THE ROLE OF VOCABULARY AND GRAMMAR IN LEARNING INDONESIAN LANGUAGE IN SCHOOLS

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ABSTRACT

This research stemmed from the identification of problems among language learners who often overlook the importance of acquiring new vocabulary and correctly applying grammar in their language use. The purpose of this study is to determine effective Indonesian language learning methodologies specifically for vocabulary acquisition and grammar learning in schools. This research employed a literature review method. The results yielded various vocabulary and grammar learning strategies suitable for implementation in schools, based on their distinct roles. These learning strategies are divided into two main categories: vocabulary strategies and grammar strategies. Vocabulary strategies encompass (1) word frequency counts and word lists, (2) vocabulary in context, (3) second language acquisition principles, (4) introducing prepositions and pronouns, (5) semantic networks and features, (6) memory development and vocabulary, and (7) comprehension techniques and products. Concurrently, grammar learning strategies cover (1) traditional language class approaches, (2) the impact of second language acquisition theories on practice, and (3) specific pedagogical materials and techniques for grammar instruction."

Keywords: Vocabulary, Learning Contextual Strategies, Indonesian Language Learning

ABSTRAK

Penelitian ini berawal dari ditemukannya permasalahan dalam pembelajar bahasa yang sering melupakan peran pemerolehan kosakata baru dan penerapan tata bahasa dalam penggunaannya. Tujuan penelitian ini adalah untuk mengetahui metodologi pembelajaran Bahasa Indonesia pada aspek pemerolehan kosakata baru pada di sekolah dan pembelajaran tata bahasa di sekolah. Metode penelitian ini menggunakan metode studi literatur. Hasil penelitian ini maka diperoleh berbagai macam strategi pembelajaran kosakata dan tata bahasa yang cocok diterapkan di sekolahberdasarkan perannya masing-masing. Strategi pembelajaran tersebut terbagi menjadi dua yaitu strategi untuk kosakata dan strategi untuk tata bahasa. Kosakata di antaranya (1) jumlah frekuensi kata dan daftar kata (2) kosakata dan konteks (3) akuisisi bahasa kedua (4) memperkenalkan preposisi dan kata ganti (5) jaringan dan fitur semantik (6) pengembangan memori dan kosakata (7) teknik pemahaman dan produk. Sedangkan pada pembelajaran tata bahasa di antaranya (1) Kelas bahasa tradisional secara tradisional (2) Pemerolehan bahasa kedua dan pengaruhnya terhadap praktik (3) Bahan danteknik Pedagogis untuk pengajaran tata bahasa.

Kata Kunci: Kosakata dan Tata Bahasa, Strategi, Pembelajaran Bahasa Indonesia

INTRODUCTION

Language is a human communication tool that functions to convey information. Humans are social beings, thus requiring language in interacting for daily life. Without language, humans would find it difficult to interact with each other, so their intentions and goals would not be conveyed. Not everyone has the same language; each country has different languages. In this case, if we are in a country that has one national language, we must learn the national language of that country to make it easier for us to interact and communicate with other individuals. The language skills that language learners must possess are listening, reading,

writing, and speaking. These four aspects of language skills are related and interconnected with one another.

Indonesian is the national language that every Indonesian citizen must possess. Nevertheless, as an archipelago nation, Indonesia also has thousands of regional languages that grow and develop in each area. From the age of 0-2 years, humans are introduced to language sounds, so at that time, their language ability is their own mother tongue as their first language. The first language in Indonesia is a regional language; this depends on the surrounding environment in using the language. The low mastery of Indonesian vocabulary among these children is suspected to be because parents more often use their mother tongue or regional language when communicating with children compared to Indonesian, and Indonesian is very rarely used when communicating with children (Zahro et al., 2020). So, there are two possibilities for what will be the first language in Indonesia, namely regional languages and Indonesian. In this regard, there are still many people who do not fully know Indonesian. Therefore, Indonesian can be learned through the education system.

