

TEACHING VOCABULARY: STRATEGIES AND TECHNIQUES

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GETPRESS INDONESIA

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ISBN :

Editor : Yuliatr Novita, M.Hum.

Desain Sampul dan Tata Letak : Tri Putri Wahyuni, S.Pd.

Penerbit : GETPRESS INDONESIA
Anggota IKAPI No. 033/SBA/2022

Redaksi :

Jl. Palarik RT 01 RW 06 Kelurahan Air Pacah
Kecamatan Koto Tangah Padang Sumatera Barat

website: www.getpress.co.id
email: adm.getpress@gmail.com

Cetakan pertama, September 2024

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Dilarang memperbanyak karya tulis ini dalam bentuk
dan dengan cara apapun tanpa izin tertulis dari penerbit.

KATA PENGANTAR

Puji syukur kami panjatkan ke hadirat Tuhan Yang Maha Esa atas rahmat dan karunia-Nya, sehingga buku yang berjudul *Teaching Vocabulary: Strategies and Techniques* ini dapat terselesaikan dengan baik. Buku ini disusun untuk memberikan panduan yang komprehensif bagi para pengajar, peneliti, dan mahasiswa dalam memahami berbagai strategi pengajaran kosakata yang efektif. Kosakata merupakan elemen dasar dalam pembelajaran bahasa, yang mendukung keterampilan berbicara, menulis, membaca, dan mendengarkan. Melalui buku ini, diharapkan pembaca dapat memperoleh wawasan mendalam tentang pentingnya penguasaan kosakata, mulai dari konsep dasar hingga penerapannya dalam proses pembelajaran.

Kami menyadari bahwa pengajaran kosakata dalam konteks pembelajaran bahasa Inggris sebagai bahasa asing (EFL) memerlukan pendekatan yang beragam dan inovatif. Oleh karena itu, buku ini membahas berbagai teknik pengajaran, dari pembelajaran melalui membaca hingga pemanfaatan teknologi modern. Bab-bab dalam buku ini juga dilengkapi dengan pembahasan mengenai penilaian kosakata dan penelitian terbaru dalam bidang ini. Semoga buku ini dapat memberikan manfaat bagi dunia pendidikan, khususnya dalam meningkatkan pengajaran kosakata secara lebih efektif dan inovatif.

Padang, September 2024
Penulis

DAFTAR ISI

KATA PENGANTAR.....	i
DAFTAR ISI	ii
DAFTAR GAMBAR.....	iv
DAFTAR TABEL	v
BAB 1 INTRODUCTION TO VOCABULARY TEACHING STRATEGY.....	1
REFERENCE.....	12
BAB 2 THE ROLE OF VOCABULARY IN LANGUAGE LEARNING	13
2.1 Introduction.....	13
2.2 The Significance of Vocabulary.....	16
2.3 Briefly in Vocabulary Description	20
2.4 Vocabulary Development (Briefly in Reading)	23
REFERENCES	28
BAB 3 VOCABULARY ACQUISITION.....	31
AND LEARNING STRATEGIES	31
3.1 Introduction.....	31
3.2 Types of Vocabulary.....	33
3.3 The Intricacies of Vocabulary Acquisition	37
3.3 Strategies for L2 Vocabulary Learning.....	42
3.4 Conclusion	46
REFERENCES.....	47
CHAPTER 4 TEACHING VOCABULARY THROUGH READING	53
4.1 Introduction.....	53
4.2 Incidental Reading from Context	54
4.3 Reading for Classroom Activities.....	57
4.4 Reading for Independent Learning.....	61
4.4 Vocabulary Translation in Reading.....	74
REFERENCES	78

CHAPTER 5 VOCABULARY ASSESSMENT AND FEEDBACK	79
5.1 Introduction to Vocabulary Assessment	79
5.2 Types and Methods of Vocabulary Assessment.....	84
5.3 Vocabulary Assessment Criteria	88
5.4 Feedback in Vocabulary Assessment	92
5.5 Analysis and Interpretation of Vocabulary Assessment Results	97
5.6 Challenges and Solutions in Vocabulary Assessment	100
REFERENCES.....	103
BAB 6 TECHNOLOGY AND VOCABULARY TEACHING	109
6.1 Technology in EFL Classrooms: How Technology Boost Vocabulary Learning.....	109
6.2 Innovative Tools for Teaching Vocabulary to EFL Students	110
6.3 The Impact of Digital Resources on EFL Vocabulary Acquisition	112
6.4 Strategies for Integrating Digital Resources into EFL Vocabulary Lessons: Insights from Experts.....	115
6.5 Emerging Technologies: A New Frontier in EFL Vocabulary Teaching.....	118
REFERENCES.....	120
CHAPTER 7 RESEARCH AND TRENDS IN VOCABULARY TEACHING.....	123
7.1 Introduction.....	123
7.2 The Obstacles In Learning Vocabulary.....	124
7.3 Researchs In Vocabulary Teaching	127
REFERENCES.....	139
AUTHOR BIOGRAPHY	

DAFTAR GAMBAR

Figure 3. 1. Learner Differences Framework..... 44

Figure 6. 1. AI Technology 119

Figure 7. 1. Mixed Method Triangulation Design..... 128

Figure 7. 2. HelloTalk App 131

Figure 7. 3. EdPuzzle App 133

DAFTAR TABEL

Table 7. 1. Observation Results.....	129
Table 7. 2. Descriptive statistics of Pre-test and Post-test	135
Table 7. 3. The Data of Descriptive Statistics	137

CHAPTER 1

INTRODUCTION TO VOCABULARY TEACHING STRATEGY

By Aminatuz Zuhriyah



Teaching a language or learning a language is a very complex process and requires emphasis on several elements that support the language. Some of the elements of language, one of the most significant is vocabulary or in English called 'Vocabulary'.

In the statement, Lin also mentioned that because language is a means of communication, lexical knowledge or vocabulary knowledge is the main thing in language learning. In addition, learning sessions outside the classroom have important support for students in vocabulary development. Students need to transfer what

they have learned in class, and also choose the appropriate strategy for learning. As suggested by Nation and Moir. (2008) namely students need to know how to learn vocabulary and monitor their progress.

Vocabulary is a crucial element in English language acquisition, as words are the basic units of communication that enable one to convey thoughts, feelings, and information effectively. A good understanding of vocabulary not only helps students to speak and write more clearly, but also expands their reading and listening skills. Therefore, effective vocabulary teaching strategies are essential in the language learning process.

Vocabulary is very important in learning English (or any other language) for several main reasons:

1. **Basic Communication** : Vocabulary is a basic element of communication. To be able to speak, listen, read, or write effectively, a person must have enough vocabulary to convey ideas and understand others. Vocabulary is very important in all aspects of communication. Both in conveying messages accurately and important information can be conveyed properly and correctly if the vocabulary used is very appropriate. The limitations of the vocabulary owned will greatly affect the delivery of important information and can even cause one of the mistakes when the vocabulary chosen is not appropriate or can cause misunderstandings.
2. **Understanding and Expressing Idea** : With a rich vocabulary, a person can express ideas and nuances more precisely. The accuracy of the vocabulary used in expressing ideas will make other people or listeners understand and be clear when receiving information. While limited vocabulary can make communication ambiguous or unclear.

3. **Reading and understanding the text easily** : A broad vocabulary allows readers to better understand texts, including complex or technical texts. Because understanding a reading or translating a book really requires a deep understanding to get the main idea of the text or reading. Especially when interpreting or translating a text, adequate vocabulary skills are needed to convey the intent and purpose of the translated text. Limited vocabulary can hinder understanding and make readers lose context or meaning.
4. **Increasing writing skill** : In writing, a diverse vocabulary helps the writer to choose the most appropriate words in context, so that the writing becomes more interesting and effective in conveying the message. Similar to translating, writing must also convey the right and appropriate ideas. Therefore, the right choice of words is very much needed. When someone has a small vocabulary, it will be very difficult for him to express appropriate ideas and become a reading that is difficult for the reader to understand.
5. **Confidence** : Having a good vocabulary can increase confidence in speaking and writing, because a person feels more prepared and able to express their thoughts more clearly.
6. **Understanding culture and konteks** : Vocabulary also reflects a particular culture and context. By understanding specific vocabulary, one can better understand the cultural and social aspects of the language being studied.
7. **Advanced Learning Ability** : A strong vocabulary makes it easier to learn new concepts because one can more easily understand and absorb new information.

Overall, vocabulary is an important foundation in language learning and contributes greatly to successful communication in English.

The goal of vocabulary teaching strategies is to introduce, reinforce, and practice new words continuously so that students can master the vocabulary and use it confidently in different contexts. This strategy focuses not only on introducing new words, but also on developing students' skills in using the vocabulary actively.

Some of the benefits of implementing effective vocabulary teaching strategies include improved reading comprehension, better communication skills, and more skilled writing skills. With the right approach, students will not only memorize words, but also understand and apply their meaning and usage in various situations.

In this context, it is important to design teaching strategies that are diverse and appropriate to the needs and skill levels of students. Through a structured and creative approach, it is expected that students can develop their vocabulary skills significantly and use English more effectively.

Teaching vocabulary can be done with various effective methods. Here are some ways you can try:

- a. Use of context : Teach new vocabulary in the context of everyday sentences or situations. This helps students understand and remember the meaning of words better. In this method, educators are asked to show a problem context, for example about "Traditional Market", which will later be used as a description or review. It can be in the realm of written descriptions or oral reviews. In this case, it will trigger additional new vocabulary in students. Pictures and Visuals: Use pictures, videos, or real objects to clarify the meaning of words. Sometimes students are more familiar and comfortable learning through visuals or direct approaches to real objects and images. Visuals often make vocabulary easier to remember. Using pictures to teach vocabulary is a very effective method because it

can strengthen visual understanding and help memory. Here are some examples of how to use pictures to teach vocabulary:

1. **Using Pictures and Label** : Show pictures of everyday objects (such as fruits, animals, or household items) and label the appropriate vocabulary words below or next to the picture. For example, a picture of an apple with the label "apple" underneath.
2. **Flash Card** : Create vocabulary cards that feature a picture on one side and the corresponding word on the other. For example, one side of the card might feature a picture of a car, and the other side might contain the word "car."
3. **Mind Maps** : Create a mind map that links vocabulary to related images. For example, for the topic "food," draw different types of food such as pizza, pasta, and burgers with vocabulary labels around the images.
4. **Picture in a sentence** : Use pictures in sentences to help students understand the context. For example, a picture of a child running with the sentence "The child is running."
5. **Matching Games** : Create a picture-to-vocabulary matching game. Students can match pictures of objects to their corresponding words, such as matching a picture of a cat to the word "cat."
6. **Picture story** : Use a series of pictures to create a simple story. Students can follow the storyline and learn new vocabulary related to each picture.
7. **Picture and its definitions** : Display a picture with the vocabulary definition underneath it. For example, a picture of a "beach" with a short definition like "a sandy area by the sea."
8. **Picture and activity** : Provide a picture showing a particular activity and ask students to name the vocabulary associated with that activity. For

TEACHING VOCABULARY: STRATEGIES AND TECHNIQUES

example, a picture of someone cooking and students have to name vocabulary such as “cook,” “pan,” “stove,” etc.



Provide a picture showing a particular activity and ask students to name the vocabulary associated with that activity. For example, a picture of someone cooking and students have to name vocabulary such as “cook,” “pan,” “stove,” etc.

- b. **Vocabularies Card (Flash Card)** : Create vocabulary cards with the word on one side and the definition or picture on the other. These vocabulary cards in English learning are called Flash Cards. These can be used for repetition practice or vocabulary games.
- c. **Writing and speaking practice** : Ask students to use the new vocabulary in a sentence, paragraph, or dialogue. This helps reinforce the use of the words in practice.
- d. **Game and activity** : Use word games like crossword puzzles, hangman, or vocabulary-focused board games to make learning more fun. Teaching vocabulary through games and activities can make learning more

fun and effective. Here are some games and activities that can be used to teach vocabulary:

1. Flash Card Game :

- How to Play: Create vocabulary cards with a picture on one side and a word on the other. Have students guess the word based on the picture or vice versa.
- Variation: Play a “Memory Match” game with cards that have pictures and words to match.

