IMPLEMENTATION OF DIRECT AND INDIRECT LEARNING STRATEGIES IN ENGLISH VOCABULARY LEARNING AT PITTAYAPHAT SUKSA SCHOOL, THAILAND

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ABSTRACT

An effective strategy will help students improve their ability to master English vocabulary well and quickly. However, the selection of learning strategies has not been adjusted to the student's level, so vocabulary acquisition results are not maximized. This study aims to discover the English vocabulary learning strategies and teaching materials used by teachers in learning English vocabulary at Pittayaphat Suksa School. The research approach is qualitative with a case study. The case study was conducted to conduct an intensive, detailed and in-depth study of learning strategies to understand a learning culture in school. The data collection techniques used were observation, interview, and documentation obtained from the community at Pittayaphat Suksa School. Data were analyzed by reducing relevant data, presenting data, and drawing conclusions. The results of this study show that in learning English vocabulary, teachers use direct learning strategies to enrich vocabulary and improve students' English pronunciation and indirect learning strategies to improve students' mastery of English vocabulary and grammar.

Keywords: direct learning; indirect learning; English; vocabulary

ABSTRAK

Strategi yang efektif akan membantu siswa dalam meningkatkan kemampuan mereka dalam menguasai kosakata bahasa Inggris dengan baik dan cepat. Namun, pemilihan strategi pembelajaran belum disesuaikan dengan tingkat siswa sehingga hasil penguasaan kosakata belum maksimal. Tujuan dari penelitian ini adalah untuk mengetahui strategi pembelajaran kosakata bahasa Inggris dan bahan ajar yang digunakan guru dalam pembelajaran kosakata bahasa Inggris di Pittayaphat Suksa School. Pendekatan penelitian yang digunakan adalah kualitatif dengan studi kasus. Studi kasus dilakukan untuk melakukan studi intensif, terperinci dan mendalam mengenai strategi pembelajaran untuk memahami suatu budaya belajar yang terjadi di sekolah. Teknik pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi yang diperoleh dari komunitas di Pittayaphat Suksa School. Data dianalisis dengan mereduksi data yang relevan, menyajikan data, dan menarik kesimpulan. Hasil penelitian ini menunjukkan bahwa dalam pembelajaran kosakata bahasa Inggris guru menggunakan strategi pembelajaran langsung untuk memperkaya kosakata dan meningkatkan pelafalan bahasa Inggris siswa dan strategi pembelajaran tidak langsung mampu meningkatkan penguasaan kosakata dan tata bahasa Inggris siswa.

Kata Kunci: *pembelajaran langsung; pembelajaran tidak langsung; bahasa Inggris; kosakata*

INTRODUCTION

Language is also a communication tool to express human feelings and a means of daily communication between fellow humans (Flusberg et al., 2024; Sya et al., 2021). The existence of language helps improve the ability to learn and remember, solve problems, and draw conclusions more easily. In the teaching and learning process, good language skills are needed to facilitate the transmission of knowledge (Maulana et al., 2023). Language skills can improve students' learning abilities, including memorization of subject matter, problem-solving, and drawing conclusions based on the material studied. Language can facilitate communication between teachers and students to adequately convey learning objectives (Fauziah et al., 2021). When learning English, students must master vocabulary. Vocabulary is an important component of English. In English, students with rich vocabulary will be successful in their speaking skills (Sya et al., 2021). When doing the vocabulary learning process, one not only knows the meaning of a particular vocabulary but also needs to understand all aspects of the vocabulary. The levels of word comprehension consist of seven levels: knowledge of word frequency in the language, knowledge of word registration, knowledge of word order, knowledge of morphology, knowledge of semantics, knowledge of polysemy, and knowledge of word views in the language (Masethe et al., 2024). A person will have difficulty communicating if they do not understand vocabulary, so developing their language will not be easy (Ruba et al., 2022).

Thus, applying learning strategies will greatly help students learn English. Good vocabulary mastery can be achieved by applying the right strategies in the learning process. An effective strategy will help students quickly improve their English vocabulary acquisition skills (Moosa et al., 2025). Therefore, teachers need appropriate learning strategies so students can have a pleasant learning experience when participating in learning activities. The suitability of the strategy used in the learning process plays an important role in achieving the expected learning objectives (Hwang et al., 2023). English is also one of the languages spoken throughout the world. English language learning should be implemented in schools as soon as possible (Sya & Helmanto, 2020). English language learning integrates the skills of speaking, listening, reading, and writing, all of which must be carried out at least in the context of learning activities that determine success in all fields of learning (Abargiel et al., 2024).

In Thailand, English is a compulsory subject at the primary school level, according to the foreign language curriculum standards issued by the Office of Basic Education Commission (OBEC) and the Thai Ministry of Education. The aim is to raise the awareness of elementary school teachers in Thailand regarding the importance of English. When learning English, students must master vocabulary. Vocabulary is an important component of language. In language, students with rich vocabulary will improve their speaking skills (Zainal et al., 2021). Vocabulary is the number of words that, when combined, will form a language. A person will have difficulty communicating if they do not understand the language, so it will be challenging to develop their language (Sya, Kartakusumah, et al., 2022). Vocabulary is an important factor in learning English as a foreign language. Language cannot be separated from vocabulary because vocabulary is essential to language learning. For learners to master a lot of English vocabulary, much practice is needed. The more vocabulary they have, the better their language skills will be.

