IMPROVING VOCABULARY EFFEVTIVELY

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ABSTRACT

Expanding your vocabulary is a journey, not a destination. It's a continuous process that enriches your communication, enhances your understanding, and broadens your perspectives. A robust vocabulary empowers you to express yourself more effectively, comprehend complex ideas with greater clarity, and navigate the world with more confidence. This document delves into strategies for improving your vocabulary, highlighting practical approaches and resources to maximize your progress. In order to master in English language, it is necessary for students to acquire four major skills such as reading, writing, listening and speaking. Because without grammar is very little can be conveyed but without vocabulary nothing can be conveyed In process of learning language, students need a lot of vocabulary to convey and express their idea or to comprehend the reading text. And also, the students who have little knowledge of vocabulary will find difficulties to understand both written and spoken language. If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with word.

Key words: A robust vocabulary, Correct approach,strategy,determination.

INTRODUCTION

This article In fact, students' ability to communicate effectively depends on a good vocabulary, which they will expand throughout their lives.In learning a mother tongue or any foreign language, vocabulary is the most significant component. without learning the vocabulary, it is difficult to attain any language proficiency. Vocabulary is the basis of acquiring a second language. Before master those skills they have to master in vocabulary, to have a lot vocabulary was being the important part of learning English. Why?Because without grammar is very little can be conveyed but without vocabulary nothing can be conveyed. In process of learning

language,student need a lot of vocabulary to convey and express their idea or to comprehend the reading text. You will see most improvement if you learn more words and expressions. In concept mapping, the students helped to recognize connections between words,including synonyms and antonyms. Students learn about words through

word mapping technique because helps them to. Word mapping is an effective technique to build the concept and word knowledge for English language learners because it engages them in academic discussions supported by comprehensible input. Primary school students have difficulty learning and remembering words.

Vocabulary is one of five core components of reading instruction that are essential to successfully teach

children how to read. These core components include phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension . "Vocabulary is the glue that holds stories, ideas and content together... making comprehension accessible for children. Students' word knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies. The high correlation in the research literature of word knowledge with reading comprehension indicates that if students do not adequately and steadily grow their vocabulary knowledge, reading comprehension will be affected. is exceedingly large; on average students should add 2,000 to 3,000 new words a year to their reading vocabularies (Beck, McKeown & Kucan,). Students with limited or no knowledge of English. Students who do not read outside of school. Students with reading and learning disabilities. Students who enter school with limited vocabulary knowledge. One major problem the academe faces in a local setting is the students' vocabulary skills. Even though the institution is doing its best, it is clear that children need help learning unfamiliar phrases in this setting. The problem with students' vocabulary skills at that school is that they need help to learn. The researcher opted to have this action research problem regarding the difficulty in vocabulary skills of Grade V pupils in Cateel Central Elementary School. This chapter presents and summarizes the related literature and studies after the thorough search done by the researchers. This will also present the synthesis of the art and theoretical framework elicited from different researchers that are significant to the research. The following review is divided into the following main topics:

Vocabulary skills defined, Problems on Vocabulary Skills of Elementary Pupils, and the Importance of Vocabulary Skills.

Suggested Richard's to declared that "Authentic materials refers to the use in the teaching of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purposes." Hence, Corley and Esra stated that "Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-of-address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic.

LITERATURE REVIEW

Literature review Richard's suggested that to declared that "Authentic materials refers to the use in the teaching of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purposes." Hence, Corley and Esra stated that "Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-of-address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic. One pedagogical method involving technology that has gained the interest and attention of many researchers is introducing new words with computer vocabulary teaching programs or software (Lu, in Khiyabani, Ghonsooly and Ghabanchi).

Aninda states that "Teaching vocabulary using multimedia is effective for the teacher because it makes them easily deliver the materials, especially vocabulary. This chapter presents and summarizes the related literature and studies after the thorough search done by the researchers. This will also present the synthesis of the art and theoretical framework elicited from different researchers that are significant to the research. The following review is divided into the following main topics:

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MAIN PART

The teacher should use various methods to help language learners in the lesson. Developing listening plays an important role in changing a foreign language. There are several interesting ways to improve listening and speaking, which will interest students, in a foreign language, we know that reading is more important than listening and speaking in a foreign language. For, listening aids. For this, it is possible that listening is the basis of language learning. If language learners have difficulty listening, there may be a certain speed in learning the language of sight. The listening process is more focused on emotions or sounds and tones. Seeing is the basis of reading. This means that there is a discrepancy between reading and listening aids. If we call reading communication indirect, we use listening as direct communication. Pay attention to what others say. Increase unknown words, but focus, we do not try to increase the massage word by word. Of course, there is a listening process, this can also be seen in the example of the media and time. Problems and damage in the speaker's speech. In addition, there are problems in increasing dialect, teachers always take literature from the language. There are methods that can be used to practice listening vocabulary memorization: there are additional methods in improving listening. They are also additional in another way, because each skill is an exercise. Once the vocabulary is

developed, it can be discussed, of course, the use of speech. For the next time, language learners may find it more difficult, although the teacher tries to have more vision. The current study studies the action project, which includes the process of doing and researching, reflecting on their practices. One of the research methods of this movement is to provide and provide practice in implementing changes. The research study was the most appropriate method for the research study, because the researcher deliberately studied his practice, while at the same time evaluating where any changes in the practice of extensive listening were valuable, and paying attention to the research and understanding of the students.

Introduction to Peganks and Creoles is a fascinating linguistic phenomina, a period of contact between different languages Peganks are simple languages of struggle that develop means of communication between speakers of difficult nanite languages. In contrast, when epigen becomes the first language for a society with a more complex grammar and vocabulary, the creators are lost. When students have to add to their prior knowledge in order to interpret the text and confidently accept what they are about to hear, they activate re-processing of knowledge. On the other hand, they need to decode languages that are challenged by linguists in order to improve their performance and to refute them.

CONCLUSION

In conclusion, the use of authentic materials is one of the effective techniques to help students enhance their vocabulary ability. The authentic materials provide and facilitate the students to learn other languages in a real way where the teacher brings real things into the classroom. As a result, the students will have a positive motivation to learn English. The use of multimedia as teaching media gives another experience in learning vocabulary. Multimedia such as PowerPoint strengthens the lesson and has a positive effect in assisting the students to learn the vocabulary faster and retain longer on their memory, comprehend the material well and have a deeper understanding of the vocabulary knowledge. Prior to the results presented, the word learning strategy effectively improves the vocabulary skills of grade S learners. The fifth graders' (experimental group) vocabulary skills significantly improved from the pre-test to the post-test after the word learning strategy was conducted. The word-learning strategy helped them develop their vocabulary skills from failing to meet the expectation to an outstanding level.

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