meeting, and semester exams.
- b) Implementation of delayed post-tests to measure long-term retention. BEA reviews 120 vocabulary words monthly and holds an examinations every 3-4 months. JC provides written assignments at the third meeting and exams every few months.
- c) Scheduled vocabulary review. Both courses systematically review previously learned vocabulary to detect and correct forgetting. BEA conducts a monthly review. JC reviews the same vocabulary in three sessions using different methods.
- d) Quizzes and written assignments serve as evaluation tools. Both courses use written quizzes (dictation, matching, fill-in-the-blanks) to measure students' vocabulary mastery.

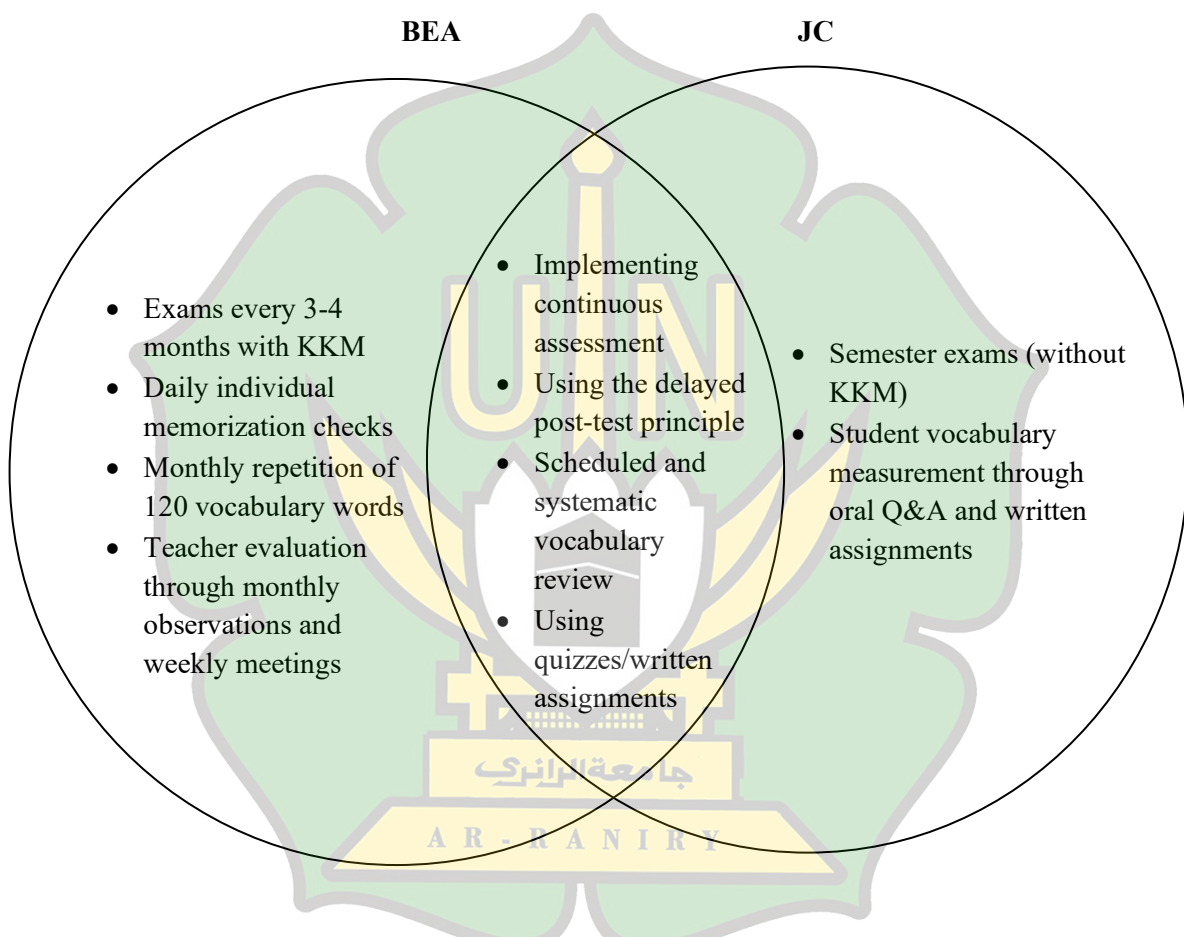
Differences between BEA and JC:

- a) Formal evaluation system. BEA has a highly structured level-up exam every 3-4 months with a Minimum Completion Criteria (KKM) of 80. JC has semester exams every few months, but there is no mention of a specific KKM or standardized components.
- b) Frequency and type of daily evaluation. BEA conducts individual memorization checks every day. JC assesses through oral questions and answers at every meeting and written assignments.