2. Bingo Game :

- How to Play: Create a Bingo card with a vocabulary word in each square. Read out the definition or show a picture, and students mark the corresponding square on their Bingo card. The first student to mark off a row or column wins.
- Variation: Use a picture or definition instead of the word directly on the Bingo card.

3. Pictionary :

- How to Play: Students draw a specific vocabulary word without using the words, and their classmates guess the vocabulary.
- Variation: Use specific categories such as “food” or “animals” to limit the vocabulary.

4. Charades :

- How to Play: Students act out certain vocabulary words without speaking, while their peers guess the words.
- Variations: Create thematic categories such as “daily activities” or “professions.”

5. Crossword Puzzle :

- How to Play: Create a crossword puzzle with the vocabulary learned. Students must complete the puzzle by filling in the words that match the definition or clue.
- Variation: Use a crossword puzzle with pictures to fill in the words.

6. Word Search :

- How to Play: Create a worksheet with a list of vocabulary words hidden in scrambled letters. Students must find and mark the words.
- Variations: Use a specific theme such as “nature” or “school” for the words they are looking for.

7. Word Chain:

- How to Play: Students take turns saying a vocabulary word that begins with the last letter of the previous word. For example, if the last word was “dog,” the next word could be “goat.”
- Variation: Limit the vocabulary by category or topic.

8. Simon says :

- How to Play: Play the “Simon Says” game using new vocabulary. For example, “Simon says, touch your nose” or “Simon says, hop on one foot.”
- Variation: Use vocabulary related to activities or objects.

9. Scrabble :

- How to Play: Students play Scrabble to form words using the letters provided. This helps them learn how to form vocabulary and spell words correctly.
- Variations: Play the digital version or adapt it with vocabulary they have learned.

10. Story cubes :

- How to Play: Use story cubes that have pictures on each side. Students roll the dice and use the pictures that appear to create a story using the new vocabulary.
- Variation: Make your own vocabulary cubes with pictures or words learned.

11. Vocabulary Quizzes :

- How to Play: Create a multiple-choice or fill-in-the-blank quiz using the new vocabulary.

Students can play in groups or individually to answer the questions.

- Variations: Use an online format or quiz app to make it more interactive.

12. **Role Play :**

- How to Play: Students role-play situations involving new vocabulary. For example, role-play customers and waiters in a restaurant to practice food and drink vocabulary.
- Variations: Create scenarios based on relevant real-life situations.

13. **Vocabularies in a song :**

- How to Play: Invite students to listen to songs that contain new vocabulary and do activities such as filling in missing lyrics or matching vocabulary to pictures.
- Variation: Create your own songs with the vocabulary they have learned.

By using these games and activities, students can learn vocabulary in a fun and interactive way, improving their comprehension while keeping motivation high.

- e. **Mnemonic Techniques:** Teach vocabulary with memory techniques such as associations or acronyms that help learners remember words more easily.
- f. **Listening and Reading:** Introduce new vocabulary through stories, podcasts, or reading. This helps learners see how words are used in different contexts. Combining several of these methods can help ensure that new vocabulary is remembered and used effectively.

In addition to requiring several methods in teaching vocabulary in English, teaching strategies are also needed that can reinforce vocabulary memorization and make the learning situation fun for

students. The importance of using strategies in teaching English vocabulary for several reasons:

- a. **Learning Effectiveness:** The right strategy can help students understand and remember new vocabulary better. Methods such as using context, word association, or sentence building can improve vocabulary recall and comprehension.
- b. **Motivation Enhancement:** With interesting and interactive strategies, students are more motivated to learn. Activities such as word games or vocabulary challenges can make learning more fun.
- c. **Skill Reinforcement:** Diverse strategies allow students to practice vocabulary in various contexts, both spoken and written. This helps them use vocabulary more flexibly and effectively.
- d. **Adaptation to Student Needs:** Every student has a different learning style. By implementing a variety of strategies, teaching can be tailored to individual needs, ensuring that all students get the opportunity to understand and use vocabulary well.
- e. **Facilitating Long-Term Learning:** Good strategies not only focus on short-term memorization but also help students to use vocabulary in the long term. This includes repeated practice and repetition in various situations.
- f. By integrating effective strategies, vocabulary teaching becomes more structured and in-depth, improving students' learning outcomes in English

Vocabulary teaching strategies can vary depending on the age and ability level of the learner. Here are some strategies that can be applied:

- a. **Gradual Introduction:** Start with vocabulary that is frequently used and relevant to the learner's

everyday context. Gradual introduction helps avoid information overload.

- b. **Contextual Understanding:** Teach new vocabulary through sentences or texts that demonstrate how the word is used. This helps learners understand the meaning and usage of the word in the appropriate context.
- c. **Modeling and Explanation:** Demonstrate how the vocabulary is used in sentences or conversations and explain its meaning. Provide clear and easy-to-understand examples.
- d. **Interactive Activities:** Engage learners in activities such as group discussions, vocabulary games, or role-playing to actively practice new words.
- e. **Repetition and Practice:** Repeat new vocabulary regularly in various contexts and provide exercises that encourage learners to use the words actively.
- f. **Use of Technology:** Take advantage of apps or digital tools that offer vocabulary practice, such as flashcards or interactive quizzes, to make learning more engaging.
- g. **Connection to Old Vocabulary:** Connect new vocabulary to words that learners already know to build associations and deepen understanding.
- h. **Application in Real Contexts:** Encourage learners to use new vocabulary in real situations, such as writing letters, telling stories, or communicating in the target language.

By combining these strategies, you can create a dynamic learning environment that supports effective vocabulary acquisition.

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CHAPTER 2

THE ROLE OF VOCABULARY IN LANGUAGE LEARNING

Oleh Andi Rachmawati Syarif

2.1 Introduction

Rasinsky (2019) emphasized in his articles that when it comes to acquiring a foreign language like English, numerous students dedicate extensive time to studying textbooks, engaging in grammatical exercises, and maybe even viewing Netflix shows in their desired language. Nevertheless, a significant number of individuals are unaware that focusing on vocabulary is equally, if not more, crucial for acquiring a foreign language successfully. This paragraph aims to provide a brief elaboration of vocabulary, and its significance and potential to facilitate students' attainment of their language learning objectives and expedite fluency acquisition.

The language encompasses four fundamental talents, namely listening, speaking, reading, and writing. To achieve proficiency in a language, whether it is one's first language or second language, it is necessary to concentrate on these four aptitudes. Furthermore, language encompasses three further components: vocabulary, pronunciation, and grammar. It is crucial to emphasize the significance of vocabulary in the context of mastering language learning. Vocabulary, as a fundamental component of language acquisition, holds significant significance for children. Enhancing learners' lexicon is a crucial component of their

linguistic advancement. Despite being overlooked for an extended period, researchers have progressively shifted their focus to vocabulary.

According to Paris (2005), vocabulary is classified as an unconstrained skill, indicating that it is a skill that undergoes continuous development throughout an individual's lifespan. According to Konza (2016), it is crucial to provide specific instruction on vocabulary in order to assist students in developing a sense of confidence in understanding and applying words within a given context, thereby integrating them into their own linguistic repertoire.

It was implicated that, learning and teaching a language revolve around vocabulary since students will struggle to communicate and comprehend one another if they don't have a large enough vocabulary. Exactly what Wilkins (1972) says: "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." This further suggests that communicating effectively will be challenging in the absence of a solid vocabulary foundation

Cameron (2001) suggested that vocabulary, which stands as one of the knowledge areas in language, plays a significant role for learners in the process of acquiring a language. Both Harmon, Wood, and Keser (2009) and Linse (2005) assert that the development of learners' vocabulary is an essential component of the development of their language skills. In spite of the fact that it has been ignored for a considerable amount of time, researchers have been becoming increasingly interested in vocabulary. For example, Carter and McCarthy (1988), Nation (1990), Arnaud and Bejoint (1992), Coady and Huckin (1997), and Schmitt (1997, 2000) are some of the scholars who have focused their attention on vocabulary.

The mastery of vocabulary plays a pivotal role in the process of language acquisition and instruction, as a deficiency in vocabulary proficiency can impede learners'

comprehension of others and hinder their ability to articulate their thoughts effectively. Wilkins (1972) argued that the absence of grammar limits the ability to communicate, while the absence of vocabulary limits the ability to communicate.

Unless the language is explicitly stated, foreigners can nevertheless comprehend the message's context, even if the statement is grammatically incorrect (Viera, 2019).

Learners frequently acknowledge the significance of vocabulary in their language acquisition without deliberate awareness. According to Schmitt (2010), learners tend to rely on dictionaries rather than grammar books. Vocabulary education facilitates learners' understanding and expression in developing language.

Proficiency in vocabulary is considered a crucial asset for achieving mastery in any language proficiency, as it also enhances comprehension of both written and spoken materials. Consequently, the greater the frequency of vocabulary exposure, the higher the ability of learners to comprehend and decipher the meaning of unfamiliar terms based on their context (Schmitt, N., et.al, 2011). Undoubtedly, acquiring vocabulary entails not only acquiring new words but also understanding their purposes and relevance in various contexts and circumstances. In essence, the understanding and generation of language rely on the concurrent and intricate procedure of extracting and generating utterances by employing suitable lexical combinations in a timely and suitable manner. Learners should not solely acquire language as an abstract system of vocal signs or as a grammar text accompanied by a dictionary. Instead, they should view language as a tool that enables them to determine which utterances are effective for effective communication and which utterances are appropriate or inappropriate in a given context (Rivers, 1989).

2.2 The Significance of Vocabulary

Vocabulary is an important focus of literacy teaching and refers to the knowledge of words, including their structure (morphology), use (grammar), meanings (semantics), and links to other words (word/semantic relationships).

It is essential for learners, whether young or adult, to develop an extensive vocabulary through language and literacy experiences to understand and create more advanced texts and communicate effectively in various social situations (McMillan, 2008).

Placing a strong emphasis on the acquisition of vocabulary offers numerous benefits in terms of fostering expertise and understanding in various spheres of language and literacy. Decoding abilities, including phonemic awareness and phonics, are included in the assistance provided alongside comprehension and fluency. The process of acquiring vocabulary is a continuous undertaking that begins in early infancy and continues throughout education and beyond, as it contributes to the overall development of language and literacy.

Vocabulary is significant on a daily basis both within and beyond the classroom environment. The pupils who excel in the classroom have the most extensive vocabulary (Diamond et al., 2006). When it comes to learning a second language, the acquisition of vocabulary is commonly considered to be a vital ability. This is due to the fact that having a limited vocabulary in that language makes it more difficult to communicate effectively.

Schmitt (2000) highlights the significance of vocabulary acquisition, emphasizing that it plays a crucial role in developing communicative competence and acquiring a second language.

Numerous scholars, including Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008), Nation (2011), and others, have recognized the significance of vocabulary acquisition in facilitating proficient second language utilization and contributing to the development of comprehensive oral and written communication. studying vocabulary items is crucial in all language skills, including hearing, speaking, reading, and writing, for individuals studying English as a Second Language (ESL) or English as a Foreign Language (EFL) (Nation, 2011). According to (Rivers, 1989), it is crucial to have a sufficient vocabulary in order to effectively use a second language. Without a wide range of vocabulary, we will be unable to utilize the structures and functions we have learned for clear communication.

According to Nation (2001), there exists a complementary link between vocabulary knowledge and language usage. Specifically, the author posits that knowledge of vocabulary facilitates language use, while language use, in turn, contributes to an expansion of vocabulary knowledge.

