

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theoretical framework, previous studies, conceptual framework, and study hypothesis.

2.1 Literature Review

2.1.1 Vocabulary

The acquisition of vocabulary plays a crucial role in the process of acquiring proficiency in the English language, serving as a fundamental and indispensable component in language acquisition. The teaching of vocabulary is considered a crucial component, particularly at the early stages of language learning, specifically among young learners (Pinter, 2009). The significance of vocabulary proficiency is in its impact on the acquisition of the four essential language abilities, namely listening, speaking, reading, and writing, as asserted by Pikulski and Templeton (2004) as mentioned in Lolita (2016). According to Richards and Renandya (2002), vocabulary plays a fundamental role in language proficiency and serves as a crucial foundation for learners' speaking, listening, reading, and writing abilities. The acquisition of a language is greatly influenced by vocabulary, which is considered a significant component of linguistic knowledge, particularly for young learners (Williams, 2002).

Furthermore, the growth of vocabulary in young learners holds significant importance in their overall language acquisition. According to Caroline (2005), as referenced by Agustin (2019), vocabulary encompasses the understanding of word meanings and the ability to employ them in a grammatically correct manner. The

comprehension of language is hindered in the absence of a sufficient vocabulary. Understanding the significance of words is crucial in comprehending the utilization, application, and transmission of language. According to Agustin (2019), it is recommended that educators possess a clear understanding of the specific vocabulary that should be included in their instructional practices.

2.1.2 Vocabulary Learning Strategies Taxonomy

Hamzah et al. (2009) propose that vocabulary acquisition processes can be conceptualized from three separate perspectives. Vocabulary learning strategies encompass the many measures used by learners to facilitate the acquisition of new words. When individuals engage in the process of acquiring new vocabulary, they employ several tactics in order to achieve their desired outcome. Furthermore, vocabulary acquisition strategies are exclusively to techniques that enhance the efficacy of acquiring new language. Learners have the ability to employ specific behaviors, however, it is uncertain whether these actions will effectively enhance the learning process. Thirdly, vocabulary acquisition techniques refer to deliberate actions undertaken by learners with the aim of acquiring new words.

Numerous ways and procedures have been offered by scholars and researchers with regards to the successful acquisition of language. Individual learners may own their own personal preferences regarding the strategies they find most efficient and comfortable for enhancing their vocabulary growth. It is imperative for learners to get a comprehensive understanding of various tactics in order to ascertain their efficacy and applicability. The acquisition of a greater number of solutions expands learners' repertoire for effectively addressing the

challenges associated with vocabulary acquisition. Individuals have the autonomy to select the learning approach that they perceive to be most effective for acquiring vocabulary.

The duration of vocabulary instruction provided at educational institutions may be insufficient for students to make significant improvements. Hence, it is imperative that language educators, particularly those teaching English, prioritize the provision and instruction of tools aimed at assisting students in effectively acquiring and comprehending unfamiliar vocabulary. According to Hulstijn (1993), the proposition has been put out that English instruction should encompass not only the imparting of specific new terms to students, but also the provision of adequate procedures to facilitate the expansion of their vocabulary knowledge. Furthermore, it has been proposed that allocating class time to assist learners in developing strategies for handling unfamiliar words encountered during listening and reading activities is more advantageous than engaging in arduous practice focused on reinforcing individual items (Lewis, as cited in Öncesi et al., 2015).

However, it is important to highlight the primary advantage of employing learning methodologies. According to Illés (2012), one of the primary advantages of learning techniques is their ability to empower learners by allowing them to assume control over their own learning, thereby fostering a greater sense of responsibility towards their academic pursuits. Similarly, the significance of vocabulary acquisition strategies lies in their ability to guide learners in self-directed learning, which plays a crucial role in the development of learners' lexical competence (Illés, 2012). In summary, it can be inferred that providing instruction

and implementing various approaches to learners will foster their autonomy and accountability in vocabulary acquisition, hence enhancing their lexical proficiency.