Indonesian language subjects are present at every level of education. In this regard, students learn the language starting from the basics, the most fundamental aspects of learning a language being the mastery of vocabulary and grammar. Mastery of vocabulary for language learners is the most basic and important thing to master, because the quality of a person's language can be seen from the vocabulary they possess (Elviza, 2021; Tarigan, 2015:2). Various approaches, methods, techniques, strategies, and learning models are employed so that language learners can acquire a lot of new vocabulary and in its usage (grammar). The role of vocabulary and grammar is very important for language learners, especially in the highest productive aspects, namely speaking and writing, because vocabulary is the main material for realizing ideas and concepts, while grammar is a set of linguistic rules used to compose words and sentences so that they become correct and good sentences with applicable language rules (Elviza, 2021; Sumitro & Rizqi, 2023) The very important role of vocabulary is sometimes often forgotten by language teachers; the difficulty of remembering new vocabulary is sometimes a significant obstacle for language learners (Munirah & Hardian, 2016). In school learning, the teaching of vocabulary is sometimes not given much attention, even though acquiring a large vocabulary will make it easier for language learners to master the language they are learning. After language learners have acquired a lot of vocabulary, the next step is to learn how to manage the vocabulary itself when used. Grammar functions to organize a word so that it becomes a complete unit and is in accordance with its rules so that it can be understood (Fatah, 2018).

In school learning, the role of grammar usage receives considerable attention, because much of the learning material directly relates to two aspects of language skills, and grammar is always present in these language skills. The two language aspects that are directly related to grammar are writing and speaking. When students are engaged in writing activities in Indonesian language learning in class, such as creating a text within the Indonesian language subject matter, the use of vocabulary is involved. The ability to compose a text and the number of words or the length of a text can be a measure of the vocabulary mastered by students. Similarly, when students engage in activities that require them to speak, such as storytelling, delivering speeches, and so forth, the role of grammar becomes important to master so that

every word spoken can be fully understood and comprehended by the listener. Based on the background of the problems presented above regarding the importance or significant role of vocabulary and grammar for Indonesian language learners, the researcher wants to provide various methodologies for teachers in schools who wish to implement language teaching practices focusing on vocabulary acquisition and grammar structure in Indonesian language learning. This research can also serve as a reference for every aspect within the world of education, particularly in Indonesian language teaching, from basic to the highest levels.

METHOD

The research method used in this study is a literature study, which aims to explore effective learning strategies in teaching vocabulary and grammar in schools. According to Zed in Kartiningsih research (2015), a literature study involves a series of activities, such as collecting library data, reading and note-taking, and managing research materials. A literature review is a methodological approach used to collect, evaluate, and analyze previous research relevant to the topic being discussed. The main objective of this method is to identify gaps in the existing literature, understand the development of related theories and practices, and provide a basis for further research. This process begins with the selection of relevant articles and reference sources, such as scientific books, scientific articles, and other sources directly related to the research topic. The initial stage in a literature review is to identify publications that have similar themes or topics to the research being conducted. After that, the researcher notes important elements from each collected source, such as the author's name, year of publication, research location, subjects studied, objectives, methodology used, and main findings. This information is then arranged systematically to facilitate further analysis. The subsequent process is to analyze the collected data by comparing one article with another, in order to identify existing patterns, consistencies, and differences. This analysis also aims to reveal the limitations in the existing literature and determine the direction for future research.

RESULT AND DISCUSSION
Result

In learning Indonesian in schools there are several good strategies to use in vocabulary learning, so that students can remember vocabulary so that they will get a lot of new vocabulary during learning.

1. **Number of Word Frequency and Word List**

This strategy explains how considerable attention has been given to the problem of adequate minimum vocabulary. West (1960) stated that in teaching vocabulary using high-frequency word lists, the teacher plays the largest role because they have to collect 1,200 Indonesian words based on the frequency of the 2,000 most frequently used words. Each word that has been compiled will allow students to express it in the form of sentences integrated with the ideas they have. Fox in Nunan (1991) argues that an adequate minimum vocabulary is sufficient for students to be productive. The following is an example of a list of the most frequently used words.