Sinatra, Zygouris-Coe, and Dasinger (2011) observed that pupil's comprehension and usage of words during the language activities of listening, speaking, reading, and writing are influenced by their understanding of vocabulary meanings. This knowledge has a significant impact on the intricacies and subtleties of children's cognitive processes, their ability to engage in verbal and written communication, and their proficiency in comprehending written material.

Moreover, it is imperative that students acquire exhaustive and precise language instruction in order to improve their proficiency in written and spoken communication. By purposefully providing vocabulary instruction, students are better equipped to interact with

academic language and communication, ultimately improving their comprehension of increasingly complex texts (Cameron, 2001).

Without a broad vocabulary, students cannot understand or articulate their ideas. Wilkins (1972) said spelling is important, but word use is crucial. In his experience, he can communicate with words and sentences without syntax. Language is "lexis." Students must improve their word awareness and language learning approaches as their English fluency and speech improve. Students crave word learning. "Students carry dictionaries, not grammar books" (Schmitt, 2010). Students' English speaking improves with vocabulary. According to Voltaire, "Language is challenging to put into words." Probably most English learners will agree. Teachers should consider shape, context, and use when determining a word's meaning.

In essence, the acquisition of a larger lexicon facilitates the enhancement of one's linguistic proficiency. To begin with, acquiring this information will enable individuals to avail themselves of a broader array of educational resources tailored to cater to the needs of both native and non-native speakers. Additionally, it will facilitate your comprehension of these terms within their respective contexts, thereby enhancing your lexicon and enhancing your linguistic proficiency without the necessity of consulting a dictionary or seeking clarification from others. In addition, a greater comprehension of vocabulary terms enables one to effectively decode the meaning of unfamiliar words by deconstructing them into their constituent morphemes (Nation, 2008).

The use that is being described takes into account the grammatical functions of words and phrases, the collocations that are associated with them, and any

restrictions that may be placed on their utilization, such as the frequency or degree of their use. According to the findings of research conducted by Nation in the year 2001, there are two dimensions that can be identified: responsive and productive. When it comes to learning a language effectively, having a large vocabulary is absolutely necessary. Each and every other talent is built upon this foundation. When it comes to properly communicating in English, it is absolutely necessary for pupils to possess a robust vocabulary. When students participate in a variety of activities, such as viewing a movie, listening to an English song, reading an email, or writing a message to a friend, the English language continues to be a vital component.

In short, Vocabulary is crucial for language development. Here is why:

1. **Communication:** A rich vocabulary enables effective communication. Words convey ideas, emotions, and thoughts. The more words we know, the better we can express ourselves.
2. **Reading and Comprehension:** A strong vocabulary enhances reading comprehension. When we encounter unfamiliar words, a robust vocabulary helps us understand context and meaning.
3. **Academic Success:** In school, vocabulary impacts performance. It is linked to reading, writing, and overall academic achievement.
4. **Critical Thinking:** Words shape our thinking. A diverse vocabulary allows us to analyze, evaluate, and solve problems more effectively.
5. **Social Interaction:** Conversations rely on shared vocabulary. A broad lexicon fosters social connections.
6. **Career Advancement:** In professional settings, precise language matters. A varied vocabulary enhances communication skills.

In essence, vocabulary is the cornerstone of effective communication and intellectual growth.

2.3 Briefly in Vocabulary Description

2.3.1 The Definition of Vocabulary

Vocabulary refers to the set of words that are necessary for efficient communication, encompassing both expressive vocabularies used in speaking and receptive vocabulary used in listening. Refer to Neuman and Dwyer (2009). According to Hornby (1995), vocabulary is defined as the complete set of words in a language, consisting of a list of terms along with their respective meanings.

According to Ur (1998), vocabulary can be broadly defined as the lexicon of words that are taught in a foreign language. Nevertheless, a novel addition to one's lexicon can encompass more than a solitary term. For instance, the terms "post office" and "mother-in-law" consist of two or three syllables, although they convey a singular concept. An effective convention is addressing all instances of this nature by referring to vocabulary "items" instead of "words." Furthermore, Burns (1972) asserted, that vocabulary can be defined as the collection of words that are utilized by an individual, social group, or occupation.

Zimmerman, as mentioned in Coady and Huckin (1997), asserted that vocabulary plays a pivotal role in language acquisition and is significant in ordinary language learning. In addition, Diamond and Gutlohn (2006) assert in their article on www.readingrockets.org that vocabulary refers to the understanding of words and their respective meanings.

It can be deduced from the supplied definitions that vocabulary comprises the entire collection of words necessary for proficient communication and conveying the

speakers' intended message. Vocabulary comprehension is vital for effective communication.

2.3.2 Different Vocabulary Categories

Professionals make a distinction between two categories of vocabulary, namely active and passive vocabulary. Webb (2009) posits that a differentiation exists between these two categories of vocabulary. The primary classification of vocabulary refers to the subject matter that students have received instruction in and are expected to utilize. In contrast, the second aspect is the vocabulary that students will come across and identify yet may have difficulties in articulating. Haycraft, as referenced by Hatch and Brown (1995), posits that vocabulary can be classified into two distinct categories: receptive vocabulary and productive vocabulary.

1. Receptive Vocabularies

Receptive vocabulary pertains to the words that individuals can comprehend and understand within a specific context, even though they may not be able to actively use them. According to Webb (2009), vocabulary that learners encounter in reading but do not actively use in speaking and writing is referred to as passive vocabulary. Most vocabulary is acquired through receptive means, such as reading or listening. Teaching vocabulary in the classroom is likely to enhance receptive learning. Educators have the capacity to impart the significance of a term, furnish an explanation, or employ the term within a sentence. However, they exhibit a diminished inclination to prompt students to utilize an object, aside from its spelling or pronunciation.

Tasks related to vocabulary acquisition tend to exhibit a higher degree of receptivity rather than productivity.

Receptive tasks, such as consulting a dictionary to look up words, associating words with their meanings or definitions, making inferences based on context, and acquiring knowledge from word pairs, are predominantly acquired by receptive learning in L2-L1 pairs (Gu, Y., 2003).

In comparison to other pursuits, productive activities such as cloze exercises and writing endeavors are less prevalent, according to Gu (2003). Receptive tasks are frequently preferred over productive tasks on account of their comparatively simpler design, grading, and completion requirements. However, empirical evidence contradicting the notion that receptive learning is more advantageous than productive learning is scarce. In fact, there is evidence to imply that the opposite may be true.

2. Productive Vocabulary

Productive vocabulary encompasses the words that learners understand, pronounce correctly, and use effectively in both spoken and written communication.

It encompasses the necessary components of receptive vocabulary as well as the capacity to communicate orally or in writing when appropriate. Hence, the active process of addressing productive vocabulary allows learners to effectively express their thoughts to others (Webb, 2005). Further, productive vocabulary knowledge refers to the words that learners understand and can pronounce. These words can be effectively utilized in both spoken and written language by learners.

Productive vocabulary is the process of generating words that effectively communicate one's thoughts and emotions in a manner that is comprehensible to others (Webb, 2005). Possessing a robust understanding of productive vocabulary requires the ability to deduce the meaning and structure of words or to articulate them using the learner's native tongue. Laufer (1998) classifies

knowledge into two distinct categories of productive vocabulary: free vocabulary and controlled vocabulary. Controlled productive vocabulary knowledge pertains to the capacity to generate words in response to prompts, whereas free productive vocabulary knowledge denotes the ability to write independently and without explicit prompting.

2.4 Vocabulary Development (Briefly in Reading)

The role that vocabulary knowledge plays in facilitating learning through reading and its significance in reading comprehension have been widely recognized. The proficiency of struggling readers in comprehending text is substantially impacted by their vocabulary (Widdowson,1989).

Fundamentally, individuals who are proficient in the definitions of the terms they encounter while reading a given text are more likely to comprehend its material. Moreover, individuals who possess vast vocabularies tend to demonstrate elevated levels of reading proficiency. Therefore, it is crucial that reading instruction programs prioritize vocabulary extensively.

Rasinsky (2019) mentioned that vocabulary can be conceptualized as a means of acquiring background knowledge, grasping concepts related to the world, comprehending subject matter, incorporating new knowledge with existing knowledge, and representing abstract understandings. In essence, the extensive range and profound nature of our lexicon facilitate the engagement with and understanding of written material. He added that we are likely to come across words that are either unfamiliar to us or have a different meaning compared to ones we are acquainted with.

The meaning of a word can be determined by considering the context in which it is used, as it is the context in which words are used that dictates their meaning.

As an illustration, the Oxford English Dictionary contains 464 definitions for the word set. Every definition is contingent upon the specific context: The glass will be placed on the table. *I am prepared to commence. I am limited to playing a single set of tennis.* Therefore, there exists a mutual connection between the process of deriving meaning from text and the acquisition of vocabulary. The expansion of one's vocabulary is a result of understanding written material, and the ability to comprehend is closely linked to one's understanding of word meaning within a given context (Hornbuy, 1995).

Readers possess the ability to comprehend the meaning of words within a given context, so enabling them to make sense of the concepts and informative knowledge presented in their reading material. The development and expansion of one's vocabulary skills contribute to the reader's ability to comprehend written material and actively engage with the author's writing. By means of such active involvement, individuals are able to develop and authenticate ideas, significance, and novel insights. The development of this cognitive framework is a consequence of interconnecting the collective lexicon that shapes the encounters between the writer and the reader (Beck et al., 1962).

The development of word knowledge follows a spectrum, starting with a lack of knowledge to a basic level of understanding, such as recognizing that "bruhaha" denotes a state of unrest. It then progresses to a limited comprehension of meaning within a certain context, and finally to a comprehensive and detached understanding of word meaning. Definitional knowledge refers to a specific type of word knowledge that is constrained by the definition provided in a resource, such as a dictionary, when initially attempting to understand its meaning. Nevertheless, while these resources provide little assistance in comprehending the term and its various meanings, possessing knowledge of

word definitions has the capacity to develop into a comprehensive comprehension of these words through the use of definitional instances. This, in turn, enhances the coherence of the text when encountering multiple texts (Rasinski, 2019).

Skilled readers actively participate in the process of meaning construction while reading, utilizing contextual signals to understand unfamiliar vocabulary. This objective is accomplished by the individual combining their comprehension of language structure, prior knowledge, and personal experiences. Language-based and conceptual experiences facilitate the implementation, improvement, and consolidation of newly acquired vocabulary. The principal implication for reading education is that learners must be exposed to unfamiliar terms in both written and oral formats in order to expand their lexicons. This form of exposure enhances individuals' ability to interpret new words by connecting them to concepts they already understand (Hatch, 1995).

Alqahtani (2015) emphasized that it was essential, when acquiring vocabulary in the classroom, to provide opportunities for both explicit instruction and incidental learning. It is essential that opportunities exist in both forms of education for students to apply newly acquired vocabulary in the domains of reading, speaking, and writing. We are not making any reference to pedagogical approaches that require students to memorize information by means of repetitive actions and meaningless writing. Engaging in these behaviors impedes the capacity of a student to form a cognitive association with the significance of word meaning acquisition. Significant functional significance is attributed to the acquisition of word meanings in the context of reading, writing, and oral language comprehension for learners. This procedure promotes the growth of one's vocabulary in academic and narrative texts.

Enhancing pupils' experience and conceptual foundations facilitates the continued growth and augmentation of their lexical knowledge. The acquisition and utilization of vocabulary play a significant role in the development and implementation of word recognition strategies, fluency and prosody, comprehension, and, ultimately, the process of learning. Readers who possess a comprehensive understanding of a term are able to connect personal experiences and ideas with it, thereby perpetuating the ongoing journey of acquiring new vocabulary (Rasinski, 2019).

Having a strong grasp of vocabulary is crucial for EFL learners as it greatly influences their language skills and usage. It plays a significant role in various linguistic aspects, including grammar, phonology, speaking, writing, listening, and reading.