Numerous taxonomies pertaining to vocabulary learning procedures have been put forth by various academics, including Oxford (1990), Gu and Johnson (1996), Schmitt (1997), and Nation (2001). According to Oxford (1990), vocabulary learning strategies can be categorized into two distinct groups: direct tactics and indirect strategies. Direct techniques, referred to as the direct approach to language learning, encompass cognitive strategies, memory strategies, and compensating strategies. Cognitive techniques facilitate the comprehension and generation of novel languages through various linguistic expressions. This method involves engaging in activities such as summarizing and logical reasoning. Memory methods facilitate the storage of information and aid learners in the retrieval of new information. Compensation techniques enable language learners to employ the target language despite significant deficiencies in their linguistic proficiency. One illustrative instance of these tactics involves the act of making educated guesses while engaging in the process of reading.

On the contrary, indirect strategies refer to approaches that facilitate the acquisition of vocabulary without directly emphasizing the target language. These methods encompass social strategies, metacognitive strategies, and emotional strategies. Social techniques play a crucial role in facilitating the acquisition of new vocabulary by learners through their engagement in interactions with others. Metacognitive strategies enable learners to assume agency over their cognitive processes, such as coordinating their learning endeavors through the

implementation of planning, monitoring, and evaluation techniques. Affective techniques empower learners to regulate their motives, attitudes, and emotions. These tactics do not have a direct impact on the acquisition of vocabulary by learners.

In their seminal work, Gu and Johnson (1996) undertook the task of classifying techniques employed in the acquisition of second language vocabulary. Their taxonomy encompassed four distinct categories, specifically metacognitive, cognitive, memory, and activation strategies. Metacognitive methods encompass the utilization of selective attention and self-initiation strategies. Individuals that employ the cognitive process of selective attention has the ability to discern the terminology that holds significance for their learning objectives, hence ensuring adequate comprehension of textual material. Individuals that employ self-initiation tactics in the process of learning will utilize a range of strategies aimed at enhancing the clarity of the meaning of word items. Cognitive tactics encompass several techniques, such as employing guessing strategies, utilizing dictionaries, and employing note-taking strategies. Learners employ guessing tactics by drawing upon their prior knowledge and interpreting linguistic cues, such as grammatical structure, to infer the intended meaning of words. Memory methods can be categorized into two main groups: rehearsal strategies and encoding strategies. Word lists and repetition are components of rehearsal methods, while association, imagery, visual, auditory, semantic, contextual encodings, and word-structure are examples of encoding strategies. Another method identified in Gu and Johnson's taxonomy of vocabulary acquisition strategies is activation strategies. The

activation strategies encompass techniques that necessitate learners to employ newly acquired vocabulary in various contextual settings. For instance, learners engage in the construction of sentences utilizing recently acquired vocabulary.

Nation (2001) proposes an alternative taxonomy for vocabulary acquisition strategies. The author categorized the strategies into three broad classifications, including planning, sources, and processes. The initial step is formulating a vocabulary acquisition program. At this point, it is imperative for learners to have a clear understanding of their vocabulary learning objectives and to identify the specific vocabulary that warrants their attention, aligning with these objectives. When acquiring new vocabulary, learners should deliberately choose specific dimensions of words to concentrate on, such as semantics, morphology, and employ a diverse range of tactics to enhance the efficiency of the learning process. The second approach pertains to the utilization of sources. In order to effectively manage unfamiliar vocabulary and acquire new terms, it is imperative for learners to have access to comprehensive information pertaining to these words. Various tactics can be employed, including the analysis of linguistic cues, inference from contextual information, reinforcement of form and meaning associations, and deducing the intended meaning of words. The third method employed by Nation in his vocabulary acquisition framework pertains to processes. The objective of this initiative is to ascertain the extent of the learners' vocabulary proficiency. The strategies encompass techniques for retaining vocabulary and effectively use it. The tactics encompass the establishment of lexical knowledge through the utilization of noticing, retrieving, and producing strategies.

Another taxonomy of vocabulary acquisition procedures, which is widely recognized, was created by Schmitt (1997). The current investigation draws upon the taxonomy of vocabulary acquisition processes as a foundational framework, given its extensive recognition and utilization within scholarly research. Schmitt's taxonomy categorizes techniques into two distinct groups: those that establish the meaning of unfamiliar words upon initial encounter, and those that reinforce meaning upon subsequent encounters. The former is commonly referred to as discovery strategies, whereas the later is commonly referred to as consolidation strategies.