When learning vocabulary, one not only knows the meaning of a particular vocabulary but also needs to understand all aspects of the vocabulary. There are seven levels of word comprehension: knowledge of word frequency in the language, knowledge of word registration, knowledge of word order, knowledge of morphology, knowledge of semantics, knowledge of polysemy, and knowledge of word views in the language (Utami et al., 2022). Learning English will undoubtedly have some difficulties in the learning process. Generally, these difficulties are the lack of student confidence and inappropriate learning strategies that can hinder the English learning process. Students will have difficulty accepting English learning due to the selection of the

wrong learning strategy, which will cause students boredom (Sya, Anoegrajekti, et al., 2022). Thus, applying learning strategies will significantly help students learn English. Good vocabulary mastery can be achieved by applying the right strategy in the learning process. Practical strategies will help students improve their ability to master English vocabulary well and quickly (Kartakusumah et al., 2023).

Therefore, teachers need the right learning strategy to implement learning so that students can experience a pleasant learning experience when participating in learning activities. The suitability of the strategies used in the learning process plays an important role in achieving the expected learning objectives (Fu et al., 2024). The study on the implementation strategy of English vocabulary learning is driven by the realization that vocabulary mastery is one of the most important elements in the foreign language learning process. Learning English becomes difficult if it is lacking in vocabulary mastery (Chen, 2020). Therefore, there is a need for research on applying vocabulary learning strategies in elementary school students.

The research was conducted in Khlong Sam Wa, Bangkok, Thailand. This school was chosen as a place of research related to the implementation of English vocabulary learning because this school implements the wheel of education and is broad-minded. In addition to prioritizing cultivating religious values in learning, this school has several excellent programs, including English language learning for each class. Observations in the field showed several things that should be done to improve the effectiveness of English learning at Pittayaphat Suksa School. English lessons are given 4 times a week for 50 minutes. The learning strategies used are direct strategies and indirect strategies. A case study is an approach that is carried out intensively, in detail, and in-depth to specific symptoms.

METHODS

Research design

This study aims to find out the direct and indirect learning strategies used in English vocabulary learning at Pittayaphat Suksa School, Thailand. This qualitative research uses a case study method that uses observation and interview data collection techniques. The design used is a single case design, which is a case study research that emphasises research on only one case unit. So the researcher focuses on one particular object studying it as a case (Pandey, 2025). Case study data can be obtained from all parties concerned, in other words, the study is collected from several sources. The advantage of using this research design is that it can be used in the middle of the research or intervention. Observation is collecting data by observing ongoing activities. The interview is one of the data collection processes to obtain detailed information.

Research site and participants

The type of interview used in this research is a structured interview. The interview was conducted directly, where the researcher asked questions face-to-face with the informants. This interview method mainly asked the selected informants to get data about learning culture and English vocabulary learning strategies at Pittayaphat Suksa School, Bangkok, Thailand. The informants are two English teachers who teach, are important figures in the English learning process and are expected to provide accurate information.

Data collection and analysis

This research uses primary data from interview notes and field observation notes. The type of interview that researchers use in this research is a structured interview, where the interviewer has a written list of questions containing twenty-three (23) items of questions related to the problem under study. The interview was conducted directly where the researcher asked questions face-

to-face with the informant. The observation used by the Author here is participant observation, where the Author mingles directly with the community at Pittayaphat Suksa School for 1 month, with 18 meetings in the classroom. The target of this research was during the English learning process, which was held every Monday-Friday in different classes. In this case, the Author followed the English learning process from the start of the lesson until the lesson ended. Data analysis in this study was carried out during data collection and after the completion of data collection within a specific period. Miles and Huberman stated that there are several activity models in data analysis, namely (1) data reduction, (2) data presentation/display, and (3) drawing conclusions or verification.

FINDINGS AND DISCUSSION
Findings

Learning strategies are closely related to student competencies. If there is no goal of student competence to be achieved, then the learning strategy will not run optimally. From the researcher's point of view, Pittayaphat Suksa School uses more direct and interactive strategies because the methods used are demonstration, discussion, and lecture. Strategy is an important part of learning. Because learning will be maximized when implemented according to a well-organized structure, and the learning objectives to be achieved. The source of data in this research is English teachers. Data obtained in the field by observing or through interviewing two English teachers namely Mr AA, B.Sc. and Miss NB. B.A. As stated by the English teacher, Mr AA said, "Learning English vocabulary aims to master a language. I believe that teachers should introduce vocabulary to students together with simple sentences. Because proficiency in English allows students to access various resources that can enhance their learning and knowledge base." As an English teacher, Miss NB stated, "Children who develop a rich vocabulary tend to be critical thinkers, express themselves better, and read more. Improving language and literacy skills early on will help them be more successful academically and communicatively."