Take away note

Vocabulary development refers to the process by which individuals acquire and expand their knowledge of words and their meanings. Let's explore this further:

1. Early Vocabulary Acquisition:

- **Infants** begin their vocabulary journey by learning simple words related to their immediate environment (e.g., "mama," "dada," "ball").
- **Toddlers** rapidly expand their vocabulary as they interact with caregivers, peers, and their surroundings.
- **Word learning** occurs through exposure, repetition, and context.

2. Word Types:

- **Receptive Vocabulary:** Words a person understands when they hear or read them.

- **Expressive Vocabulary:** Words a person can actively use in speech or writing.
- 3. **Factors Influencing Vocabulary Development:**
 - **Input:** Exposure to rich language environments (conversations, books, media).
 - **Social Interaction:** Conversations with adults and peers.
 - **Reading:** Regular reading enhances vocabulary.
 - **Word Learning Strategies:** Context clues, word families, and associations.
- 4. **Word Learning Stages:**
 - **Holophrastic Stage:** One-word utterances (e.g., “more,” “juice”).
 - **Two-Word Stage:** Simple phrases (e.g., “big dog,” “want cookie”).
 - **Telegraphic Stage:** Short sentences with essential words (e.g., “I go park”).
 - **Mature Stage:** Complex sentences with varied vocabulary.
- 5. **Word Networks and Semantic Connections:**
 - Words are interconnected. Learning one word often leads to discovering related words.
 - **Semantic networks** connect words based on meaning (e.g., “dog” linked to “bark,” “tail,” “pet”).
- 6. **Vocabulary Growth Over Time:**
 - **Explosion of Words:** Around age 2, children experience a vocabulary explosion.
 - **School Years:** Formal education introduces academic vocabulary.
 - **Adolescence and Adulthood:** Vocabulary continues to expand through reading, specialized fields, and life experiences.
- 7. **Challenges and Individual Differences:**
 - **Word Gaps:** Socioeconomic disparities affect vocabulary exposure.
 - **Language Disorders:** Some individuals struggle with vocabulary development.

- **Bilingualism:** Bilingual children navigate vocabulary in multiple languages.

In summary, vocabulary development is a dynamic process influenced by exposure, interaction, and cognitive growth. It shapes our ability to communicate, comprehend, and express ourselves effectively.

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CHAPTER 3

VOCABULARY ACQUISITION AND LEARNING STRATEGIES

By Melti Oktavianda

3.1 Introduction

Vocabulary acquisition in English education plays a crucial role in academic success across various subjects. A strong command of English vocabulary enables students to comprehend and communicate effectively, whether in reading, writing, speaking, or listening. Furthermore, vocabulary knowledge is essential in understanding complex texts, interpreting instructions, and grasping subject-specific terminology (P. Nation, 1994). In line with this, vocabulary also serves as the principal foundation that must first be mastered before language learners can learn aspects of the language, such as word arrangements in sentences, language use in context, word forms and the system of word sounds (Biber & Conrad, 2001). Students may need a robust foundation in vocabulary to understand and express their ideas in foreign language communication.

In historical contexts of foreign language pedagogy, myriad theories primarily concentrated on the communicative aspects rather than emphasising vocabulary development as the initial step in language mastery. Previous scholars, such as O'Dell (1997) and Zimmerman (1997), note that vocabulary was traditionally regarded as a supplementary element to grammar instruction (e.g., the Grammar-Translation Method), which was the primary

teaching focus and received more significant attention than vocabulary teaching. The rationale behind this traditional approach was that L2 learners would acquire the vocabulary as they were exposed to the target language during the learning process.

Nevertheless, starting in the mid-1970s to the 1980s, there was a growing interest in vocabulary instruction related to learning strategy. Rubin (1975), for example, is one of the scholars who raised global awareness regarding learning strategies that either support the success or contribute to the failure of language acquisition in language learners. The changes in vocabulary treatment during the 1980s and 1990s were undoubtedly necessary because its function was so complex and would lead to comprehension predictions if neglected. Throughout the 1990s and 2000s, considerable emphasis was eventually placed on the significance of vocabulary in second language acquisition for effective communication.

The notion that the mastery of vocabulary constitutes a fundamental prerequisite for attaining proficiency in the target language was confirmed by numerous scholars of the era, such as Laufer (1998) and Vermeer (1992), who highlighted that linguistic competence is one of the factors that differentiate between native speakers and language learners in comprehending communication. Simplified, it is not an exaggeration that nowadays, vocabulary mastery in learning a foreign or second language is something that is remarkably important and cannot be underestimated (Alderson, 2005), as Schmitt (2010, p.4) wrote, 'learners carry around dictionaries and not grammar books.

However, only knowing a word does not mean one understands its meaning. Larsen-Freeman (2013) emphasizes the dynamic nature of vocabulary in language acquisition, which continuously expands and is erratic. This notion can be seen in how vocabulary today has a very

different meaning than its use 1, 10 or 20 years ago. An example that is currently widespread is the expanding of English vocabulary definitions circulating among the younger generation on social media, such as '*beige flag*' or '*green flag*', which are antonyms for the human personality of '*red flag*'. This example is just one among an array of other vocabulary dynamics. Hence, accompanying students on their journey to master a vocabulary is exceptionally challenging because teachers will not only be holding on to the English language as long as they know it but also with knowledge of vocabulary constantly developing in terms of meaning and use.

This chapter will discuss the significance of vocabulary acquisition in foreign language education. It will give readers an understanding of the intricate relationship between vocabulary acquisition and language learning strategies, as well as the potential impact of diverse language learning strategies on students' vocabulary acquisition. The author will focus on the context of students in higher education, but that does not mean that this book chapter only focuses on them. Researchers and other academics can also use this book chapter as a reference for language learners in general.

3.2 Types of Vocabulary

We can conceptualize the target language vocabulary being acquired as a toolbox. While a limited set of tools might suffice for rudimentary tasks, having a diverse collection of tools for varying situations and levels of complexity is advantageous. This analogy highlights the significance of acquiring different types of vocabulary and why educators and pupils should attempt to do so.

Within this section, the author will review some categories of vocabulary frequently explored by language education experts and those engaged in second language

acquisition. By acknowledging these distinctions, students can be motivated to use specific strategies for acquiring vocabulary. For example, they learn commonplace vocabulary by watching films or song lyrics, but they may find flashcards help them better in technical vocabulary. Grasping the various types of vocabulary can also enable instructors to customize their language teaching methodologies to suit their pupils better.

3.2.1 Receptive vs Productive

The division of vocabulary is usually based on the purpose and function of the vocabulary itself, or often, it is also separated based on the context in which the vocabulary is used or even the language skills used by foreign language learners. In this sub-section, the author will focus on the types of receptive vocabulary and productive vocabulary based on what skills the learner focuses on. Even though in the context of receptive and productive foreign language teaching, this raises issues, especially regarding which type is better or to what extent the boundaries are (Henriksen, 1999), many researchers also support the differences between these two types of vocabulary and emphasise that teaching students to various types will help them regulate which ones are most important (Schmitt, 2008; Waring, 2000).

Receptive vocabulary, as the name suggests, emphasises the vocabulary encountered when students read or listen (Schmitt, 2000). Ideally, students will be exposed to more vocabulary in terms of difficulty or breadth of vocabulary. For example, they will be exposed to more difficult English words such as ‘incandescently’ when they read a novel or hear ‘incremental’ while watching a film. Even though they do not know the exact meaning of these words, it usually does not affect their activities in understanding the reading or film because they see everything in the context of sentences and not word by

word. Therefore, language learners or foreign language users usually have a receptive vocabulary that is much larger than the productive vocabulary (Laufer, 1998; Lee & Muncie, 2006; Pétursdóttir, 2013; Schmitt, 2008).

In contrast, productive vocabulary is vocabulary that students must construct when they speak or write in English (Laufer, 1998). Researchers agree that productive vocabulary will be much more demanding than receptive vocabulary (Mondria & Wiersma, 2004; Schmitt, 2008). Productive vocabulary will usually be less sophisticated or less in quantity compared to receptive vocabulary. Take the words '*incandescently*' and '*incremental*' as an example. Many students struggle to utilise more complex words in their speaking or writing. Not because they are unaware of such words but because they need to quickly produce sentences while concentrating on using the appropriate words. As a result, most students, particularly those with lower or intermediate proficiency, prefer simple vocabulary as they are more comfortable using it in their communication.

3.2.2 Low-frequency vs High-frequency

Categorising vocabulary based on frequency of use finds its roots in the work of linguist George Kingsley Zipf, who later formulated Zipf's Law in 1949. This principle emphasises the prevalence of high-frequency words in language. Zipf's Law observes that a few words account for a large portion of usage, while less frequent words are far more numerous. Building on this concept, Nation (1994) distinguished between low-frequency and high-frequency words, highlighting which vocabulary is most crucial for students to acquire. Schmitt et al. (2001) recognised this frequency-based selection of vocabulary as influencing students' vocabulary learning strategies.

High-frequency words are words that are often encountered both in written and spoken form. Webb &

Nation (2017) explain that the negative impact of a lack of knowledge about high-frequency vocabulary is that it will result in difficulty understanding other people's speech when communicating. N. Schmitt & Schmitt (2014) state that around 3000-word families are included in high-frequency and are most frequently used, slightly more than (I. S. P. Nation, 2001), who states that high-frequency vocabulary consists of 2,000-word families.

On the other hand, low-frequency vocabulary is a collection of vocabulary that is usually rarely used by second language learners and seems unfamiliar to them. Webb & Nation (2017) also stated that even for native speakers, many low-frequency words may not be known because they are too complex or too specific to a particular field of study. This is where the uniqueness of low-frequency words lies: they can be infrequent in everyday use but frequent in some specialised areas of study (I. S. P. Nation, 2001). Students can become more sophisticated and professional in communication by explaining specific concepts and using advanced vocabulary.

Students often encounter situations where multiple synonyms exist for a single word. For instance, while familiar with terms like '*important*', they may initially struggle with encountering less frequent synonyms such as '*pertinent*' and '*paramount*' within a text, even though all three convey a similar meaning. This familiarity with high-frequency words like '*important*' can lead students to perceive them as having more excellent value than their less frequent counterparts of '*pertinent*' and '*paramount*', affecting their initial vocabulary acquisition choices.

When used in formal education, low-frequency words also often appear in comprehension texts based on the student's field of knowledge. In short, low-proficiency words will mostly appear in English for Specific Purposes, especially in vocational high schools. For example, if a

student is studying at the Faculty of Forestry or Agriculture, perhaps they will come across words such as '*deforestation*', '*terrestrial*', or '*diurnal*', even though there may be other, more familiar words that can explain the meaning of these three words. Another example, a student who reads a text about architecture may initially experience confusion in understanding the reading when they encounter the words 'Façade', 'Sustainability', and 'Carpentry', which are low-frequency words within the field. These low-frequency terms within the context of a specific field can pose comprehension challenges for learners outside that discipline.

Fortunately, many researchers have developed field-specific, low-frequency vocabulary lists to address these comprehension challenges and support student vocabulary acquisition. Some of them are Konstantakis (2007), who developed a technical vocabulary in business science, while Martínez et al. (2009) and Vongpumivitch et al. (2009) created vocabulary lists for the fields of agriculture and applied linguistics, respectively. These efforts exemplify the ongoing work by scholars across various scientific disciplines to bridge the gap between general and specialized vocabulary acquisition.

3.3 The Intricacies of Vocabulary Acquisition

Among psycholinguistics scholars, there is a generally accepted understanding that there is a critical period for acquiring vocabulary in the mother tongue. However, ELT researchers widely differ when the context of the critical period includes acquiring a second or foreign language. Scholars use the term critical period to describe when language learning achieves relatively high results and is felt easier for the students. However, it turns out that the misconception about adult learners who will experience significant difficulties when learning a foreign language is

not true (Marinova-Todd et al., 2000). This claim is not without reason. Several decades earlier, McLaughlin (1987) found that older students were generally faster and more efficient in learning a foreign or second language. It was also found that adolescents' performance was better than children in the initial stages of learning the phonological system of the target language.