The discovery strategies encompass determination and social strategies, whereas the consolidation strategies encompass cognitive, metacognitive, memory, and social strategies. Social techniques are included in both categories as they can be utilized for both purposes. Schmitt (1997) posits that learners can employ determination procedures in situations where they need to ascertain the meaning of a new word without relying on the experiences of others. As a result, individuals engaged in the process of learning endeavor to ascertain the significance of unfamiliar vocabulary by the utilization of contextual inference, examination of linguistic indicators, and consultation of supplementary resources. Schmitt (1997) posits that an alternative approach to determining the meaning of unfamiliar words involves employing social methods, such as seeking assistance from others to elucidate their intended significance.

Once learners have acquired the understanding of word meanings through the utilization of two techniques, it is imperative for them to engage in more strategies,

such as social, memory, cognitive, and metacognitive strategies, in order to practice and retain the vocabulary. The utilization of social techniques involves the acquisition and application of newly acquired vocabulary through cooperative learning or group-based learning approaches. Mnemonics, which are commonly referred to as memory methods, have a long-standing history in academic literature. One effective approach involves establishing connections between words and pre-existing information through the utilization of images. Cognitive tactics encompass several techniques, such as repetition and the utilization of media resources like word lists, flash cards, and vocabulary notebooks, to facilitate the process of studying words. The final set of metacognitive strategies, as classified by Schmitt's taxonomy, pertains to the methods employed by learners to assume control over and assess their own learning process. Self-testing is an illustrative instance of metacognitive methods that seek to assess the impact of one's selection of learning strategies, offering affirmative reinforcement in the case of progress or indicating the need to alter strategies if progress is lacking. According to Schmitt (1997), Table 2.1 presents the comprehensive classifications of Schmitt's taxonomy.

Table 2 1 Schmitt's taxonomy of vocabulary learning strategies (1997)

Vocabulary Learning Strategies	
Discovery	Consolidation
<ul style="list-style-type: none"> • Determination <p>The process of assessing parts of speech, examining affixes and roots, identifying L1 cognates,</p>	<ul style="list-style-type: none"> • Social <p>In the context of group learning, students engage in the study and application of linguistic meaning.</p>

<p>interpreting visual aids or gestures, making inferences from textual contexts, consulting bilingual and monolingual dictionaries, referring to word lists, and utilizing flash cards.</p> <ul style="list-style-type: none"> • Social <p style="margin-left: 40px;">Inquiring about L1 translation from educators, requesting instructors to provide paraphrases or synonyms for unfamiliar terms, soliciting teachers to construct sentences using new vocabulary, seeking clarification from peers, and uncovering novel meanings through collaborative group exercises.</p> 	<p>This involves collaborative efforts in which teachers assess the correctness of students' flashcards or word lists, as well as opportunities for interaction with individuals who possess native fluency in the language being studied.</p> <ul style="list-style-type: none"> • Memory <p style="margin-left: 40px;">Engaging in the examination of words accompanied by pictorial representations that convey their meanings, employing mental imagery to comprehend the intended meaning of words, establishing connections between words and personal experiences, associating words with their respective coordinates, linking words to their synonyms and antonyms, utilizing semantic maps as a tool for understanding word relationships, and use 'scales' to gauge the intensity of gradable</p>
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	<p>adjectives. The utilization of mnemonic techniques such as the peg method, loci method, and grouping words together for study purposes has been observed to enhance learning outcomes. These methods involve organizing words spatially on a page, incorporating new words into sentences, and grouping words within a coherent storyline. Additionally, studying the spelling and sounds of words, vocalizing new words during the learning process, visualizing the form of words, and underlining the initial letter of words have been found to be effective strategies. Other strategies include employing the configuration of words, utilizing the keyword method, recalling affixes and roots, remembering parts of speech, paraphrasing the meaning of words, and</p>
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	<p>incorporating cognates into study practices. The process of acquiring knowledge about idiomatic expressions can be enhanced by several techniques, such as engaging in collaborative learning, including physical actions throughout the learning process, and utilizing semantic feature grids.</p> <ul style="list-style-type: none">• Cognitive <p>Various strategies can be employed to enhance one's vocabulary acquisition. These include employing vocal repetition, employing written repetition, utilizing word lists, utilizing flash cards, actively taking notes during classroom instruction, utilizing the vocabulary section inside textbooks, listening to audio recordings of word lists, affixing English labels onto tangible things,</p>
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	<p>and maintaining a dedicated vocabulary notebook.</p> <ul style="list-style-type: none">• Metacognitive <p>In order to enhance one's proficiency in the English language, individuals may employ several strategies, such as engaging with English language media, including songs and movies. Additionally, they may assess their linguistic abilities through word exams, while also implementing spaced word practice techniques. Moreover, individuals may choose to selectively prioritize unfamiliar terms, either by skipping or passing over them, and persistently dedicating time to the study of these words over an extended period.</p>
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Incorporation of efficient vocabulary teaching methodologies with learners' vocabulary learning process is deemed necessary, as stated by Shen (2003). The proposition is that the instructional method should be adjusted to meet the individual learning processes of learners. Hence, it is imperative to consider the incorporation of vocabulary learning mechanisms in the context of vocabulary education. In summary, it is recommended that the incorporation of vocabulary learning methodologies be included into vocabulary teaching strategies.