Based on the interview results, the aim is that every teaching and learning activity has a target or goal, be it a gradual and tiered goal starting from the very operational (abstract) and concrete (real). In the future, the school will produce a generation that can master English vocabulary well. This follows the results of observations made by researchers, where both English teachers have the same main goal of improving students' English language skills; Mr. AA focuses more on vocabulary learning objectives for students' pronunciation, because a person's language skills can be seen from pronunciation. Learning English becomes a challenge with Thai people who have a different language and pronunciation from other countries. Therefore, she focuses more on pronunciation so students can pronounce English vocabulary correctly and adequately, unlike Miss NB, who focuses on learning enriching vocabulary and mastering grammar. It is argued that the better the acquisition of vocabulary and grammar, the better the ability of students to speak English; on the other hand, if the vocabulary is minimal, students will be constrained in speaking fluently. Therefore, the focus of learning is on enriching vocabulary and mastering grammar. Although both teachers have different focuses on learning objectives, learning English vocabulary will be more effective if it is done by using learning strategies that can help students more easily understand the vocabulary given. The effectiveness of learning can be seen from the vocabulary that students can apply in everyday life, such as using English in communicating in the school environment. Vocabulary acquisition requires learning resources in the form of supporting media that teachers can use optimally. The two learning strategies used are interactive strategies and direct strategies.
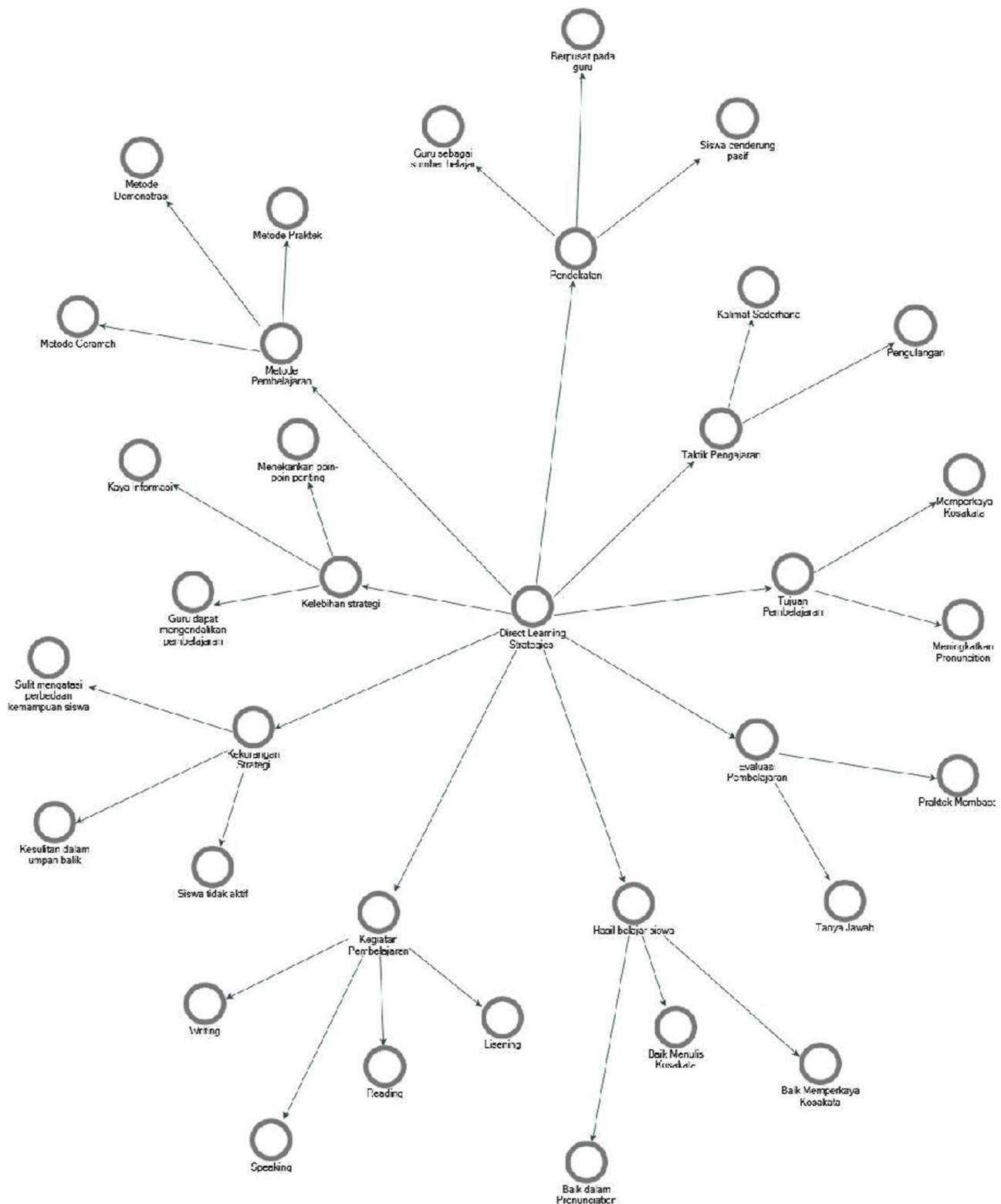
A Direct Learning