As language learners age, mastering vocabulary becomes increasingly difficult as they are more likely to come across words they cannot infer from context alone (Lightbown & Spada, 2013). This circumstance is particularly challenging for the students still in the process of acquiring the language. Research conducted by Hu & Nation (2000) suggests that students must be familiar with at least 95% of the overall vocabulary, including low-frequency words, to comprehend a text without constantly consulting a dictionary. Nation (2001) has reviewed research and found that encountering a particular word or phrase at least 16 times in a meaningful context is necessary to become more familiar with students' memory.

The acquisition of English vocabulary among teenager or adult students extends beyond just memorization of the language. Laufer (1997) states that several factors influence learning vocabulary, which is often considered difficult, for example, similarities in lexical forms in homonym vocabulary (words with the same pronunciation but different meanings), words with multiple meanings, and words with inflexional complexity (vocabulary that changes form at the ending due to changes in grammar, noun, or person). When language learners face the factors above, they will consciously or unconsciously often make comparisons with the mother tongue they master. When their target language turns out to be more complex than their L1, this circumstance will increase their vocabulary learning burden.

To understand the concept of inflectional complexity, which is a barrier to language acquisition (Laufer, 1997), we can see an example of a comparison with Indonesian below:

- a. 'Saya makan cokelat sekarang'
(I am eating chocolate now)
- b. 'Saya makan cokelat tadi pagi'
(I ate chocolate this morning)
- c. 'Saya akan makan cokelat besok'
(I will eat chocolate tomorrow)

The three sentences above exemplify that Indonesian, which has inflexional regularity, will keep its vocabulary form the same even though there are grammatical differences in terms of time. The word '*makan*' (eat) remains the same in form, and Indonesian speakers need to add words indicating the time, such as '*sekarang*' (now), '*tadi pagi*' (this morning), or '*besok*' (tomorrow). Meanwhile, in English, the vocabulary 'eat' has to be changed to an irregular verb form, from Verb1 *Eat* to Verb2 *Ate*.

Likewise, in terms of inflexibility due to changes in nouns, in Indonesian, students need to add the number of objects, see the example below:

- d. '*meja*' = table
- e. '*dua meja*' = two tables

If we look at the use of vocabulary above, in *Bahasa*, students only need to add quantity and not change anything about the noun. They do not need to add a suffix like English, which requires adding the ending -s to a countable noun if there is more than one noun. The high complexity of English inflexion makes students in Indonesia think that learning vocabulary in English could be more problematic than their L1.

The emergence of the factors studied by Laufer above is closely related to the tendency of language learners to map the new vocabulary they learn in English by looking for their equivalents in their L1 (Takac, 2008). In some cases, when there is an equivalency between vocabulary in the student's native language and the target language they are trying to acquire, it becomes easier for them to learn it. This linguistic familiarity allows them to remember the usage of the language quite effortlessly. However, it is also common for students to fail to form a resemblance between their native language and English, especially if they are aware of several reasons, as stated by Swan (1997) below:

- a. Vocabulary units between L1 and the target language are not the same and have different translations.

For example, the word '*air*' in Bahasa means '*water*' in English, but the word '*air*' is translated as '*udara*' in Bahasa. So, both L1 and the target language have the vocabulary of '*water*' but have different translations.

- b. There are equivalent lexical units with permissible grammatical contexts. It can lead to confusion because students will think that a vocabulary in their L1 will be the same as it is used in another language, even though, in reality, it is dissimilar.

For example, the word '*sebuah mobil*' in Bahasa has the same grammar pattern as '*a car*' in English; they both use articles. However, this does not mean that the concept of vocabulary repetition to express plural objects in the word '*mobil-mobil*' in Bahasa is the same as '*car-car*' in English. Instead, in English, the students have to add the suffix -s to '*cars*' if the countable noun is more than one.

- c. Some situations can confuse students when words have equivalent vocabulary but belong to a different part of speech.

For instance, early learners of English might know that the noun '*buku*' in Bahasa is equivalent to the noun '*book*' in English. However, they might get confused when they encounter a sentence like '*we booked a hotel room*,' where the word '*book*' is also a verb.

- d. In some cases, two words in different languages may appear to have the same meaning, but their usage and connotations are remarkably different. Such situations are referred to as 'equivalents are false friends' (Takac, 2008). It usually occurs when learners encounter vocabulary in idiomatic expressions.

For instance, in Bahasa, the adjective '*blue*' only refers to a colour. However, in English, '*blue*' not only defines a shade but can also indicate sadness in the phrase '*feel blue*' and unexpected occurrences in the phrase '*out of the blue*'. Therefore, students who previously believed that '*blue*' in Bahasa and English were the same had to eventually accept that it has non-equivalent connotations in specific contexts, particularly in idioms.

- e. Situations where neither their L1 nor the target language is equivalent, so students do not find direct translations in the other language. This situation may occur because of linguistic differences and cultural differences between the two nations. Simply put, no equivalent vocabulary has the same meaning in both languages.

For instance, the Indonesian phrase '*masuk angin*' or '*mudik*' has no direct English vocabulary equivalent. Even though some intermediate students can explain the symptoms of '*masuk angin*' or what people do during '*mudik*' season, there is no equivalent vocabulary of these two words in English.

3.3 Strategies for L2 Vocabulary Learning

Several factors are taken into consideration when choosing the right strategies for learning English vocabulary. Nation (1994) emphasizes the significant use of vocabulary that is not only wide range but also high-frequency words, which are often used and have proven to be very useful in vocabulary learning. English vocabulary was previously only considered sufficient in the 2,000 groups of words that often come to mind when users use it to communicate. However, as more studies examine the frequency of use of English vocabulary, N. Schmitt & Schmitt (2014) found that vocabulary must include at least 3,000 groups of words that are most frequently used to group them into high-frequency vocabulary. Research conducted by Hu & Nation (2000) suggests that students must be familiar with at least 95% of the overall vocabulary, including low-frequency words, to comprehend a text without constantly consulting a dictionary. N. Schmitt & Schmitt (2014) also support Nation by proving that extensive exposure to words or phrases in the target language will help learners develop a strong vocabulary foundation and improve their overall language proficiency.

According to cognitive experts, the strategies for learning language, particularly vocabulary, should be customised to each learner. McLaughlin (1987)) highlighted that all strategies chosen or taught to students should consider individual differences, as one strategy may work

well for one student but not for another. Williams & Burden (2001) support this idea by stating that students learn and construct knowledge differently, even when similar situations appear. Therefore, teachers must take the time to identify individual differences in the class to allow students to learn more effectively (R. Oxford & Ehrman, 1993).

Considering the large number of word groups that are required for student communication or objectives in studying a foreign language to be fulfilled, N. Schmitt (2000) proposed Vocabulary Learning Strategies (VLS), which mainly focus on memorizing, repeating and writing notes on the vocabulary studied. Even though these methods seem old-fashioned and very conventional, students prefer mechanical strategies like this rather than other strategies that are much more complex. Many studies have proven that complex strategies that have long been used, such as forming associations (Cohen & Aphek, 1981) or using keywords (Hulstijn, 2000), are much better at helping students store vocabulary in their memory).

However, Schmitt's findings contradict the statement previously expressed in research by O'Malley & Chamot (1990), which stated that these complex strategies would be effective if students used them. Oxford (1990) also emphasized the importance of using multiple strategies so that students can manage awareness and control of these strategies. If they feel that this strategy for learning vocabulary does not produce the target they want, then usually conscious students will think about or find out other ways that might be effective if they try it.

Ellis (1995) identifies individual differences in vocabulary learning strategies as a part of three interacting variables that influence each other. Figure 1 below illustrates the framework of learner differences:

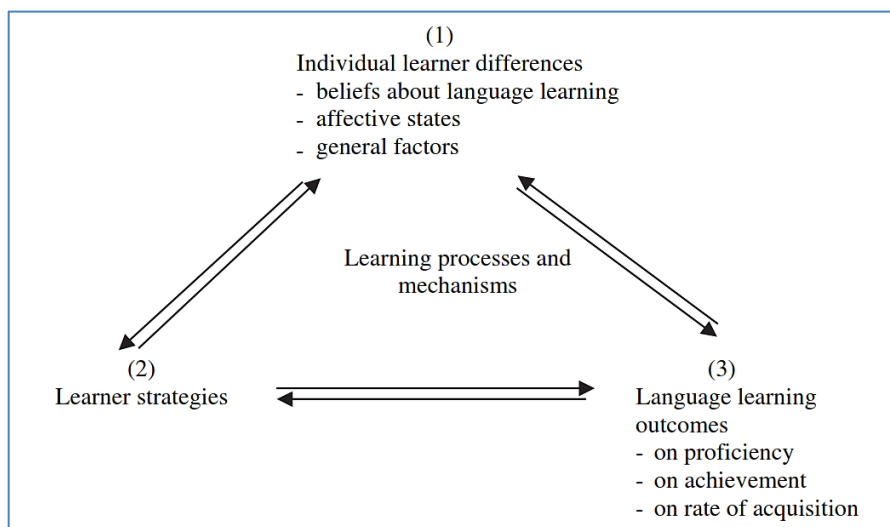


Figure 3. 1. Learner Differences Framework
(Source: Ellis (1995, p.473))

This figure shows that the first set includes several factors, such as student confidence, anxiety, and self-confidence, or general factors, such as age, language aptitude, learning motivation, and learning style. Then, language learning strategies are in the second set, followed by learning outcomes in the third. These three sets mutually influence each other and cannot be separated.

Hatch & Brown (2000) identified five critical strategies that English teachers can use to help students become familiar with the use of strategies to improve and assist vocabulary acquisition, including:

- Students should often be exposed to new vocabulary by frequently watching English movies, reading with English subtitles, or listening to podcasts.
- Students can be invited to connect L1 word forms with English word forms that may be similar.

- c. Students can actively learn the meaning of these words by creating mental images, guessing the meaning based on the context of the sentence, or asking the meaning directly to someone who knows more than them.
- d. Students can be taught how to connect vocabulary and meaning with whatever memory strategy suits them.
- e. They actively use the words they learned by making their sentences, collocations, or conversations in different contexts.

Nation (2001) also proposed a taxonomy of vocabulary learning strategies, which has three crucial elements in it:

- a. Conducting planning. Students make This effort to sort out which vocabulary they should focus on and in what situations they should focus on. In this planning strategy, students can start by choosing vocabulary and aspects of knowledge about that vocabulary, choosing which strategy is suitable based on the vocabulary, and repeating the planning if necessary.
- b. Finding sources of information about vocabulary. In this strategy, students can analyze the context of words, consult with the teacher about the vocabulary, or use parallels in native language and L2.
- c. Processing vocabulary. This strategy is an activity where students can establish knowledge by noticing vocabulary when it appears in reading or listening. They can also retrieve their memory about that vocabulary if they want to use it in speaking and writing and generate words using them in four language skills.

Researchers have conducted various studies to determine the most effective learning strategies for students, particularly in vocabulary studies. However, several factors must be considered, such as students' characteristics in the classroom, before initiating these strategies. Language teachers must be willing to invest extra time and effort to ensure that students fully comprehend the

strategies being taught. Students need more than merely a grasp of these strategies; they must also possess a thorough understanding and be capable of applying them with great awareness. If students cannot effectively apply the strategies they have learned in class, then they will be of little use.

3.4 Conclusion

Acquiring a rich vocabulary is a journey that is both exciting and challenging as it expands one's lexicon and opens up new doors to opportunities, cultures, and perspectives. To help students achieve linguistic mastery, educators play a pivotal role in providing direction and support. First and foremost, it is essential to understand that vocabulary learning is not a one-size-fits-all process. It requires patience, dedication, and a willingness to adapt to the needs of each student. Teachers can provide ample opportunities for students to explore new words and concepts through eclectic learning strategies. Creating a nurturing and inclusive learning environment is also crucial. Educators can help students feel confident and motivated to learn by fostering a positive and supportive atmosphere. Equipping learners with practical strategies and tools can also help them more heartily navigate the complexities of language acquisition.