Further details regarding the comparison and contrast between the two courses are presented in the Venn diagram below:

Figure 4

Venn Diagram of RQ4: Evaluation Methods



The findings above indicate that BEA implements this through grade-level exams every 3-4 months and monthly 120-word quizzes, while Joy JC implements it through written assignments at the third meeting (after two meetings) and semester exams. Both courses implement the evaluation principles recommended by Purwanto and Despita (2022), namely the use of delayed post-tests to measure long-term retention, rather than relying solely on immediate post-learning assessments.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations of this study. The conclusions are drawn from the findings and discussion presented in the previous chapter and summarize the main findings in relation to the research questions. The recommendations are provided based on the findings of this study and are intended to offer useful consideration for teachers, English courses, and future researchers interested in vocabulary recall strategies in English language courses.

A. Conclusions

This study found that Bright English Academy (BEA) and Joy Course (JC) both use a variety of strategies to improve students' vocabulary recall. Both courses use several similar strategies, such as flashcards, word grouping, games, sentence creation, translation, body movements, and structured repetition, but they differ in their instructional patterns. BEA applies daily memorization and integrates vocabulary with other skills, while JC applies a more fixed three-meeting repetition cycle with strong emphasis on consistency and staged review.

In terms of teacher development, the findings show that neither BEA nor JC provides formal training for teachers before they begin teaching vocabulary. Instead, both courses prepare and support their teachers through practical guidance and continuous assistance within their respective teaching contexts. At BEA, teacher development is supported through monthly classroom observations and weekly meetings, which provide opportunities for teachers to receive feedback on their teaching practices. In contrast, JC provides more individualized guidance through weekly lesson plans, teaching resources, and direct support from the founder, while classroom observation is less frequently conducted.

In classroom implementation, both courses showed that vocabulary teaching is not conducted in isolation, but is connected to other language activities such as

speaking, reading, writing/dictation, and translation. BEA implements daily memorization of 7-15 words for students at every meeting. While JC is highly structured, with a three-session cycle of 30 minutes at the beginning of class, with the same vocabulary throughout the three sessions and different methods each meeting.

Finally, both courses evaluate the success of vocabulary teaching through continuous and delayed assessment rather than through a single immediate test. BEA uses monthly repetition, regular checks, and exams, and it also applies a minimum completion criteria (KKM) as a formal standard for student achievement. While JC uses daily oral checks, written tasks and exams, it does not use a specific KKM standard in its evaluation system.

Overall, this study shows that although BEA and JC have different teaching patterns, both courses share the same main goal of helping students remember vocabulary effectively through memorization, repetition, games, sentence creation, translation, and regular review. The findings also indicate that the success of vocabulary recall depends not only on the strategies used, but also on how systematically the courses prepare teachers, implement the strategies, and assess student progress.

B. Recommendations

Based on the research findings and limitations of this study, the researcher proposes several recommendations for future improvement. First, because this study involved only six participants from two English courses, with one observation for each teacher, future researchers are recommended to conduct similar studies on a larger scale by involving more English courses and more participants. In addition, longitudinal or experimental research designs are recommended to examine the long-term effectiveness of each vocabulary recall strategy in a more comprehensive way.

Second, both courses are recommended to develop more structured teacher training programs before and during teaching practice. These programs should introduce teachers to clear vocabulary teaching strategies, especially strategies that help students plan, monitor, and evaluate their own learning. In this way, teachers will not only rely on classroom experience, but also gain a stronger theoretical and practical foundation for teaching vocabulary more effectively.

Third, both courses are recommended to strengthen their internal teaching support systems. BEA is recommended to maintain its regular observations and weekly meetings, while also ensuring that the vocabulary teaching methods used by teachers are more clearly standardized. Meanwhile, JC is recommended to increase the frequency of classroom observations and provide more regular feedback so that teachers can improve their teaching practices more consistently. These steps are expected to help both courses improve the quality and consistency of vocabulary instruction.