Table 1. Meaning Word

Rank	Word	Word Type	Meaning / Brief Explanation
1	*dan*	Conjunction	Combining two things ("*dan*")
2	*di*	Preposition	Show a place
3	*yang*	Conjunctions	Pointing to something mentioned earlier
4	*ke*	Preposition	Indicates direction or destination
5	*dari*	Preposition	Indicates origin or source
6	*adalah*	Help words	Declare identity
7	*untuk*	Preposition	Indicates purpose
8	*dengan*	Preposisi	Declaring togetherness or ways
9	*tidak*	Adverbia	Declaring a rejection or absence
10	*ini*	Pronomina	Showing nearby objects
11	*saya*	Pronomina	Single first-person pronouns
12	*itu*	Pronomina	Showing a rather distant object
13	*dia*	Pronomina	Third-person pronouns
14	*kita*	Pronomina	Inclusive plural first-person pronouns
15	*kamu*	Pronomina	Second person pronouns
16	*mereka*	Pronomina	Plural third-person pronouns
17	*ada*	Verba	Indicates presence
18	*bisa*	Verba/modal	Declare ability
19	*akan*	Modal/verba	Showing the future
20	*sudah*	Adverbia	Indicates something that has happened

The list of high frequency words is classified based on their type, namely pronouns, verbs and prepositions. In this case, so that students can easily remember the vocabulary, they can be trained by making sentences from each word.

2. Vocabulary and Context

In this strategy explains how the relationship between each vocabulary and its context, there are five suggestions for teaching written vocabulary in context expressed by (Kruse, 1979:209) including (1) Word elements such as prefixes, suffixes, and roots. (2) Pictures, diagrams, and charts. (3) Definition clues. (5) Inference clues from discourse, which are usually not limited to one sentence by remembering similar situations that have been experienced and making the right conclusions. (5) General aids, which usually do not help students with a specific meaning, narrowing the possibilities. This includes the function of the word in question, namely nouns, adjectives, and the topic being discussed.

3. Second Language Acquisition

Indonesian language learning at school includes second language learning. Learners have limited memory space in processing lexical and have a greater tendency than usual to remember the wrong word, if the lexical pair competes for one place/space (Johnston, 1985:366). The use of word frequency in students will indicate the order of their language acquisition. The meaning

of unknown words from the text is one valuable strategy in understanding language, and so is the use of dictionaries, but only with repeated exposure can a word enter a person's active vocabulary, either in first or subsequent language acquisition (Summers, 1988:112).

4. Introducing Prepositions and Pronouns

This strategy of introducing conjunctions and pronouns aims to facilitate students in understanding various types of conjunctions and pronouns in Indonesian. When students encounter the use of conjunctions and pronouns in Indonesian language learning activities, this experience can strengthen their memory of these linguistic elements in subsequent meetings. Furthermore, when students encounter new vocabulary, they tend to be motivated to explore its meaning, so that this process contributes to the expansion and strengthening of their vocabulary. This learning strategy can be applied through text analysis, where students are asked to identify conjunctions and pronouns by giving special marks to the text being read. The teacher then groups the students' findings in the form of a table of conjunctions and pronouns written on the board as a means of visualization and reinforcement of concepts. A table of conjunctions in Indonesian is presented below.

Tabel 2. Conjunction

Conjunction			
Coordinate	**Subordinative**	**Corelative**	**Between sentences**
Dan	*Sesudah, sehabis, sejak, ketika, tatkala, sementara, sambil, dan seraya (hubungan waktu).*	*Tidak hanya... tetapi juga...,*	*Biarpun begitu*
Dari	*Jika, jikalau, asalkan, bila, manakala (hubungan syarat). Andaikan, seandainya, seumpama (hubungan pengandaian).*	*Tidak hanya..., bahkan...,*	*Sekalipun demikian*
Serta	*Agar, biar, supaya (hubungan tujuan)*	*Bukannya... melainkan...,*	*Lagipula*
Melainkan	*Biarpun, meskipun, sekalipun, kendatipun,sungguhpun (hubungan konsesif)*	*Makin..., makin ...,*	*Akan tetapi*
Padahal	*Seakan-akan, seolah-olah, sebagaimana,seperti, sebagai, laksana (hubungan pemiripan)*	*Jangankan.. .pun....*	*Namun*
Sedangkan	*Sehingga, sampai-sampai, makanya (hubungan penyebaban). Bahwa (hubungan*	*Jangankan.. .pun....*	*Oleh sebabitu*

Conjunction			
Coordinate	**Subordinative**	**Corelative**	**Between sentences**
	penjelasan).		
Atau	*Dengan (hubungan cara).*		*Oleh karenaitu*
Tetapi			*Sebelum itu*

In the same context, in order to become a complete language structure in learning the language, students are introduced to the types of pronouns in Indonesian. The following is a table of pronouns in Indonesian.