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CHAPTER 4

TEACHING VOCABULARY THROUGH READING

By Sistiadinita

4.1 Introduction

If reading is still considered tiresome, try asking yourself this, "How many hours do I spend a day to read caption or the silly comments on *Instagram*? to monitor my friend's status on *Whatsapp*? Or to just adore the simple yet enigmatic chat from my crush?" Have we pondered on the thrill of those activities with the excitement of reading in general? Reading provides different pleasure in many ways. A numerous researches have been done to connect reading with brain science proving that reading stimulates activity in the cortex that gives pleasure, even similar to what music does (Kringelbach, Vuust and Geake, 2008). Reading is considered as higher- order pleasure, the pleasure specified only to humans, which has equal association to monetary, artistic, musical, altruistic, and transcendental pleasure (Kringelbach, 2008).

Besides, reading also plays a significant role in intellectual progress. Children who have started reading for pleasure up to age 16 have proved to have more intellectual capacity rather than those who have not, especially in their development of vocabulary, spelling and mathematics (Sullivan, 2015). Although, it may include various interest of genres; fiction or nonfiction. Reading fiction keeps people learning to imagine and learn from imagination. Crime

fiction was considered the most popular genre, according to one research examining the preference of genre among people graduated from prestigious universities (Russel Group), other universities and people with no qualifications (Sullivan, 2015). Sullivan's research overall concludes that reading for pleasure in both childhood and adulthood made a difference to rates of vocabulary growth between adolescence and mid life.

Reading nonfiction, such as memoir, autobiography, journal, or news item, keeps people sane in a world full of complexity. Reading *Breath Becomes Air* by Paul Calanithi, for example, showing readers the struggle of becoming a surgeon while striving against lung cancer. If we learn to be a writer, we learn to be someone who channels the contents of our thoughts through the creativity of words. Letting the readers in to the realm of mind without trespassing some privacy boundary. There is a special gate opened for the path between a writer and readers; an intense and candid passage.

As a teacher , the first and foremost thing to do before asking the learners learn through reading, is to make them enjoy the activity. The stigma that reading is a boring project needs to be wiped out of learner minds. However, it is not an easy job. A lot of challenges faced by teacher in encouraging learners to read. Little do they know, reading habit can initiate incidental learning especially in vocabulary acquisition, as what will be explained more in the subchapter.

4.2 Incidental Reading from Context

As a foreign language learner, one needs to remember that the vocabulary enhancement is a crucial aspect for building communication, either orally or written. The words we know from daily interaction sometimes are obtained

either unintentionally or deliberately. Unintentional type of gaining knowledge is called incidental learning. It happens when the learner does not even realize the process of learning but acquire the result by applying the knowledge in correct situation.

On the other hand, deliberate learning occurs when learners intentionally and consciously follow the learning process. The difference can be clearly seen when someone watches *Terminator* movie and sees how a kid in the movie uses the phrase "a piece of cake" after doing something he considers as easy. Later on, when meeting a native speaker on an occasion, he would say "a piece of cake" to express his ease in doing the exam he just had. Someone who learns about phrases in class will also find the phrase "a piece of cake" in the example of "Idioms of Everyday Interaction", the difference is that he will find it in a flashcard given by the teacher with an illustration of a slice of cake that says "very easy". He might use it on other similar occasions, but maybe not, depending on how often he interacts with that expression again in the future.

Incidental learning in vocabulary research generally refers to the learning of words that appear to occur naturally in the context of everyday life (Sok, 2014). What is surprising, Huckin & Coady (1999), even state that in incidental learning, oftentimes word- learning is not intended to be the primary activity (Sok, 2014). Word, phrase, or lexical information are just absorbed in seemingly a natural way. The effortlessness of incidental learning makes it possible for the active readers to acquire language easier. Daily interaction with the utterances, imagining the scenes while looking up some difficult words in the dictionary just to understand more about the details in the description, absorbing the feelings and emotion of the characters through words expression are among the process of incidental learning during fiction reading. While intentional learning is limited to instructional settings,

incidental learning pervades all other contexts outside the boundaries of the classroom (Sok, 2014), making learners feel like they "are not currently learning while learning."

However, there are still conflicting opinions around incidental and deliberate learning. Some opinions say that incidental learning depends on the intensity of the learner's interaction with the language being studied. Especially in learning vocabulary, prior knowledge is a crucial element. The use of language in the family and interaction with books or foreign language shows greatly influences the success of incidental learning itself. Likewise, the use of the Grammar Translation Method (GTM) which teaches language separately from the context compared to the Direct Method (DM) which blends teaching with language. The DM has obviously greater challenge for foreign language learners that have limited access to the language itself. Incidental learning is strictly similar with DM where the learner maintains interaction with the language without prior intention and the learning process goes naturally.

Many studies emphasize the significance of inferring the meanings of new words since words might have multiple meanings that vary depending on the context in which they are used. Hamed (2023) argues that when presented with input, foreign language learners who possess high linguistic abilities can infer the meaning of unfamiliar terms by using contextual cues found in texts. However, in order for foreign language learners to apply this strategy successfully, they need to already be conversant in at least 95% of the vocabulary in the selected book (Hamed, 2023). It means that, as a teacher needs to analyze learners' need and abilities as well. It is better to do a pre- observation on how well do learners comprehend the vocabulary on either literary or non- literary texts in providing the reading material to be discussed.

4.3 Reading for Classroom Activities

For those learners who are more into deliberate learning method, there are several activities to be conducted in the classroom to make learning vocabulary more fun. As an assigned teacher and a lifelong learner, I have summed up a few methods below.

4.3.1 Using Vocabulary Quilt

Besides the importance of self-learning for learners, there are some types of learners who need a classroom atmosphere to add vocabulary through reading. For this type of learner, the teacher must be creative in creating a pleasant learning atmosphere. One way to do this is to use Vocabulary Quilt. Generally, based on the worksheet adapted by Herrera (2010) in her book *Driven Culturally Responsive Teaching*, this activity is divided into three phases; Before Reading, During Reading and After Reading.

Before Reading

For pre- reading activities, learners are divided in groups of 3 to 4 people, each group must write words relevant to the subject they are studying. In this case, the teacher has to prepare a worksheet called Vocabulary Quilt. Quilt is a row column each containing words according to the theme or topic to be presented. In this case, the teacher selected the target vocabulary and the learners have to fill in the meaning by providing either the translation of the words in their native language, the English description or draw images corresponding to the words. For example, if the word provided by the teacher is 'bushes', then the response by the learner can be in form of the word 'semak- semak', or 'plant smaller than a tree', or an image like a collection of grass on the ground, usually in green color.

In this process, accuracy is not the focus. Students are given the freedom to express what they know about their vocabulary linked to prior knowledge that is definitely influenced by their culture and language skills within their community. Even if they do not know the answers, they are allowed to only rewrite the words. This activity is useful to recall knowledge they already learned and activate memory related to vocabulary. It is expected to trigger cell activity in guessing the meaning of words. Following the activation of prior information, learners establish new links to words, concepts, and images in long-term memory (Wessels, 2011).

During Reading

In this phase, while reading (whether it's reading by heart or loudly), the learner tries to guess the meaning of the vocabulary that is in the Vocabulary Quilt. Not only that, they can also compare the meaning of the word in or out of context. They can compare whether the meaning of the word they have guessed prior to the reading activity is true or not. For example, the term "fair" can have several different meanings. As an adjective, it can be used to characterize someone as amiable or as having light skin or hair. As a noun, a "fair" is usually a community celebration honoring a particular individual, location, or historical occasion.

In this case, teacher and learners can explore the variation of word meanings. This is to teach learners the importance of understanding the context, of how the same words may have different meaning depending on the context. Besides being able to analyze how familiar the learner is with the word, the activity also anticipates some misunderstandings experienced by the reader in understanding the word separately or the text as a whole.

In the example of the Vocabulary Quilt below, the students were asked to read *The Fall of the House of Usher* by Edgar Allan Poe. This exercise was done in a classroom with 12 students divided into 3 groups.

Name: _____ Date: _____

Vocabulary Quilt

Try to guess the meaning of the words in the squares. You can either write the English definition or the Indonesian translation. If you can't figure out the meaning of a word, just rewrite the words. You may also draw the object that represents or relates to the words.

The graphic organizer is designed to look like a quilt. It features a central grid of six squares arranged in a 3x2 pattern. Each square is intended for a vocabulary word and its definition or translation. The squares are separated by decorative borders made of 'X' marks, resembling quilt stitching. The entire grid is enclosed within a larger, irregular border that also features 'X' marks. At each of the four corners, there is a star-shaped tab, likely for binding or display purposes. The words provided in the squares are: ENCRIMSON, USHER, EXTREMENESS, SENTIENCE, PHANTASMAGORIC, and UNNERVE.

word: <u>ENCRIMSON</u>	word: <u>USHER</u>
word: <u>EXTREMENESS</u>	word: <u>SENTIENCE</u>
word: <u>PHANTASMAGORIC</u>	word: <u>UNNERVE</u>

50 Graphic Organizers for the Interactive Whiteboard © Jacobson & Raymet, Scholastic Teaching Resources

(Source : Jacobson & Raymet, Scholastic Teaching Resources)

After Reading

In the After Reading phase, learners are given the opportunity to internalize the meaning of the words they have learned and write them into sticky notes to be pasted into the Vocabulary Quilt. This method aims to help learners memorize easier because learners can revisit the meaning of words whenever they need it in the Vocabulary Quilt. The most important thing in this process is the connection, how learners can integrate their previous knowledge with their reading experience so that the meaning of the words can be understood more deeply. Moreover, in this activity, learners can practice creating new sentences from the vocabulary they have discussed.

By using Vocabulary Quilt, the learners do not only bring up prior information and recognize unknown terms, but also pay attention to context cues to understand word meanings and practice their words comprehension.

4.3.2 Reading Aloud

In childhood, before bedtime, some mothers believe that reading stories to their children can improve their cognitive ability and enhance their language skills, especially vocabulary recognition. Reading storybook can also be applied in teaching and learning activities. According to Hickman, Durodola and Vaughn (2004), reading a storybook systematically enriches the vocabulary and improves learners' reading skill starting from elementary school level. So, this strategy could be said to be suitable as an introduction to new learners so that they get used to the storytelling. In this activity, students are not only invited to understand vocabulary, but also to imagine the story. However, the selection of the text does not have to be in narrative form, but can also be informational. Students' interests can be taken into consideration while selecting whether narrative or informational texts. Later on, the text will be divided into three or four sections around a

particular theme. This strategy offers ample opportunity for language to be encountered and generalized across readings (Hickman, Durodola and Vaughn, 2004).

This activity requires the teacher and learners to be committed in one storybook. Although informational text is allowed, but storybook is more common to be used since it has elements that are not provided in any other texts, like suspense and action to maintain learners' curiosity. The steps in applying this method is summed up below:

- Teacher selects one story book where each book is divided into 200- 250 words.
- Teacher reads aloud the complete book in 3-5 days. The duration for each reading aloud activity is no longer than 30 minutes.
- After completing the entire story, teacher and learners review the vocabulary in the reading text.

The next question arises, "Which vocabulary is to be selected for further discussion?" "How does the teacher even start to set guidelines for word choice when there are so many options?" Beck, McKeown, and Kucan (2002) recommended emphasizing words that can be used across contexts. In other words, diction of high utility.

4.4 Reading for Independent Learning

In addition to learning in the classroom, to encourage learners to read and familiarize them with reading activities, there are several independent ways that can be implemented by individuals. These methods are the writer's personal ways that can be explored in depth and modified as needed.