Fourth, both courses are recommended to begin teaching strategies for guessing meaning from context and effectively recording vocabulary, so that students do not rely solely on mechanical memorization but are also able to learn vocabulary independently. Finally, JC should create a more formal reporting system so that parents can monitor their children's progress transparently, while BEA can maintain the existing report card system but add a mechanism for direct follow-up in class, such as pausing the lesson to review memorization if many students forget. By implementing these recommendations, the quality of vocabulary teaching in English courses is expected to continue to improve.

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APPENDIXES

Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 013 TAHUN 2026

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/KmK.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara:
Prof. Jarjani Usman, S.Ag., S.S., M.Sc.,
Ph.D.

Untuk membimbing Skripsi

Nama : Rahma Yulizya Hanum
NIM : 220203038
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Vocabulary Recall Strategies In Teaching English In Three English Courses In Aceh

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025.

KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 6 Januari 2026
Dekan,

Saiful Muluk

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Tante bersangkutan;
8. Arsip.



Appendix B: Recommendation Letter from the Fakultas Tarbiyah dan Keguruan to conduct field research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY Banda Aceh
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-1298/Un.08/FTK.1/TL.00/2/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Pimpinan Joy Course Banda Aceh ; Pimpinan Bright English Academy Banda Aceh
Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203038

Nama : RAHMA YULIZYA HANUM

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jl.Nasional Tapaktuan-Meulaboh sejahtera Pante Geulumpang

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **VOCABULARY RECALL STRATEGIES IN TEACHING ENGLISH USED AT ENGLISH COURSES IN ACEH**

Banda Aceh, 18 Mei 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 22 Mei 2026

جامعة الرانيري

AR - RANIRY

Appendix C: Confirmation Letter of Conducting Research from the English Language Department

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : phi.ftk@ar-raniry.ac.id. Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN
Nomor: B-322/Un.08/PBI/Kp.01.2/5/2026

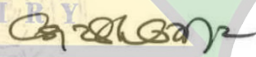
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Rahma Yulizya Hanum
NIM : 220203038
Prodi : Pendidikan Bahasa Inggris
Alamat : Desa Pante Geulumpang, kecamatan Tangan-Tangan,
Kabupaten Aceh Barat Daya

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"Vocabulary Recall Strategies in Teaching English Used at English Courses in Aceh"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 21 Mei 2026
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

Appendix D: Confirmation Letter of Conducting Research from the courses



BRIGHT ENGLISH ACADEMY
Jl. Prof. Abdul Majid Ibrahim, No. 48. Gp. Lampaseh Kota,
Kec. Kutaraja Kota Banda Aceh, Aceh 23231
No. Telp: 0811-680-6066

SURAT KETERANGAN
Nomor: 14 /BEA/V/2026

Yang bertanda tangan di bawah ini, Pimpinan Bright English Academy, dengan ini menyatakan bahwa:

Nama : Rahma Yulizya Hanum
NIM : 220203038
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Universitas : Universitas Islam Negeri Ar-Raniry
Judul Penelitian : *Vocabulary Recall Strategies in Teaching English Used at English Courses in Aceh*

Adalah benar nama tersebut di atas telah menyelesaikan penelitian di Bright English Academy pada tanggal 5 Maret s/d 23 April 2026.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebaik-baiknya.

Hormat kami,
Kepala Bright English Academy

Rita Bella

Letter 1. Confirmation Letter of Conducting Research from Bright English Academy



JOY COURSE

Jl. Mesjid Al Huda No.26 B, Laksana,Kec.
Kuta Alam, Kota Banda Aceh, Aceh 24415
No. Telp: 0822-7636-4902

Nomor : 016/JOYCOURSE/V/2026
Lampiran : -
Perihal : Penelitian An.RAHMA YULIZYA HANUM

15 Mei, 2026

Kepada Yth.
Wakil Dekan Bidang Akademik dan Kelembagaan
Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh

Dengan hormat,

Sehubungan dengan surat saudara nomor: B-1298/Un.08/FTK.1/TL.00/2/2026 tanggal 4 Maret 2026 perihal sebagaimana tersebut pada pojok surat, dengan ini kami menyatakan bahwa:

Nama : Rahma Yulizya Hanum
NIM : 220203038
Jurusan : Pendidikan Bahasa Inggris
Alamat : Desa Kajhu, Kecamatan Baitussalam, Kabupaten Aceh Besar

Telah SELESAI mengadakan penelitian pada tanggal 12 Maret s.d 29 April 2026 untuk bahan penulisan skripsi dengan judul:

"Vocabulary Recall Strategies in Teaching English Used at English Courses in Aceh"

Demikian surat keterangan ini dibuat agar dapat dipergunakan seperlunya.