Tabel 3. *Pronouns*

	Single	**Jamak**
First person	*Saya, aku, daku*	*Kita, kami*
Second person	*Kamu, anda, kau*	*Kalian, kamu sekalian*
Third person	*Ia, dia, beliau*	*Mereka*

Johnston (1985) identified several pedagogical principles through his research, particularly based on observations of vocabulary instruction. One major finding was that students had significant difficulty when asked to learn a series of highly semantically or grammatically related words, such as pronouns, at the same time. Therefore, teaching approaches that present these word types as a paradigm should be avoided. The same is true for antonymous lexical pairs, such as "narrow" and "broad", which should not be introduced in the same lesson or unit of work. Johnston also noted that students tend to associate one form with one function, so vocabulary instruction needs to take this potential form-function ambiguity into account in instructional planning.

5. Semantic Networks and Features

This learning strategy involves searching for and identifying words that are considered unusual or unfamiliar to students in a text, which they may have just encountered during the process of learning Indonesian in the school environment. In this context, the semantic network approach is used to group words based on similarities in semantic features or certain meaning components. Componential analysis allows the visualization of semantic relationships through diagrams that illustrate the interrelationships and differences between members of a lexical network. In its implementation, students are invited to discuss a number of vocabularies, mark words that are considered unusual or "strange" with circles, and provide reasons based on semantic analysis why the word is categorized as such.

Table 4. Semantic Networks and Features

Radio	*Komputer*	*Televisi*	*Video*
Media massa	*Akuntan*	*Media Elektronik*	*Swafoto*
Jaringan	*Komponen*	*Sandiwara*	*Gawai*

6. Memory and Vocabulary Development

One unique language learning method based on the principle that active student involvement increases learning effectiveness is Total Physical Response (TPR) developed by James Asher. Asher (1988) attempted to reconstruct the conditions of first language learning in the context of a foreign language class. He hypothesized that first language acquisition in children is mediated through verbal input in the form of imperative instructions that encourage physical responses from students. Based on this, Asher proposed that foreign language learning, especially in the early stages, should follow a similar approach. In practice, learners are asked to respond to commands in the target language with physical actions, thus involving the whole body in the process of language comprehension. This approach is claimed to produce significant improvements in memory and retention, as evidenced by several experimental studies that empirically tested the effectiveness of TPR.

7. Understanding Techniques and Products

Nattinger (1988) proposed various teaching techniques that can be used in the classroom to support students' vocabulary development. These techniques are classified into two main categories, namely techniques that focus on the comprehension aspect which includes the process of understanding and storing vocabulary and techniques that emphasize the production aspect, namely the retrieval and use of vocabulary in the context of communication. One of the recommended techniques is the use of context clues, which allow students to guess the meaning of new vocabulary based on various indicators in the text. These clues can include the activation of background knowledge relevant to the topic, the use of grammatical structures, pronunciation, punctuation, and the natural redundancy of words surrounding the target vocabulary. As an illustration, readers are expected to be able to infer the meaning of the word "hard worker" in the sentence: "My father is a hard worker, he works so long and so hard that we rarely see him", through understanding the context of the sentence.