Direct learning is teacher-centred and the most commonly used strategy. It includes lectures, didactic questions, explicit teaching, practice, exercises, and demonstrations. The approach used in direct strategy is a teacher-centered approach where the teacher has a dominant role, while students tend to accept and follow what the teacher presents. The English teacher, Mr. AA, stated, "The process of learning English is to convey vocabulary directly, and students must understand the material taught. Therefore, the teacher must be able to clearly express the vocabulary so that students can understand the meaning well. Whatever it takes for students to understand the material, the teacher delivers." When learning occurs, the teacher's job is as a learning resource, where every learning activity is sourced from the teacher in the classroom. In the learning process, the role of students tends to be passive, where students mostly follow the learning activities carried out by the teacher. The strategy directly helps students learn basic skills and acquire information that can be taught step by step. The teacher is actively involved in carrying out the lesson's content to the students and teaching it directly to all students in the classroom. The primary focus of this strategy is training that can be applied to simple to more complex real-life situations. In line with what Vygotsky said that a child's cognitive development is strongly influenced by the social and cultural environment, interaction activities with others, such as parents, teachers, or peers, help children to learn new knowledge and skills, and develop an understanding of the world around them (Alzahrani, 2025).

Mr. AA stated:

"The tactic used to introduce English vocabulary is simple sentences. With simple sentences, students will find it easier to understand the meaning of the vocabulary taught. Second repetition: by repeating the same vocabulary, students will get used to and familiar with the vocabulary. If students do not understand the vocabulary taught, keep repeating it while students understand it. Do not add new vocabulary if the student has not mastered the previous vocabulary, because it will not have any impact. Although the repetition may last up to 4 or 5 meetings, teachers still need appropriate methods to deliver the material well. Direct strategies include lecture methods, didactic questions, explicit teaching, practice, exercises, and demonstrations. The suitability of the method the teacher uses with the material to be taught will affect learning achievement. A teacher stated, "

The method is tailored to the vocabulary material presented to students so that it is easy to understand and comprehend. Such as using lecture, demonstration, or practice methods." This statement reinforces that learning strategies must also have selected methods to convey vocabulary well, with clear and straightforward intentions. According to the observation, the learning strategy will not be effective if it is not structured; the structure includes learning methods that are considered easy and suitable by the teacher in teaching vocabulary to students.

Figure 1. Direct Learning Project Map

The three activities in direct learning are lecture, demonstration, and practice. The lecture conveys English vocabulary and the meaning of the word to students. What is delivered is the material that has been prepared beforehand. This method can improve students' listening skills because students act as listeners who receive information or material from the teacher. The second activity used is demonstration. The teacher gives examples or demonstrates how to pronounce,

use, and write the launched vocabulary. Students will act as observers who will observe and understand the learning given by the teacher. Then, practice after the teacher demonstrates English vocabulary learning through reading, speaking, and writing activities. Next, the teacher will ask students to try or practice what has been taught. In this method, students act as practitioners and have the opportunity to directly try the material that has been delivered in the form of reading, speaking, and writing activities.

Figure 2. Lecture Method

The learning process will be effective if students directly and actively do exercises in accordance with the learning objectives set. Exercises and practices should be done after students have acquired information about knowledge, skills, and attitudes. For the material to be truly internalized (relatively stable and attached to students), students must be allowed to practice or apply the knowledge, skills, and attitudes obtained. The teacher stated, "In teaching English vocabulary to students, several learning activities are usually carried out. I usually do learning activities such as listening, reading, speaking, and writing. I allow students to try and practice it. The first activity is listening activities; in this activity, students will learn to listen to what is conveyed by the teacher or friends who are reading or speaking. With this activity, students learn new vocabulary by listening. The second activity is writing; in this activity, the teacher will ask students to write vocabulary or text that the teacher writes on the blackboard or television in front of the class. However, sometimes, the teacher asks to write the vocabulary or text given by the teacher on the board. In this activity, students will write the vocabulary or text the teacher gave in their respective notebooks as teaching materials for the next learning activity. The third activity is the reading activity; the teacher asks students to read the text or story given.

Students will read the text they have written in the student book or on the television in front of the class. This activity trains students to recognize letters and learn to write the alphabet because letters in Thai are very different from those in English. The last activity is speaking; in this activity, the teacher will talk to and invite students to communicate in English, such as saying greeting sentences (How are you?) and other simple sentences. This activity is carried out to train students' abilities and increase their confidence in speaking English.