4.4.1 Using News Item

The first way is to get used to reading news item. A news item text is a factual text that provides readers of the newspaper with information on daily events that are deemed noteworthy or significant. The objective of a news item is to tell readers about events or topics that they should be aware of. The text is divided into three sections. (1) Newsworthy event discusses how the author summarizes the event; (2) Background events discuss the five Ws (Who was involved, What happened, When, Where, and Why did it happen) and one H (How did it happen); and (3) Sources discuss comments made by participants, witnesses, and authorities who were involved in the events (Wardani, 2019).

In using news items, students are free to choose what themes they are interested in. There are many areas to choose from; politics, environment, sports, weather, entertainment and so on. The source of the news can be from anywhere, as long as it is written in English. Later on, the teacher will have to provide the worksheet that students have to fill in. The worksheet should contain information including, the title, summary, vocabulary, synonyms and the learners' reaction.

The instruction can be summed up as below:

- a. Write the title of the news item and attach the copy of the news.
- b. Write the summary of the news using your own words.
- c. Find three new vocabulary and find the synonyms.
- d. Write down the reactions to the news using the vocabulary you have learned.

Example of the Worksheet

Name :

Class :

News Report

Source : <http://thecnnfreedomproject.blogs.cnn.com>

Title of Report : The Dark Side of Chocolate

**** Note : Please attach a copy of your news article to this report.**

Summary (in your own words) :

Have you ever thought about where does your chocolate come from?

Someone who sold or made it may not even be an adult.

Based on The International Labour Organization, between 56 and 72 million African children work in agriculture mostly in their own family farms. Indonesia, Nigeria, Cameroon, Brazil, Ecuador, the Ivory Coast and Ghana are seven largest cocoa- producing countries. Two last countries account for nearly 60 percent of global cocoa production.

It still happens until now which can be seen in the movie "The Dark Side of Chocolate" by Romano and his crew.

What consumers have to do?

Romano said that the consumers should buy both a fair trade chocolate and a direct trade chocolate. He also said that they can vote responsibly for better treatment of these farmers.

Three new vocabulary words you learned:

- | | | |
|-----------|---------|----------|
| 1. before | synonym | previous |
| 2. nearly | synonym | almost |
| 3. find | synonym | look for |

Your reaction to this news:

It is both tragical and surprising to hear this kind of news.

The children are supposed to be at school and studying instead of working for their family.

The children are supposed to enjoy the chocolate, neither making nor selling it.

The above method can be applied to the kind of learners who may not really like fiction and prefer factual stories. By using News Item, they may further practice their critical thinking skills and keep them updated with the development of phenomena around them. Basically, by reading the news, it will constantly add new vocabulary that is more familiar and realistic to the world they live in.

4.4.2 Phrase of the Page

The next method to add vocabulary when reading independently is the “Phrase of the Page” technique. This technique is suitable for translation novel readers. In the field of literary translation, this technique not only invites novel readers to acquire new vocabulary, but also analyzes the translator's translation techniques. This technique is suitable for learners with an intermediate to advance level. Here the reader will learn to use a phrase or term in an English-language novel that has been translated into the original language. So, on every page, the reader will make a list of all the phrases that are on that page. The phrase can be a commonly used phrase or a new one seen by the reader. After creating the list, the reader can revisit the phrases once in a while after the reading process and even better use the phrase in constructing new sentences in target language (in this case, English).

In the example below, we will see the phrases from the book *Harry Potter and the Chamber of Secrets* page 1 & 2 with the translations from the book *Harry Potter dan Kamar Rahasia* on the same page.

Phrase of the Page (Page 1):

1. An argument had broken up: *Pertengkaran meledak*
2. A loud hooting noise : *Bunyi uju- uhu keras (dari burung hantu)*
3. Roared : *Meraung*
4. Bushy moustache : *Kumis yang lebat*
5. Exchanged dark looks : *Bertukar pandang geram*
6. Bacon : *Daging asap (biasanya babi)*

Phrase of the Page (Page 2):

1. Misty eyes : *Mata yang terharu*
2. Grinned : *Menyeringai*
3. Gaspd : *Tersedak*
4. He fell off his chair with a crash : *Dia terjatuh dari kursinya keras sekali.*
5. Veins throbbing in his temples : *Urat-urat berdenyutan di pelipis.*
6. Pounding the table with his fist : *Menggebrak meja dengan tinjunya.*
7. To heave (someone/ pronoun) to his feet : *Membantu (seseorang/ kata ganti orang) to his feet.*

4.4.3 Reading Marathon

According to Mikulecky and Jeffries (2007) in the section of their book *Advanced Power Reading*, there are some strategies for expanding knowledge of vocabulary, particularly words in academic texts. The section was named 'Vocabulary Building'. The first strategy is checking our knowledge of the words used most frequently in English. Researchers may now examine thousands of English

language manuscripts with millions of words—roughly 2,000—that are used far more frequently than any other term due to advancements in computer technology. Actually, about 80% of most manuscripts contain these 2,000 most common words. Learners will be far more likely to comprehend what they read if they are familiar with these words. Furthermore, studies conducted on academic materials, such as textbooks and journals, have revealed the frequent usage of specific words in these works, irrespective of the topic area. Acknowledging these words enables academic writers to compare and contrast their work with that of others, as well as to clarify or generalize their ideas or findings. Gaining knowledge of these 570 scholarly words might help learners understand academic content better (Mikulecky and Jeffries, 2007). To check on the words, look at the following figures:

Most Frequent Words in English Language Texts

First Thousand

able	ask	call	crowd	eat	figure
about	associate	can	crowd	effect	fill
above	at	capital	cry	efficient	find
accept	attack	captain	current	effort	fine
accord	attempt	car	cut	egg	finish
account	average	care	danger	eight	fire
accountable	away	carry	dark	either	first
across	back	case	date	elect	fish
act	bad	castle	daughter	eleven	fit
active	ball	catch	day	else	five
actor	bank	cause	dead	empire	fix
actress	bar	center	deal	employ	floor
actual	base	certain	dear	end	flow
add	battle	chance	decide	enemy	flower
address	be	change	declare	English	fly
admit	bear	character	deep	enjoy	follow
adopt	beauty	charge	defeat	enough	food
advance	because	chief	degree	enter	for
adventure	become	child	demand	equal	force
affair	bed	choose	department	escape	foreign
after	before	church	depend	even	forest
again	begin	circle	describe	evening	forget
against	behind	city	desert	event	form
age	believe	claim	desire	ever	former
agent	belong	class	destroy	every	forth
ago	below	clear	detail	example	fortune
agree	beneath	close	determine	except	four
air	beside	cloud	develop	exchange	free
all	best	coal	die	exercise	fresh
allow	between	coast	difference	exist	Friday
almost	beyond	coin	difficult	expect	friend
alone	big	cold	direct	expense	from
along	bill	college	discover	experience	front
already	bird	colony	distance	experiment	full
also	black	color	explain	express	furnish
although	blood	come	district	extend	future
always	blow	command	divide	eye	gain
among	blue	committee	do	face	game
amount	board	common	doctor	fact	garden
ancient	boat	company	dog	factory	gas
and	body	complete	dollar	fail	gate
animal	book	concern	door	fair	gather
another	both	condition	doubt	faith	general
answer	box	consider	down	fall	gentle
any	boy	contain	draw	familiar	get
appear	branch	content	dream	family	gift
apply	break	continue	dress	famous	girl
appoint	bridge	control	drink	far	give
arise	bright	com	drive	farm	glad
arm	bring	cost	drop	fast	glass
army	broad	cotton	dry	father	go
around	brother	could	due	favor	god
arrive	build	council	duty	feared	gold
art	bum	count	each	feel	good
article	business	country	ear	fellow	great
as	but	course	early	few	green
	buy	court	earth	field	ground
	by	cover	east	fight	group
		Cross	easy		grow

TEACHING VOCABULARY: STRATEGIES AND TECHNIQUES

half	language	million	old	profit	rough
hand	large	mind	on	1 progress	round
hang	last	miner	once	promise	royal
happen	late	minister	one	proof	rule
happy	latter	minute	only	proper	run
hard	laugh	miss	open	property	safe
hardly	laughter	mister	operate	propose	sail
have	law	modern	opinion	protect	sale
he	lay	moment	opportunity	prove	salt
head	lead	Monday	or	provide	same
hear	learn	money	order	provision	Saturday
heart	leave	month	ordinary	public	save
heat	left	moon	organize	pull	say
heaven	length	moral	other	purpose	scarce
heavy	less	more	otherwise	put	scene
help	let	moreover	ought	quality	school
here	letter	morning	out	quantity	science
high	level	most	over	quarter	sea
hill	library	mother	owe	queen	season
history	lie	motor	own	question	seat
hold	life	mountain	page	quite	second
home	lift	mouth	paint	race	secret
honor	light	move	paper	raise	secretary
hope	like	Mrs.	part	rank	see
horse	likely	much	particular	rate	seem
hot	limit	music	party	rather	sell
hour	line	must	pass	reach	send
house	lip	name	past	read	sense
how	listen	nation	pay	ready	sensitive
however	literature	native	peace	real	separate
human	little	nature	people	realize	serious
hundred	live	near	per	really	serve
husband	local	necessary	perhaps	reason	service
idea	long	necessity	permit	receipt	set
if	look	need	person	receive	settle
ill	lord	neighbor	picture	recent	seven
important	lose	neither	piece	recognize	several
in	loss	never	place	record	shadow
inch	love	new	plain	red	shake
include	low	news	plan	reduce	shall
increase	machine	newspaper	plant	refuse	shape
indeed	main	next	play	regard	share
independent	make	night	please	relation	she
industry	man	nine	point	relative	shine
influence	manner	no	political	religion	ship
instead	manufacture	noble	poor	remain	shoot
interest	many	none	popular	remark	shore
into	mark	nor	population	remember	short
introduce	market	north	position	reply	should
iron	marry	not	possess	report	shoulder
it	mass	note	possible	represent	show
join	master	notice	post	republic	side
joint	material	now	pound	reserve	sight
jointed	matter	number	poverty	respect	sign
joy	maybe	numerical	power	rest	silence
judge	mean	numerous	prepare	result	silver
just	measure	object	present	return	simple
justice	meet	observe	president	rich	since
keep	member	occasion	press	ride	sing
kill	memory	of	pressure	right	single
kind	mention	off	pretty	ring	sir
king	mere	offer	prevent	rise	sister
know	metal	office	price	river	sit
lack	middle	official	private	road	situation
lady	might	often	problem	rock	six
lake	mile	oh	produce	roll	size
land	milk	oil	product	1 room	sky