2.1.3 Teaching English for Young Learners

Silfia et al. (2018) argue that the instruction of language to young learners should be characterized by simplicity and enjoyment. The primary objective of this instructional approach is to facilitate students' comprehension of the subject matter in a straightforward manner. Teaching involves the process of guiding and facilitating learning, wherein the educator enables the student to acquire knowledge and skills by establishing the necessary conditions for effective learning. As per the findings of Drown (year), it can be observed that... This guarantees that the act of teaching encompasses the provision of necessary support and resources to facilitate optimal learning outcomes for pupils. Teaching encompasses both cognitive and behavioral aspects, and the theories and views held by instructors regarding teaching, teachers, and learners influence their instructional practices within the classroom setting. This statement suggests that the act of transmitting knowledge from an instructor to a learner constitutes the act of teaching. It is vital for educators to possess knowledge on instructional practices and student behavior. Based on the aforementioned statement, one can infer that teaching include the provision of

support services to aid students in the transfer of knowledge between educators and learners.

Young learners refer to individuals who are actively engaged in formal education, particularly at the primary school level. Young learners refer to individuals who are within the age range of 7 to 12 years old, as stated by Di Prima (2002). This statement discusses the expression of enthusiasm and relaxed moods among individuals. Based on his perspective, it can be observed that young learners have a greater inclination towards enthusiasm and eagerness in the process of language acquisition. Moreover, the occurrence of shyness or inhibitions within the learning environment is exceedingly seldom when it pertains to young learners. Another notable aspect of these individuals is their susceptibility to being influenced by their professors, as they are navigating their initial encounters with the educational environment (Brumfit, C., & Mitchell, 1990). According to Halliwell (1996), as described in Arda and Doyran (2017), there are two other noteworthy characteristics that deserve mention: children's inherent inclination towards engaging in playful activities and their ability to acquire knowledge indirectly.

The alternative viewpoint posits that there is a strong likelihood for young learners to acquire knowledge indirectly, or more specifically, through subconscious learning. Children often acquire language and information by immersion in their environment, rather than being explicitly taught certain subjects. Moreover, providing young learners with opportunities for active engagement during the learning process, such as through tactile experiences, play, visual stimuli,

auditory input, and so on, can significantly enhance their understanding and comprehension compared to solely relying on verbal explanations. Another characteristic of these entities is their innate inclination towards play and enjoyment. The individuals exhibit a strong affinity for engaging in recreational activities and role-playing exercises inside the language learning environment, demonstrating a significant level of involvement and enthusiasm. Despite being fully aware of the game's fictional nature, individuals actively engage in it with unwavering passion, dedication, and vigor. Consequently, the acquisition of knowledge is influenced by the learners' enthusiasm and complete engagement in a highly favorable manner, resulting in enhanced and enduring learning outcomes, as articulated by Halliwell (1996) as mentioned in Arda and Doyran (2017).