Figure 3. Writing Activities

Figure 4. Student Notes
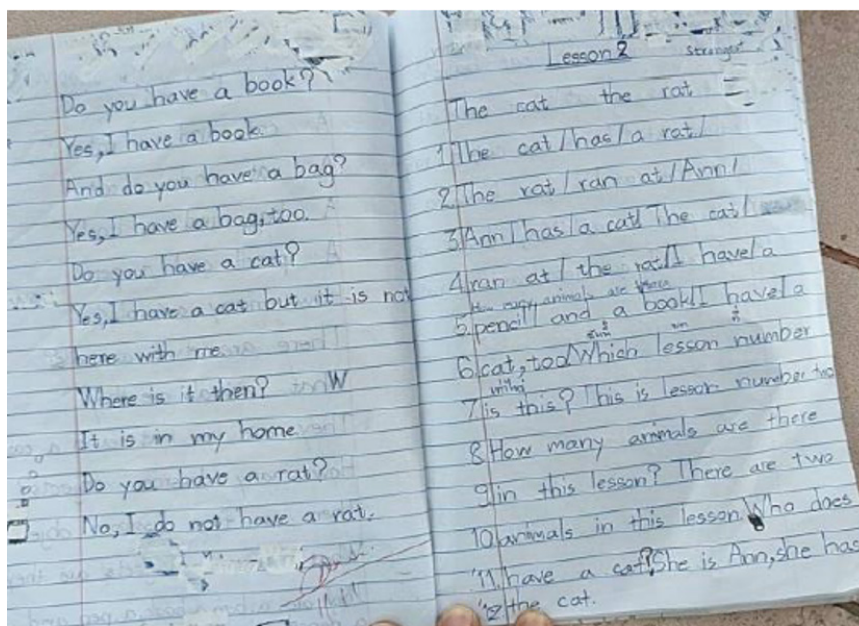
However, the learning activities carried out still have shortcomings that cause learning outcomes to be less than optimal. Therefore, an evaluation is needed so that English vocabulary learning activities can be more optimal. In general, evaluation is used by educators to find out whether students have achieved specific learning objectives and whether students have the knowledge, skills, and attitudes. Evaluation is usually carried out at the end of learning activities after students have gone through various learning processes; this test is carried out after students have completed exercises or practices. "I evaluate at the end of each lesson by asking students questions about the material learned or doing practice as a final evaluation after all learning activities are completed. Because student learning outcomes can be seen from the actions students take." Evaluation is carried out at the end of the lesson by asking questions to students related

to the material that students have learned. The teacher evaluates how students can capture and understand the material provided.

Based on observations made by researchers, direct learning strategies teachers use in learning English vocabulary at Pittayaphat Suksa School have advantages and disadvantages. The first advantage is that by using a direct learning strategy, the teacher can control the learning and the material to be delivered, so that the teacher can focus on the objectives. Secondly, this strategy effectively emphasizes important points such as pronunciation or difficulties students face so that teachers can help students overcome them. Thirdly, this strategy helps students acquire lessons that can convey much information quickly. Besides these advantages, indirect learning strategies used by teachers have disadvantages. The first drawback is that this strategy makes students passive when learning occurs because the teacher's role is too dominant. Secondly, using this strategy makes it difficult for teachers to get student feedback because the learning system is one-way. Third, using this strategy does not foster students' interest in learning; few students feel bored when learning.

An Indirect Learning Strategy

Indirect learning strategies show high student involvement in making observations, investigations, conclusions based on data, or formulating hypotheses. Indirect learning strategy shifts the role of the teacher from lecturer to facilitator, supporter, and resource person. The approach used in this strategy is student-centered, so students have the space to play an active role in the learning process. As English teacher Miss said, "When learning English vocabulary, I try to make students active in the learning process. I always include students in learning activities. That way, students can have a different experience than just sitting and listening to the teacher." The reinforcement is that the indirect learning strategy depends on how the teacher becomes a good facilitator so that students can play an active role. In learning, the teacher must create a pleasant learning environment that creates opportunities for student participation and, if possible, provide student feedback when learning. Teachers must use the correct method to increase students' enthusiasm for learning and make the learning atmosphere fun.

The learning method is a technique in teaching and is a huge factor that influences the success of the learning process. The methods often used are the demonstration method and the game method because both methods effectively teach students vocabulary and can create a fun atmosphere. Based on the interview results, the teacher used the demonstration and game methods, which were adjusted to the material to be taught. The methods used are quite effective in teaching English vocabulary to students. Students can understand the material delivered by the teacher because students can participate in the learning process directly to get new and fun learning experiences. When learning English vocabulary, teachers always invite students to participate directly in the learning process, where students are given full rights to explore their abilities and play an active role during learning activities. The teacher acts as a facilitator who facilitates the components needed in the learning process. Furthermore, the teacher acts as a guide to direct students in learning activities so that learning follows the objectives. For example, in vocabulary-building activities, the teacher facilitates activities by providing puzzle media, after which students can arrange the puzzle until it becomes a correct vocabulary.

Figure 5 explains that Direct learning strategies are teacher-centered and the most commonly used. It includes lectures, didactic questions, explicit teaching, practice, exercises, and demonstrations. The direct strategy is a teacher-centered approach, where the teacher has a dominant role while students tend to accept and follow what the teacher presents. Direct learning strategies are teacher-centered and the most commonly used strategies. It includes lectures, didactic questions, explicit teaching, practice, exercises, and demonstrations. The direct strategy is a teacher-centered approach, where the teacher has a dominant role while students tend to accept and follow what