Vocabulary as a linguistic product can be developed through various pedagogical strategies that focus on lexical expansion and retention. Some of the approaches proposed by Nattinger (1988) include: (a) Word morphology: This strategy involves teaching learners to expand their vocabulary through combinations of root words, prefixes, and suffixes. By understanding the morphemic structure of a word, learners can create or recognize new derived word forms. (b) Mnemonic devices: This technique refers to the use of memory aids to memorize vocabulary. Although Nattinger notes that some educators show resistance to the use of mnemonics, this strategy has proven effective in strengthening learners' memory of certain vocabulary. (c) Method of loci: This form of mnemonic associates a list of vocabulary with visual representations of familiar places, such as rooms or famous tourist attractions. Each vocabulary word is paired with a visual element in the representation to aid in the recall process. (d) Paired associates: In this technique, vocabulary in the target language is paired with its native language equivalent that is similar in sound and meaning. Nattinger cites an example from Current, namely the German word schwarz (meaning "black") which can be associated with the English word swarthy. This technique can also be applied to vocabulary equivalents between Indonesian and foreign languages. (e) Keyword method: This approach pairs target vocabulary with its native language equivalent through phonological and visual

associations. For example, to remember that the Spanish word perro means "dog," students can associate it with the native language word pir and imagine a pear-shaped dog. This imaginative association aims to strengthen memory. (f) Total Physical Response: In this strategy, target vocabulary is associated with appropriate physical actions. Students are asked to respond to commands or keywords through body movements, so that learning involves sensorimotor integration in the cognitive process. The next section is good grammar learning in schools that is suitable for students. There are many methods, strategies, techniques, and modules that can make it easier for teachers to teach grammar in Indonesian language learning in schools, including:

1. Traditional Language Class

A language class is an instructional environment where students receive systematic instruction on language aspects, such as grammar, vocabulary, and pronunciation. In addition, students are also given the opportunity to practice the new linguistic elements introduced. Teaching methodology training in this context focuses on identifying and implementing the most effective strategies for presenting grammar material and providing exercises that target the mastery of specific grammatical structures. James (1980) suggests that the first language (L1) has a significant influence on the process of acquiring a second language (L2). In this case, if there is a conflict between the rules in L1 and L2, then errors in the use of L2 are likely to occur that reflect the influence of L1. In other words, the phenomenon of linguistic interference from the first language tends to hinder the smooth acquisition of the second language. For example, James (1980) predicts that native Spanish speakers learning English tend to place adjectives after nouns, in accordance with the syntactic structure in Spanish. This kind of error is an example of negative transfer, which is when rules or customs in the first language (L1) are incorrectly applied in the use of the second language (L2), resulting in structural deviations. Conversely, when the linguistic structures in L1 and L2 are similar or identical, then positive transfer occurs, allowing students to use their knowledge of the first language to support their acquisition of the second language. In addition to negative and positive transfer, there are also situations when a linguistic feature in the target language has no equivalent in the first language.

2. Second Language Acquisition and Its Impact on Practice

Dulay et al., (1982) formulated a number of basic principles in second language learning which, according to them, are based on the findings of morpheme studies and research in the field of Second Language Acquisition (SLA) as reported in previous literature (Hatch, 1978). However, several of the principles they put forward have caused controversy in academic circles, both because they are too general and because they have not been fully supported by strong empirical evidence. These principles, as summarized by (Dulay et al., 1982:261–263), include: (a) the existence of an innate process that guides the course of language acquisition; (b) the importance of exposure to natural communication in the target language so that the subconscious acquisition process can take place effectively; (c) the need for learners to understand the content of natural communication in the second language; (d) the existence of a silent phase in the early stages of language learning; (e) the role of affective, including

motivation, emotions, and attitudes of students, which act as filters for linguistic input both inside and outside the classroom; and (f) emphasis on the minimal role or even neglect of the influence of the first language in the acquisition of second language grammar.

3. Pedagogical Materials and Techniques for Teaching Grammar

In the realm of second language learning, approaches to grammar teaching have undergone significant development. Contemporary teaching materials are generally designed to create a learning environment that allows for systematic, repetitive practice in the context of communicatively meaningful tasks. This approach aims to avoid mechanical, repetitive practice, and instead emphasizes the importance of meaningful involvement in every learning activity. Theoretically, there are two main approaches to grammar learning, namely deductive and inductive. The deductive approach is based on the principle that learners need to gain an explicit understanding of language rules before applying them in real contexts. In this approach, the teacher provides direct explanations of grammatical structures, then students are asked to use them in practice (Richards et al., 1985). In contrast, the inductive approach encourages students to construct their own understanding of grammatical rules through direct exposure to and experience with language use. In this approach, rules are not taught explicitly; students are left to explore and draw conclusions independently based on the linguistic input they receive. This approach is in line with constructivism theory, which views that learning occurs optimally when individuals actively construct knowledge based on their own experiences (Richards et al., 1985).