The act of instructing toddlers and instructing adults is distinct and should not be conflated. In order to achieve success in instructing children in second and foreign languages, it is necessary to possess certain skills and intuitions that differ from those required for teaching adults (Pinter, 2009). According to Linse and Nunan (2005) as mentioned in Pratiwi Rahmadhani (2015), children possess distinct qualities that set them apart from adults. The characteristics encompass their cognitive processes, their disposition, and their inherent abilities. Young learners typically exhibit a limited capacity for sustained attention during instructional activities. It has been stated that the lateralization of the brain reaches full development prior to puberty and does not provide a hindrance to the acquisition of a second language without an accent by adults. Moreover, it is evident that young learners possess a remarkable ability to interpret meaning without

relying solely on individual word comprehension. Additionally, they exhibit a high level of proficiency in utilizing a restricted vocabulary in a creative manner. This can be attributed to the fact that young learners derive immense pleasure from engaging in verbal communication. According to Agustin (2019), individuals often acquire knowledge in an indirect manner rather than through direct instruction. Additionally, young learners derive immense enjoyment from engaging in activities that allow them to exercise their imagination. Teaching young learners, such as kindergarten students, differs from teaching adults due to distinct qualities. It is widely acknowledged that toddlers lack self-motivation and do not possess an immediate need to acquire English language skills.

2.1.4 Online English Learning During Covid-19 Pandemic

Educators encounter constraints while elucidating instructional content pertaining to the diverse array of learning approaches employed. In the preceding traditional classroom setting, the instructor demonstrated attributes such as inventiveness, adaptability, and inclusivity in employing pedagogical approaches that were tailored to the subject matter, aligned with established guidelines, responsive to contextual factors, and responsive to the learning milieu, among other considerations. Nevertheless, educators encounter a restricted capacity to provide explanations due to the online nature of learning. Furthermore, this poses issues for both educators and learners when it comes to implementing educational tasks. The range of activities is restricted to the exchange of educational resources, films, assignments, voice messages, and information, characterized by limited patterns of interaction between teachers and students, as well as among students.

The extent of student engagement patterns is somewhat restricted. The incorporation of group or pair work activities in educational settings has been seen to be rather infrequent, resulting in a limited number of opportunities for students to engage in discussions and collaborative work. The implementation of student-centered learning is hindered by the fact that all instructional materials, activities, questions, assignments, and information are predominantly derived from the teacher. The limited amount of time allocated for learning poses challenges for both teachers and students, as it hinders the ability to adequately expose, explain, reinforce, enrich, and clarify learning information. For instance, certain students who fail to comprehend the subject matter within the designated instructional timeframe may seek direct clarification from the teacher using the teacher's personal messaging application, such as WhatsApp.

Educators face constraints in terms of time and instructional approaches when providing satisfactory explanations to pupils, as it can be a daunting task to do so effectively. Students experienced a similar occurrence. The provision of feedback, reinforcements, prizes, and sanctions to students is significantly constrained. Educators typically offer feedback on submitted student tasks or projects, deliver verbal encouragement and prizes in the form of positive affirmations such as "excellent, intelligent, inspiring," and/or employ comparable symbols or emoticons to foster student motivation and engagement in the learning process. However, the imposition of consequences on students who fail to complete, have not completed, or submit assignments late cannot be done automatically. The teacher consistently sent reminders on a weekly basis to ensure prompt completion of the task.

The COVID-19 pandemic has exerted a significant influence on the educational landscape in Indonesia. During the initial four-month period of the COVID-19 pandemic crisis, educational activities across all levels were conducted through internet platforms. During the current period characterized by a new normal, certain educational institutions have implemented in-person instruction, albeit limited to three days per week, while maintaining strict adherence to health guidelines. The transition from online to face-to-face instruction appears to diminish students' enthusiasm for engaging in face-to-face learning, as they have already established a sense of comfort and familiarity with online learning. In the context of the online system, individuals have the opportunity to engage in educational activities while simultaneously enjoying outdoor recreation, without incurring reprimands from their instructors. However, it is important to note that the pursuit of knowledge remains a priority, and in the traditional face-to-face system, children benefit from direct supervision and guidance provided by their teachers.

During a pandemic, children engage in the process of learning by adhering to health protocols through observation. The empirical evidence in the field indicates that there exists a population of youngsters who, although being aware of the conventional mode of in-person education conducted within school premises, continue to refrain from attending school. Furthermore, this transitional phase renders children ill-equipped to handle a substantial amount of academic content. This phenomenon has a significant influence on children who appear to exhibit a lack of attentiveness during instructional sessions. In this particular scenario, it is

imperative for the teacher to cultivate a sense of rapport with their students in order to ascertain their individual traits. Teachers can create effective learning strategies by understanding the unique attributes of children. According to Puspitasari et al. (2020), it is imperative for teachers to engage in the process of adapting and innovating learning methodologies. Educators are need to once again modify their instructional approaches in order to accommodate the diverse psychological needs of students. Nevertheless, it is imperative for educators to adopt innovative approaches in order to cultivate children's engagement and enthusiasm towards the learning process. One manifestation of pedagogical innovation involves the cultivation of inventive instructional approaches aimed at rekindling children's enthusiasm for the educational process.