Figure 5. Indirect Learning project map
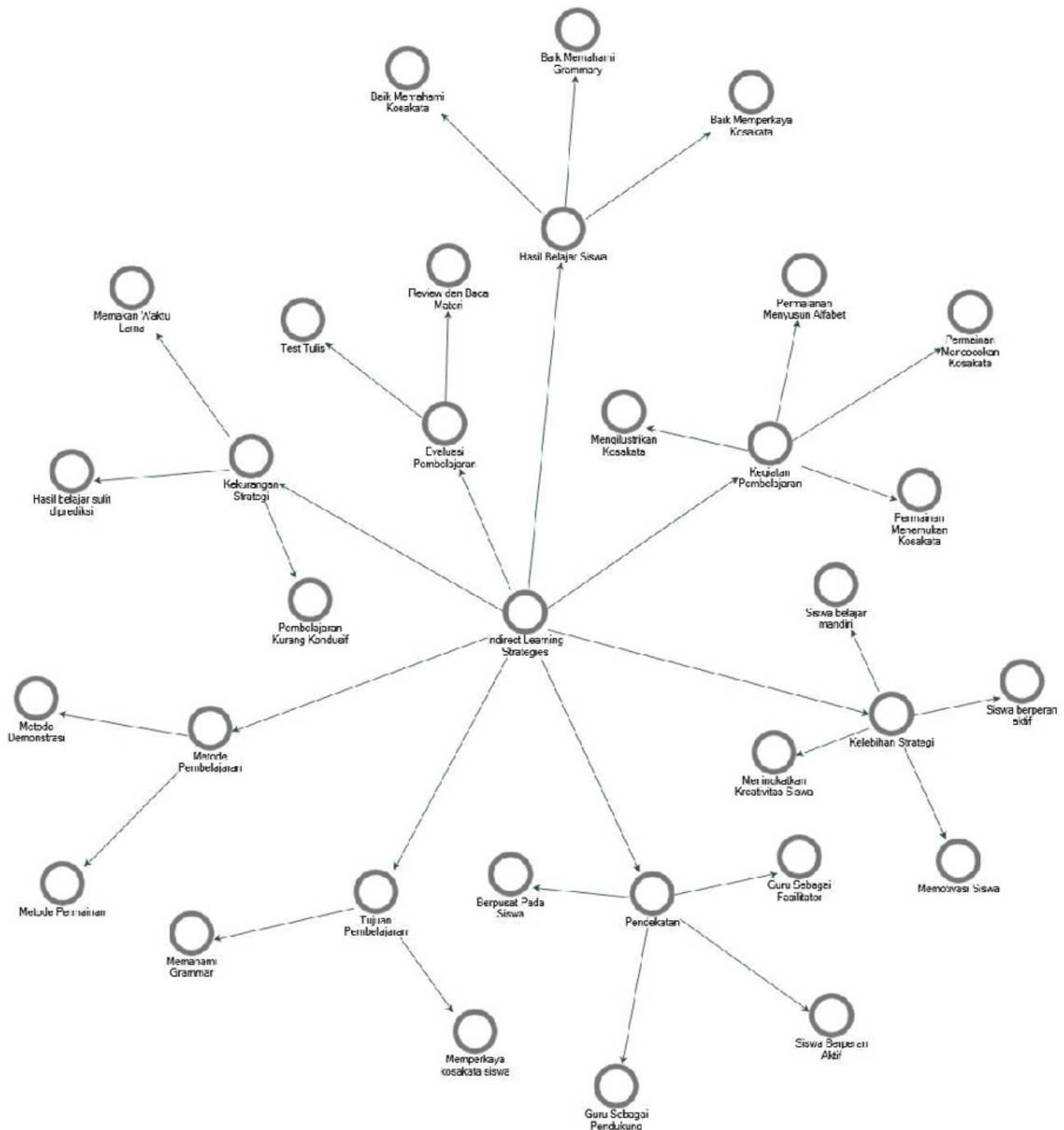
the teacher presents. The teacher teaches in great detail, from letter by letter or vocabulary, from simple sentences to more complex ones. In each lesson, the teacher only teaches the students new vocabulary words. However, only a few vocabulary words are taught, and the students can master and understand them well. Secondly, the repetition tactic is used, where the vocabulary taught will be repeated until the students understand and can practice it in their English. However, the repetition tactic can last up to 4 or 5 meetings. After that, the learning gradually focuses on listening, speaking, reading, and writing.

In learning English vocabulary, students' participation is significant. The learning process will be effective if students directly and actively do exercises in accordance with the learning objectives set. Learning activities must be varied to increase students' mastery of English vocabulary. Varied activities will foster curiosity in students so that students can play an active role in the learning

process. "Do various learning activities so that the learning objectives of English vocabulary can be achieved well. Such as looking up words in the dictionary, matching vocabulary with pictures, arranging vocabulary with puzzles, guessing profession games, singing, and other activities that can make students active in learning and understanding the words they learn. Game-based learning in English vocabulary learning. The learning activities used can make the classroom atmosphere alive with students who are active in the learning process. The activities implemented can motivate students to learn English vocabulary, which can be seen from students' enthusiasm to take part in learning. Like the learning activity of matching vocabulary with pictures, this game is done individually, where the teacher will spread flashcards with two sides, namely pictures and vocabulary. Then, students are asked to find and pair two pieces of flashcards with the correct pair of vocabulary and pictures. The student who pairs the most vocabulary and pictures correctly wins this game.