Hormat kami,
Kepala Joy Course

(Riris Lela Manalu, S.Pd.)

Letter 2. Confirmation Letter of Conducting Research from Joy Course

Appendix E: Interview Protocol

1. Interview Guide for Teachers

Demographic Information

1. Could you please introduce yourself? (Name, age, educational background)
2. How long have you been teaching English in this course?
3. What level of students do you usually teach?

Vocabulary Recall Strategies

1. What specific strategies do you most frequently use to help your students recall new vocabulary? Do you use pictures, body movements, or word grouping?)
2. How do you help students connect new words with the knowledge they already have?
3. Do you use specific methods like the Keyword Method (linking a new word to a similar-sounding word in Indonesian) or physical actions (gestures) in your teaching?
4. How do you ensure that students not only memorize words but also truly understand and can use them in the right context?
5. Do you encourage your students to use dictionaries or keep special vocabulary notes? If yes, how do you teach them to do this effectively?

Strategies Implementation

1. Can you describe the concrete steps you take when introducing new vocabulary to your class?
2. How much time do you usually allocate for vocabulary teaching in one session?
3. What kinds of activities or games do you often use to practice vocabulary?

4. How do you manage the classroom when using group work or discussion strategies? Do you find that all students are actively involved?
5. What are the most common challenges you face when implementing these strategies in the classroom? (e.g., passive students, limited time, unsupportive materials)

Teachers Equipment

1. Before teaching here, did you receive any training from the course management? In your opinion, was that training adequate to prepare you?
2. Have you ever received specific material on “effective vocabulary teaching strategies” from this course?
3. What kind of support does the course provide to help you improve your teaching quality, especially in the area of vocabulary instruction?

Evaluation of Strategies

1. How do you measure whether your students truly remember the vocabulary that was taught, and not just memorize it for a daily quiz?
2. Do you conduct review quizzes or tests in subsequent meetings to see how well students remember previously taught words?
3. What action do you take if you find that many students have forgotten the vocabulary that was already taught?
4. Is there anything else you would like to add regarding vocabulary teaching in this course?

2. Interview Guide for Course Founders

Demographic Information

1. Could you briefly describe the profile of this English course? (When it was established, how many students, mission/vision)
2. How many teachers are currently teaching this course?
3. What are the main criteria you use when recruiting English teachers?

Teachers Equipment

1. Is there any specific training program or workshop provided for teachers before they start teaching?
2. What is the format of that training? Is it more theory-based, or does it include hands-on teaching practice (like microteaching)?
3. Does the training specifically cover how to teach vocabulary effectively? Can you give an example of what is taught?
4. Is there any ongoing mentoring or regular observation for teachers after the initial training?

Evaluation

1. How does the course determine whether the teaching methods used by the teachers are successful?
2. What criteria are used to measure students' success in mastering vocabulary?
3. Are there any specific vocabulary tests? If so, are these tests given immediately after the lesson or sometime later (e.g., a month after)?
4. How are the results of these evaluations used to improve the teaching program in the future?
5. Is there anything else you would like to add regarding vocabulary teaching in this course?

Appendix F: Observation Protocol

**The Sheltered Instruction
Observation Protocol (SIOP®)**
(Echevarria, Vogt, & Short, 2000, 2004, 2008)

Observer(s): _____ Teacher: _____
Date: _____ School: _____
Grade: _____ Class/Topic: _____
ESL Level: _____ Lesson: Multi-day Single-day (circle one)

Total Points Possible: 120 (Subtract 4 points for each NA given) _____

Total Points Earned: _____ Percentage Score: _____

Directions: Circle the number that best reflects what you observe in a sheltered lesson. You may give a score from 0–4 (or NA on selected items). Cite under “Comments” specific examples of the behaviors observed.