2.2 Previous Studies

There are some reviews of related research findings from the previous researcher included in this study.

The initial investigation carried out by Lelawati et al. (2018) under her thesis titled "The Pedagogy of English Vocabulary Instruction for Young Learners." The objective of this study is to provide a description of the instructional strategies employed by the instructor in the context of teaching English vocabulary to young learners at SD Negeri Padasuka 2 in Soreang. The research methodology employed in this study is a descriptive study. The present study included three data collection strategies, including observation and interview. The data was sourced from the English teacher and the participants of the study were fourth-grade students from SD Negeri Padasuka 2 Soreang. The study's results indicated that the instructor

employed a range of strategies for instructing vocabulary, which were categorized into two distinct phases. In this study, the teacher demonstrates a preference for utilizing flashcards and employing miming techniques as effective methods for introducing new vocabulary. In order to facilitate students' practice of the words they had acquired, the teacher primarily utilized identification and matching tasks.

In a study conducted by Rahmadhani (2015), the focus was on examining various instructional approaches employed in teaching vocabulary to young learners at the LIA English course. The findings of this study suggest that the utilization of flashcards for presentation, sorting tasks for practice, and sentence completion exercises for vocabulary revision are three commonly preferred strategies in the instruction of vocabulary to young learners. Teachers have also verified that they have implemented certain strategies tailored to each specific class, taking into account a combination of varied tactics. In an alternative perspective, a majority of educators indicated that they faced specific challenges, including excessive utilization of the first language (L1), uncooperative student behavior, and limited student attention spans. However, the majority of the challenges can be resolved. The utilization of a diverse range of instructional strategies is currently constrained in its scope. Consequently, this research offers recommendations for educators to effectively harness the advantages associated with incorporating activities and games into the instructional environment of young learners.

Agustin (2019) conducted a third study that attempted to investigate the approaches employed by teachers in teaching English vocabulary to young learners, as well as the reasons behind their utilization. Data collection involved the

implementation of both observational techniques and interviews. The participant in this study was the English instructor, whereas the focus of investigation was the instructional approach employed in teaching English vocabulary. Based on the data collected, the researcher arrived at the conclusion that the instructional strategies employed by the English teacher encompassed the utilization of Spelling Rules and the practice of Keeping Record. The instructional medium employed by the educator was music in the form of songs. The utilization of such approaches by the teacher can be attributed to several reasons. Firstly, they aim to facilitate the retention of vocabulary among students. Secondly, they serve to captivate the students' interest and engagement in the lesson. Lastly, these strategies possess the versatility to be applied in various instructional contexts.

The fourth study was undertaken by Chrisdianto (2021) as part of his thesis titled "The Utilization of Animation Learning Videos for Vocabulary Instruction among Young Learners during the COVID-19 Pandemic Quarantine in SD Muhammadiyah Jatiyoso, Academic Year 2020/2021." The objective of this study is to investigate the utilization of animation learning videos by teachers for teaching vocabulary during the Covid-19 pandemic quarantine at SD Muhammadiyah Jatiyoso. The study will analyze the students' responses to the use of animation learning videos for vocabulary instruction during the Covid-19 pandemic quarantine at SD Muhammadiyah Jatiyoso. Additionally, the study will examine the challenges encountered by teachers when implementing animation learning videos for vocabulary instruction during the Covid-19 pandemic quarantine at SD Muhammadiyah Jatiyoso. The focus of this study is the utilization of animation

learning videos as instructional tactics employed by educators amongst the Covid-19 outbreak and subsequent quarantine measures. The participants in this study consisted of an English instructor and fourth-grade pupils from SD Muhammadiyah Jatiyoso during the academic year 2020/2021. The data was acquired through a combination of observation, interviews with the English teacher, and interviews with fourth-grade students from SD Muhammadiyah Jatiyoso. Additionally, relevant papers were also collected for analysis. The present study employed data triangulation as a method of data analysis, which involved three distinct stages: data reduction, data presentation, and conclusion drafting or verification.