The vocabulary finding game was conducted to train students' speed and accuracy in understanding vocabulary. In this game, students are given an English dictionary as a game medium, and students must find the vocabulary spoken or displayed by the teacher on the television in the dictionary owned by the student. Students who successfully find the vocabulary will go to the front of the class and show it to the teacher; if the vocabulary in question is correct, the student will get points, and the game will continue in the next round. The student who gets 5 points the fastest becomes the first winner.

Figure 6. Vocabulary Matching Game

The game of arranging the alphabet using puzzles is carried out in grades 1 and 2 to introduce the alphabet and English vocabulary to students. Teachers in Thailand must introduce the alphabet or English vocabulary more than teachers in Indonesia because their letters and language are very different. This game makes it easier for teachers to introduce the alphabet and vocabulary to students because it uses media in the form of picture puzzles that make it easier for teachers to illustrate vocabulary to students. So that students can more easily understand the meaning of the vocabulary taught, this game will ask students to arrange the puzzle into the correct vocabulary. The more students arrange the puzzle correctly, the more vocabulary the students learn.

Illustrating vocabulary is a learning activity implemented to improve students' mastery of English vocabulary. This activity is carried out in lower grades where teachers ask students to illustrate vocabulary in pictures or 3-dimensional crafts, as in adjective learning, where students learn some adjectives such as tall, teen, fat, and other words. Students are required to illustrate the vocabulary in a picture that reflects the vocabulary. Not only in the form of pictures, sometimes

Figure 7. Alphabet Game

Figure 8. Word Illustration Activity
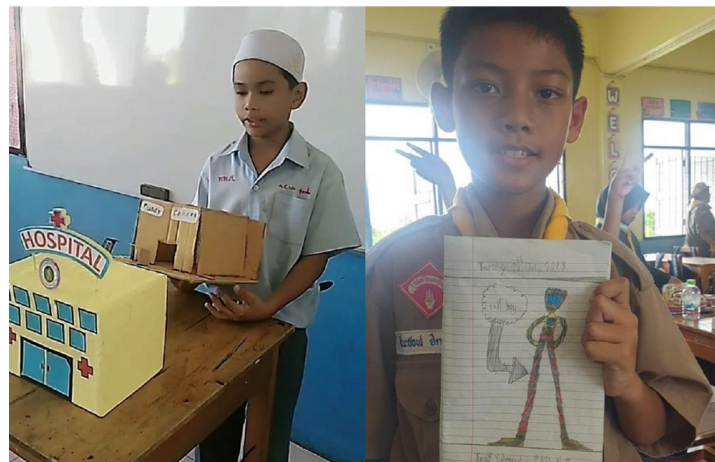
teachers ask students to make dimensional crafts such as miniature buildings to illustrate vocabulary related to places such as hospitals, homes, supermarkets, and other vocabulary. By doing this activity, students not only acquire new vocabulary but also understand the vocabulary. In addition, this activity can increase students' creativity in learning English vocabulary.

Learning activities carried out by teachers can improve students' vocabulary skills and make students active in the learning process. However, the learning activities carried out still have shortcomings, such as learning activities that are less conducive because of the high enthusiasm of students, so teachers have difficulty in conditioning the class. It can be seen from the student's learning outcomes that most students can acquire and understand vocabulary and use the grammar they learned well. It can be seen in the student worksheets, where students can answer questions sufficiently and correctly. However, some students still lack an understanding of the vocabulary taught by the teacher. It can be seen from the student worksheets that there are still questions filled in with the wrong answers.

Some students have difficulty concentrating while participating in learning, so it is not easy to understand the material being taught. Therefore, an evaluation is needed so that English vocabulary learning activities can be more optimal. Based on the interview results, the teacher applies various game-based learning activities in learning English vocabulary. The learning activities used can make

Figure 9. Evaluation (Written Test)

the classroom atmosphere alive with students who are active in the learning process. The activities applied can motivate students to learn English vocabulary, which can be seen from students' enthusiasm to take part in learning. Educators generally use evaluation to determine whether students have achieved specific learning objectives and whether or not students have the knowledge, skills, and attitudes. Evaluation is usually carried out at the end of learning activities after students have gone through various learning processes; this test is carried out after students have completed an exercise or practice. Miss NB stated, "What I do to evaluate learning is to ask students to read the material that has been learned previously or review the material before closing the learning activity. The written tests are usually done at the end of the semester to determine student learning outcomes." Miss NB evaluates students' ability to master English vocabulary and their understanding of the vocabulary taught. In addition, the teacher also uses the evaluation to determine whether the learning activities implemented are effective in improving students' English language skills.

The teacher evaluates at the end of the lesson by asking students to read the vocabulary or sentences in the textbook. That way, the teacher can determine the students' language skills. In addition, the teacher also evaluates by conducting written tests where students are asked to answer questions correctly. The teacher can determine the student's ability to understand English vocabulary with this activity. I evaluate at the end of each learning activity by asking students questions about the material learned. Alternatively, conducting practice as a final evaluation after completing all learning activities. Because students can see from the application what is realized in action, the teacher provides opportunities to ask students during the learning process. The teacher always provides opportunities for students to ask questions about the material being studied, as seen when the teacher finishes explaining the learning material, the teacher always asks the students.