	Highly Evident 4	3	Somewhat Evident 2	1	Not Evident 0	
Preparation						
1. Content objectives clearly defined, displayed, and reviewed with students	☐	☐	☐	☐	☐	
2. Language objectives clearly defined, displayed, and reviewed with students	☐	☐	☐	☐	☐	
3. Content concepts appropriate for age and educational background level of students	☐	☐	☐	☐	☐	
4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	☐	☐	☐	☐	☐	
5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency	☐	☐	☐	☐	☐	NA
6. Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking	☐	☐	☐	☐	☐	
<i>Comments:</i>						
Building Background	4	3	2	1	0	NA
7. Concepts explicitly linked to students' background experiences	☐	☐	☐	☐	☐	☐
8. Links explicitly made between past learning and new concepts	☐	☐	☐	☐	☐	
9. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)	☐	☐	☐	☐	☐	
<i>Comments:</i>						
Comprehensible Input	4	3	2	1	0	
10. Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)	☐	☐	☐	☐	☐	
11. Clear explanation of academic tasks	☐	☐	☐	☐	☐	
12. A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)	☐	☐	☐	☐	☐	
<i>Comments:</i>						
Strategies	4	3	2	1	0	
13. Ample opportunities provided for students to use learning strategies	☐	☐	☐	☐	☐	

(Reproduction of this material is restricted to use with Echevarria, Vogt, and Short (2008), *Making Content Comprehensible for English Learners: The SIOP® Model*.)

	Highly Evident		Somewhat Evident		Not Evident	
	4	3	2	1	0	
14. Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds)	☐	☐	☐	☐	☐	
15. A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)	☐	☐	☐	☐	☐	
<i>Comments:</i>						
Interaction	4	3	2	1	0	
16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts	☐	☐	☐	☐	☐	
17. Grouping configurations support language and content objectives of the lesson	☐	☐	☐	☐	☐	
18. Sufficient wait time for student responses consistently provided	☐	☐	☐	☐	☐	NA
19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text	☐	☐	☐	☐	☐	☐
<i>Comments:</i>						
Practice & Application	4	3	2	1	0	NA
20. Hands-on materials and/or manipulatives provided for students to practice using new content knowledge	☐	☐	☐	☐	☐	☐
21. Activities provided for students to apply content and language knowledge in the classroom	☐	☐	☐	☐	☐	☐
22. Activities integrate all language skills (i.e., reading, writing, listening, and speaking)	☐	☐	☐	☐	☐	
<i>Comments:</i>						
Lesson Delivery	4	3	2	1	0	
23. Content objectives clearly supported by lesson delivery	☐	☐	☐	☐	☐	
24. Language objectives clearly supported by lesson delivery	☐	☐	☐	☐	☐	
25. Students engaged approximately 90% to 100% of the period	☐	☐	☐	☐	☐	
26. Pacing of the lesson appropriate to students' ability level	☐	☐	☐	☐	☐	
<i>Comments:</i>						
Review & Assessment	4	3	2	1	0	
27. Comprehensive review of key vocabulary	☐	☐	☐	☐	☐	
28. Comprehensive review of key content concepts	☐	☐	☐	☐	☐	
29. Regular feedback provided to students on their output (e.g., language, content, work)	☐	☐	☐	☐	☐	
30. Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson	☐	☐	☐	☐	☐	
<i>Comments:</i>						

(Reproduction of this material is restricted to use with Echevarria, Vogt, and Short (2008), *Making Content Comprehensible for English Learners: The SIOP® Model*.)

Appendix G: Documentation of Research

1. Documentation of Interview



Picture 1. Interview with the founder of BEA



Picture 2. Interview with the founder of JC



Picture 3. Interview with participant A2



Picture 4. Interview with participant A3



Picture 5. Interview with participant B2



Picture 6. Interview with participant B3

2. Documentation of Observation



Picture 7. Classroom observation in BEA with Participant A2



Picture 8. Classroom observation in BEA with Participant A3



Picture 9. Classroom observation in JC with Participant B2



Picture 10. Classroom observation in JC with Participant B3

AUTOBIOGRAPHY

1. Name : Rahma Yulizya Hanum
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