Discussion

Vocabulary appearing ten times is easier to remember than that appearing five times, and although marking vocabulary in bold does not show a significant impact, the use of High Frequency Words (HFW) is proven effective in strengthening long-term memory through repetition in learning, increasing students' confidence in constructing sentences, and optimizing the time needed to master the language, where previous research showed approximately 3,800 basic vocabulary words in Indonesian with a minimum usage frequency of 20 times, which facilitates word understanding through visual observation, listening, and daily habits (Dang et al., 2019; Gutierrez et al., 2019; Muhadjir, 1996; Sereno et al., 2020; Siagian, 2020).

In expanding vocabulary use, one strategy is to use context, so that second language learners need to have meaningful encounters with a new word before it is established in their memory (Nation, 2001; Ramadan & Mulyati, 2020). Students will understand a new word better through the context of its appearance or through accompanying illustrations. Using available aids around the students by providing concrete examples, if the student book does not have relevant illustrations, then use classroom realia such as objects around them, clothes they wear, pantomime, and picture media. This is in line with research conducted by Bloom (1993); Gentner (1982); Mulyati (2017); Tardif (1996) which shows that children demonstrate more vocabulary use for objects that are around them (here) and that are currently present or real (now). In this regard, language has an interconnected relationship with thought.

The significant influence of the first language (L1) on second language (L2) learning is

an established area of applied linguistics. This phenomenon is often conceptualized as negative transfer, manifested in the form of lexical, phonological, syntactic, and pragmatic interference resulting from the generalization of L1 structures into the L2 system. The behaviorist perspective, with its stimulus-response framework, emphasizes the crucial role of external linguistic input in mediating the learning process. Furthermore, the Contrastive Analysis Hypothesis (CAH) predicts that the degree of typological similarity or difference between L1 and L2 linguistic systems will positively correlate with the level of ease or difficulty in L2 acquisition (Azkia et al., 2021; Nurqomariyyah et al., 2023). Krashen's Monitor Model posits a fundamental dichotomy between language acquisition, as a subconscious process and implicit internalization, and language learning, as explicit and conscious understanding of grammatical rules, both of which contribute differently to bilingual competence (Brown, 2000). Regarding the strategy of introducing prepositions and pronouns based on Mulyati's findings (2017) that nouns are the most dominant word class used by elementary school students in the lower grades, followed by verbs and numerals as the least, these results are in line with the concept of language universality supported by previous research (Dardjowijoyo, 2010), which shows that children tend to master nouns before verbs (Bloom, 1993; Gentner, 1982; Tardif, 1996). In this case, it needs to be emphasized that introducing prepositions and pronouns needs to be considered in language learning, especially vocabulary teaching, because these two aspects are often ignored in vocabulary teaching so that when students are going to make a complete sentence they will be confused.

The application of semantic field theory in vocabulary learning, which emphasizes the analysis of semantic relationships between a central lexeme and groups of collocations and word sets within a unified semantic field through the principle of association, plays an important role in expanding lexical knowledge, deepening meaning understanding, improving precision in word choice, developing word association skills, and fostering critical thinking and accuracy in language use, which ultimately contributes to creating more effective, meaningful, and communicative vocabulary learning (Haryadi, 1992). This aligns with the Mulyati (2017) research finding which revealed that students' vocabulary mastery is influenced by the proximity of spatial and temporal context, where students in urban environments with a high intensity of digital technology use tend to master more complex and contextual vocabulary, such as *download*, *Browse*, *akses* (access), and *chatting*, while learners from rural areas more dominantly master vocabulary representing local social and cultural reality, such as *sawah* (rice field), *ikan* (fish), and *kerbau* (buffalo).