Discussion

Based on the findings, English teachers at Pittaypahat Suksa School use direct learning and indirect learning strategies to achieve learning objectives. As for learning English vocabulary, teachers use learning strategies following the learning objectives. It is to the theory in the book Learning Strategies, which says that learning strategies must be adjusted to the learning objectives determined to obtain adequate and efficient steps of learning activities (Spatioti et al., 2022).

Teachers' learning strategy aims to maximize students' competence in learning English vocabulary. The learning carried out by the teacher is structured and well-organized, following the planning that has been designed (Fitria, 2023). Teachers' use of direct learning strategies in learning English vocabulary makes it easier for teachers to control the learning process and deliver material thoroughly (Fhonna & Yusuf, 2020). All information obtained by students. That way, the teacher has a dominant role in the learning process compared to the students. As a result, students become passive, and it is not easy to provide feedback to students (Miller & Khatib, 2023)

Currently, the teacher is only oriented towards achieving learning outcomes in the cognitive domain (Yusop et al., 2022). Many students are passive and lack interaction with the teacher when learning takes place, which results in students' understanding of English vocabulary being less than optimal. In learning English vocabulary, teachers deliver and teach the material in detail, especially in teaching pronunciation to students. The teacher also conducts learning gradually, step by step, from delivering new vocabulary through simple sentences to story texts. In this way, the teacher can help with the difficulties experienced by students in learning English vocabulary. Teachers' direct learning strategies in learning English vocabulary include lectures, demonstrations, and practice methods. In using learning methods, teachers always adjust them to the learning material delivered to students. Learning methods must be tailored to the needs of students and appropriate learning methods to achieve learning objectives (French, 2025).

Using practical methods alone has a greater impact on students' mastery of English vocabulary than other methods. With the practical method, students not only listen to the delivery of material provided by the teacher but also have the opportunity to try and apply the vocabulary learned to have a better learning experience. The practice method is important in improving English language skills, thus helping students master their English language skills better (Alfian, 2021). With the practice method, it is easier for students to master English language skills, including mastery of their English vocabulary.

Based on the findings, learning English vocabulary not only uses direct learning strategies but also uses indirect learning strategies to achieve the learning objectives of English vocabulary; in the use of indirect learning strategies, learning activities tend to focus more on students than teachers (Shurovi et al., 2025), here the role of the teacher shifts from a learning resource to a facilitator and supporter in the learning process so that students have the opportunity to participate in learning.

The indirect learning strategy conducted by the teacher can motivate students to play an active role in the learning process. Teachers provide opportunities for students as initiators in learning English vocabulary (Akkaliyeva et al., 2021). Teachers are an important key in motivating students to learn; by applying effective strategies and approaches, teachers can create a motivating, challenging, and inclusive learning environment. Student activeness in learning provides a better learning experience, with students who play an active role making it easier for teachers to get feedback from students so that learning goes in 2 directions. Cooperation between teachers and students creates effective learning in achieving learning objectives. It can improve the quality of learning and achieve learning objectives and student learning outcomes as expected.

Teachers use demonstration and game methods to support the indirect learning strategy (Bacsa-Károlyi & Fehérvári, 2024). Both methods used by teachers help teachers conduct two-way interactions between teachers and students to understand and facilitate English vocabulary lessons so that students can get good learning according to learning objectives. The learning methods used make an important contribution in conveying the learning competencies to be conveyed and indirectly fulfilling the learning strategy's objectives (Bhardwaj et al., 2025). The Learning methods are ways or stages used in the interaction between learners and educators to achieve learning objectives determined by the material and mechanism of learning methods.

The game method used by the teacher can create fun learning; the teacher not only conveys the material orally but also conducts varied learning activities that foster students' motivation and

curiosity toward learning English vocabulary. Based on the findings of the game method used by the teacher in learning, it can enrich vocabulary and mastery of English vocabulary, and students can also understand the vocabulary through what is learned well. The game can improve students' ability to master English vocabulary. This finding follows the results of research conducted, which states that students are more easily and quickly accepting and memorizing English vocabulary using the game method; in other words, the game method effectively improves students' ability to recognize English vocabulary. The game method can be an alternative to learning a second language, especially English, so students are not bored when teaching it. Learning while playing in elementary school is effective in remembering the lessons the teacher has delivered because students are more focused on paying attention to what is conveyed by the game.

CONCLUSION AND SUGGESTION

This research shows that direct and indirect learning strategies in English language teaching have complementary characteristics, advantages, and disadvantages but pose challenges. The Direct Learning strategy focuses on a teacher-centered approach with lectures, practice, and structured exercises. This strategy effectively improves linguistic aspects such as vocabulary acquisition, pronunciation, and sentence structure. The teacher holds the central control as a trainer, so the learning process becomes more directed and systematic. However, this approach tends to make students less involved in critical thinking, and have difficulty developing productive skills such as writing and speaking independently. Other barriers, such as the lack of differentiation of students' abilities and limited feedback, also reduce its effectiveness. In contrast, the Indirect Learning strategy emphasizes student-centered learning, with the teacher as a facilitator. It encourages more independent, active, and creative learning through vocabulary exploration, alphabet building, and contextual application of skills. Learning outcomes show that students understand meaning better, expand vocabulary, and show higher cognitive engagement.

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