The aforementioned research examined pedagogical approaches for instructing English vocabulary to young learners within a conventional classroom setting. Nevertheless, a dearth of research exists regarding the specific pedagogical approaches employed by educators in instructing English language to young learners during the Covid-19 pandemic. During the COVID-19 epidemic, there was a shift in the mode of education delivery from traditional offline classrooms to online platforms. Consequently, educators were compelled to use novel and demanding strategies for imparting vocabulary instruction. Therefore, this serves as a source of motivation for the researcher to undertake the study within that particular domain.

2.3 Conceptual Framework

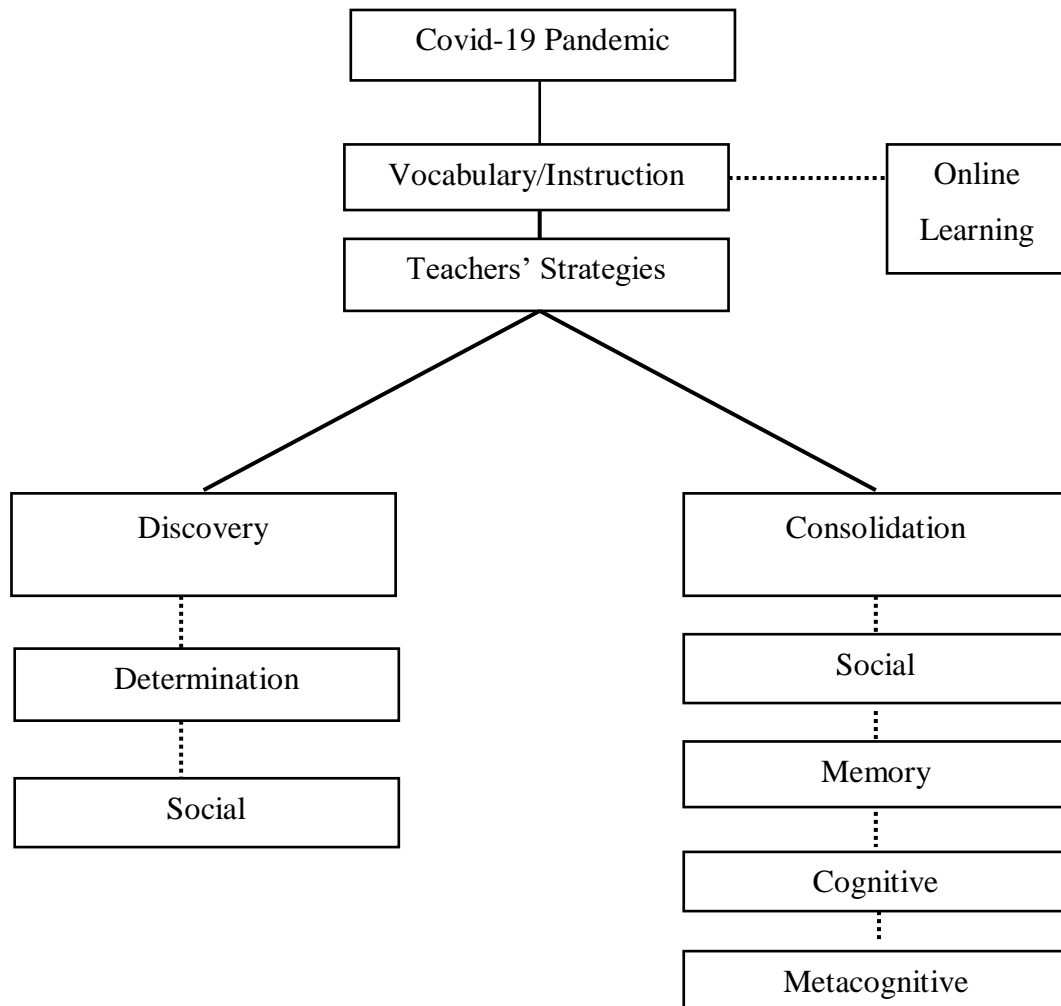


Figure 2.1 Conceptual Framework