A systematic review and meta-analysis conducted by Pickering et al., (2023) aimed to investigate the relationship between visual memory ability and vocabulary mastery in neurotypical children up to 12 years of age, which showed that visuo-perceptual memory tasks were significantly correlated with vocabulary mastery. These findings indicate that children with higher abilities in processing, storing, and remembering specific details of visual stimuli, such as certain colors or objects, tend to have more developed receptive vocabulary knowledge. In language learning, of course, there must be something produced as a form of the result of each process and form of student development, therefore students must be able to produce a product as language learners either in the form of speaking or writing. Based on

the findings of Winarti, (2023) and Kristiana & Ningsih (2018) , optimizing intensive training in the use of Indonesian and implementing collaborative learning strategies is an effective integrated approach in improving students' language competence, especially in active vocabulary mastery, because both not only strengthen language production skills effectively and in a structured manner, but also encourage active participation, minimize individual differences, and build constructive group interactions to support the success of the learning process.

As an effort to improve language learning, the thing that must be considered is the use of grammar. Grammar learning can influence students in producing the language itself such as in writing and speaking activities. Findings from a number of studies indicate weaknesses in the implementation of language learning, especially related to the integration of grammatical aspects into students' language skills. Asrumi (2010) and Sumarwati et al., (2012) revealed that in reading activities, teachers tend not to discuss the language structure contained in the text, so that students do not gain an explicit understanding of the language rules used. Meanwhile, Haryanto (2007) emphasized that the absence of feedback by teachers on students' language errors, especially in speech, resulted in the use of non-standard words becoming commonplace. Furthermore, Sutama, (2008) highlighted that in writing learning, editing activities that should be an important means to train students' language sensitivity are not carried out. These three findings indicate that various aspects of language learning have not been optimally utilized to instill and develop students' grammatical competence. In fact, as emphasized by Sunarsih (2016) and Ilmiyah (2021), good grammar mastery is an important foundation in writing skills, because it helps writers to construct sentences systematically and in accordance with language conventions, so that communication goals can be achieved clearly and precisely. Thus, the lack of emphasis on the grammatical aspect in learning has significant implications for the quality of students' language skills. In addition to showing weaknesses in the implementation of conventional grammar learning, the findings of this study reinforce the urgency of innovation in language teaching approaches, especially using corpus linguistics.

Herpindo et al., (2023) showed that the application of corpus linguistics in grammar learning and teaching methodology made a positive contribution to students' understanding of language structures and rules. The needs analysis in the study also confirmed that students were aware of the importance of integrating corpus elements in learning, especially in dealing with the diversity of language contexts that continue to develop in everyday life. In this case, corpus linguistics has proven to be an effective tool to bridge the gap between normative grammar rules and the reality of dynamic language use. These results underline that contextual grammar learning, based on authentic data from real language use, is more relevant to the needs of today's learners. Therefore, aligning pedagogical practices with the development of language use is a strategic step to increase the effectiveness of grammar learning in the contemporary era.

CONCLUSION

It can be concluded that in the language learning process, there are various strategies that can be applied effectively by teachers to accommodate learners' needs, which are broadly

divided into two main aspects, namely vocabulary learning strategies and grammar learning strategies. Vocabulary learning strategies involve various approaches that aim to improve vocabulary acquisition and retention systematically and contextually, including through (1) the use of word lists based on frequency of occurrence as an effort to prioritize the most relevant vocabulary in everyday communication, (2) linking vocabulary to the context of use to strengthen understanding of meaning and lexical function in real situations, (3) vocabulary development that is in line with the second language acquisition process as a basis for more complex language skills, (4) introduction to functional elements such as prepositions and pronouns that are essential in sentence structure, (5) application of meaning network strategies and semantic features to build relationships between vocabulary in the learner's cognitive framework, (6) memory strengthening through associative and repetitive techniques in vocabulary mastery, and (7) application of techniques that are oriented towards receptive understanding and active production. Meanwhile, grammar learning strategies include approaches designed to deepen understanding of language structures and rules, including through (1) traditional grammar teaching that emphasizes explicit explanations of grammatical rules, (2) the use of second language acquisition theory to adjust learning methods to the stages of learners' linguistic development, and (3) the use of teaching materials and pedagogical techniques that are specifically designed to support mastery of grammatical structures contextually and applicatively. Integration of these two aspects of the strategy holistically is believed to support the achievement of more effective and sustainable language competence for language learners.

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