TEACHING VOCABULARY: STRATEGIES AND TECHNIQUES

sleep	surround	upon	write	avoid	brush
small	sweet	use	wrong	awake	bucket
smile	sword	usual	year	awkward	hunch
snow	system	valley	yes	axe	bundle
so	table	value	yesterday	baby	burial
social	take	variety	yet	bag	burst
society	talk	various	yield	baggage	bury
soft	tax	very	you	bake	bus
soldier	teach	vessel	young	balance	bush
some	tear	victory	youth	band	busy
son	tell	view		barber	butter
soon	temple	village	Second	hare	button
sort	ten	virtue	Thousand	barely	cage
soul	term	visit	abroad	bargain	cake
sound	test	voice	absence	barrel	calculate
south	than	vote	absent	basin	calm
space	the	wage	absolute	basket	camera
speak	then	wait	absolutely	bath	camp
special	there	walk	accident	bathe	canal
speed	therefore	wall	accuse	bay	cap
spend	they	want	accustom	beak	cape
spirit	thing	war	ache	beam	card
spite	think	watch	admire	bean	carriage
spot	thirteen	water	advertise	beard	cart
spread	thirty	wave	advice	beast	cat
spring	this	way	afford	beat	cattle
square	though	we	afraid	beg	caution
stage	thousand	wealth	afternoon	behave	cave
stand	three	wear	agriculture	behaviour	cent
standard	through	Wednesday	aim	hell	century
star	throw	week	airplane	belt	ceremony
start	thursday	welcome	alike	bend	chain
state	thus	well	alive	berry	chair
station	till	west	aloud	bicycle	chalk
stay	time	western	altogether	billion	charm
steel	to	what	ambition	bind	cheap
step	today	when	amuse	birth	cheat
still	together	where	anger	bit	check (verb)
stock	ton	whether	angle	bite	check (noun)
stone	too	which	annoy	hitter	cheer
stop	top	while	anxiety	blade	cheese
store	total	white	apart	blame	chest
story	touch	who	apologize	blind	chicken
strange	toward	whole	apology	block	chimney
stream	town	why	applaud	boast	christmas
street	trade	wide	applause	boil	civilize
strength	train	wife	apple	bold	clay
strike	travel	wild	approve	bone	clean
strong	tree	will	arch	border	clerk
struggle	trouble	win	argue	borrow	clever
student	true	wind	arrange	bottle	cliff
study	trust	window	arrest	bottom	climb
subject	try	winter	arrow	bound	clock
substance	Tuesday	wise	artificial	boundary	cloth
succeed	turn	wish	ash	bow	club
such	twelve	with	ashamed	bowl	coarse
suffer	twenty	without	aside	brain	coat
suggest	two	woman	asleep	brass	coffee
summer	type	wonder	astonish	brave	collar
sun	under	wood	attend	breakfast	collect
Sunday	understand	word	attention	breath	comb
supply	unite	work	attract	breathe	combine
support	university	world	audience	brick	comfort
suppose	unless	worth	aunt	broadcast	commerce
sure	until	wound	avenue	brown	companion
surface	up				compare
surprise					compete

TEACHING VOCABULARY: STRATEGIES AND TECHNIQUES

competition	deserve	false	guess	invent	meny
complain	desk	fan	guest	invite	message
complicate	despair	fancy	guide	inward	messenger
compose	devil	fashion	guilty	island	meter
confess	diamond	fasten	gun	jaw	mild
confidence	dictionary	fat	habit	jealous	mill
confuse	dig	fate	hair	jewel	mineral
congratulate	dinner	fault	hall	joke	miserable
connect	dip	feast	hammer	journey	mistake
conquer	dirt	feather	handkerchief	juice	mix
conscience	disappoint	female	handle	jump	model
conscious	discipline	fence	harbor	key	moderate
convenience	discuss	fever	harm	kick	modest
conversation	disease	fierce	harvest	kiss	monkey
cook	disgust	film	haste	kitchen	motion
cool	dish	finger	hat	knee	mouse
copper	dismiss	firm	hate	kneel	mud
copy	disturb	flag	hay	knife	multiply
cork	ditch	flame	heal	knock	murder
corner	dive	flash	health	knot	mystery
correct	donkey	flat	heap	ladder	nail
cottage	dot	flavor	hello	lamp	narrow
cough	double	flesh	hesitate	lazy	neat
courage	dozen	float	hide	leaf	neck
cousin	drag	flood	hinder	lean	needle
cow	drawer	flour	hire	leather	neglect
coward	drown	fold	hit	leg	nephew
crack	drum	fond	hole	lend	nest
crash	duck	fool	holiday	lesson	net
cream	dull	foot	hollow	liberty	nice
creature	during	forbid	holy	lid	niece
creep	dust	forgive	honest	limb	noise
crime	eager	fork	hook	liquid	nonsense
criminal	earn	formal	horizon	list	noon
critic	earnest	forward	hospital	liter	nose
crop	ease	frame	host	load	noun
cruel	edge	freeze	hotel	loaf	nuisance
crush	educate	frequent	humble	loan	nurse
cultivate	elastic	fright	hunger	lock	nut
cup	elder	fruit	hunt	lodging	oar
cupboards	electric	fly	hurray	log	obey
cure	elephant	fun	hurry	lone	ocean
curious	empty	funeral	hurt	loose	offend
curl	enclose	fur	but	lot	omit
curse	encourage	gallon	ice	loud	onward
curtain	engine	gap	ideal	loyal	oppose
curve	entertain	garage	idle	luck	opposite
cushion	entire	gay	imagine	lump	orange
custom	envelope	generous	imitate	lunch	organ
customer	envy	glory	immediate	lung	origin
damage	especial	goat	immense	mad	ornament
damp	essence	govem	improve	mail	outline
dance	essential	grace	inform	male	overcome
dare	evil	gradual	informal	manage	pack
deaf	exact	grain	informally	map	pad
debt	examining	gram	inn	mat	pain
decay	excellent	grammar	inquire	match	pair
deceive	excess	grand	insect	meal	pale
decrease	excite	grass	inside	meantime	pan
deed	excuse	grateful	instant	meanwhile	parcel
deer	explode	grave	instrument	meat	pardon
defend	explore	gray	insult	mechanic	parent
delay	extra	grease	insure	medicine	park
delicate	extraordinary	greet	intend	melt	passage
delight	extreme	grind	interfere	mend	passenger
deliver	fade	guard	international	merchant	paste
descend	faint		interrupt	mercy	path

TEACHING VOCABULARY: STRATEGIES AND TECHNIQUES

patient	pump	rub	slide	suspicion	treat
patriotic	punctual	rubber	slight	swallow	tremble
pattern	punish	rubbish	slip	swear	tribe
pause	pupil	rude	slope	sweat	tick
paw	pure	rug	slow	sweep	tip
pearl	purple	ruin	smell	swell	trunk
peculiar	push	rush	smoke	swim	tube
pen	puzzle	rust	smooth	swing	tune
pencil	qualify	sacred	snake	sympathy	twist
penny	quarrel	sacrifice	soap	tail	typical
perfect	quart	sad	sock	tailor	ugly
perform	quick	saddle	soil	tall	umbrella
permanent	quiet	sake	solemn	tame	uncle
persuade	rabbit	salary	solid	tap	universe
pet	radio	sample	solve	taste	upper
photograph	rail	sand	sore		upright
pick	rain	satisfy	sorry	taxi	upset
pig	rake	sauce	soup	telegraph	upward
pigeon	rapid	saucer	sour	telephone	urge
pile	rare	saws	sow	temper	vain
pin	rat	scale	spade	temperature	veil
pinch	raw	scatter	spare	tempt	verb
pink	ray	scent	spell	tend	verse
pint	razor	scissors	spill	tender	violent
pipe	recommend	scold	spin	tent	vowel
pity	refer	scorn	spit	terrible	voyage
plane	reflect	scrape	splendid	thank	waist
plaster	refresh	scratch	split	theater	wake
plate	regret	screen	spoil	thick	wander
plenty	regular	screw	spoon	thief	warm
plough	rejoice	search	sport	thin	warn
plural	relieve	seed	staff	thirst	wash
pocket	remedy	seize	stain	thorn	waste
poem	remind	seldom	stairs	thorough	wax
poison	rent	self	stamp	thread	weak
police	repair	sentence	steady	threat	weapon
polish	repeat	severe	steal	throat	weather
polite	replace	sew	steam	thumb	weave
pool	reproduce	shade	steep	thunder	weed
postpone	reputation	shallow	steer	ticket	weigh
pot	request	shame	stem	tide	wet
pour	rescue	sharp	stick	tidy	wheat
powder	resign	shave	stiff	tie	wheel
practical	resist	sheep	sting	tight	whip
practise	responsible	sheet	stir	tin	whisper
praise	restaurant	shelf	stocking	tip	whistle
pray	retire	shell	stomach	tire	wicked
preach	revenge	shelter	storm	title	widow
precious	review	shield	stove	tobacco	wine
prefer	reward	shirt	straight	toe	wing
prejudice	ribbon	shock	strap	tomorrow	
preserve	rice	shoe	straw	tongue	wife
pretend	rid	shop	stretch	tonight	witness
pride	ripe	shout	strict	tool	wool
priest	risk	shower	string	tooth	worm
print	rival	shut	strip	tough	worry
prison	roar	sick	stripe	tour	worse
prize	roast	signal	stuff	towel	worship
probable	rob	silk	stupid	tower	wrap
procession	rod	sincere	suck	toy	wreck
profession	roof	sink	sudden	track	wrist
program	root	skill	sugar	translate	yard
prompt	rope	skin	suit	trap	yellow
pronounce	rot	skirt	supper	tray	zero
proud	row	slave	suspect	treasure	

Source : *Advanced Reading Power* (2007)

(Adapted from Michael West, *A General Service List of English Words*. London: Longman. 1936/1953. Available at <http://www.lextutor.ca>)

The next strategy is keeping a vocabulary notebook. If we write down new words we come across in a notebook (it is best to use a tiny notebook that we can bring everywhere) or in a note on our smartphone, we will learn vocabulary easier. It may enable learners to access words easily. Learners tend to be familiar with words they have previously learned when all of their words are in one location. Besides, being close to a dictionary also provides ease in comprehending the new words. A dictionary gives us a lot of additional information about a word in addition to its definition. The writer always has a variety of dictionary softwares in her smartphone; from English to English translation, or English to Indonesian translation and vice versa. Dictionary provides information about the word's part of speech (noun, verb, adjective, etc.), pronunciation, and syllable division. Frequently, a sample sentence is also provided. As the development of technology, we are provided a wide range of platforms to learn vocabulary much easier, a lot of easy- downloadable vocabulary games and practices just from the tips of our fingers.

Next, what about collaborating reading and vocabulary? According to Mikulecky and Jeffries (2007) in their chapter 'Learning New Words from Your Reading', there are a few steps to be acknowledged to acquire more diction from our reading:

- a. Read extensively. Studies have indicated that we need to come across a word frequently in order to learn it. The more context a word appears in, the more familiar it becomes to us. Reading a lot is the finest approach to become more familiar with words and understand their usage.
- b. Engage in active thinking when working with a new word. It is insufficient to merely notice the term and check up its meaning. We must utilize the word analytically and in both writing and speaking.

- c. Take note of a new word's usage. We will have a better chance of remembering a word if we pay close attention to the context and highlight the sentence that contains it.

By following the strategy above, it will make it easier for us to enrich vocabulary especially when reading. Thus, another way that can be applied as a teacher to learners in the classroom who are (yet) not too enthusiastic about reading, is by implementing a Reading Marathon. Reading marathon is an attempt to get students accustomed to reading by giving them the freedom to choose the genre of reading but with a commitment to complete their respective reading. This method is expected to keep students reading consistently without having to bind them to heavy reading burdens. The example of the worksheet can be seen below:

READING MARATHON – WEEKLY REVIEW

Title :
Author :
Publisher :
Year :
Paperback/Hardback/Online:
Fiction / Non-Fiction :
Genre :

Number of Pages :
Number of Chapter :

Currently at (what chapter) :

Your favorite quotation at the moment :

Do you enjoy the book? :

Plot summary (based on your current read):

Reading marathon makes it possible for learners to keep up to their reading pace while enjoying the story. The learners even may put their favorite quotation on the line, the words they find most meaningful. However, if in the middle of the reading they find the content do not suit them, they are allowed to switch to another book. J.K. Rowling, the author of Harry Potter series has once said, "If you do not like reading, you have not found the right book". In conclusion, the learner has to find their own reason to reading by exploring which book will become their favorite book.

4.4 Vocabulary Translation in Reading

Translation is valued as one of the techniques to be included in improving learners' proficiency, especially reading and writing. As the development of language learning strategies in educational research getting more advanced, translation is considered not suitable anymore to support learners' experience in language since it is part of Grammar Translation Method. There are two main reasons why this has occurred in educational research. The first reason given was that it would be better if learners tried to learn to think as native speakers, not as first language speakers. Second, it would take too much time to translate all vocabulary to the first language. That is why the direct approach has been very popular in language learning. Direct approach requires learners to speak by promoting fluency, without transferring one language into another. In this case, translation can be considered inappropriate to be applied in the field of language learning, especially in this era.

However, if we take a look at it from the learners' perspective, vocabulary translation plays an important part and is closely related to learning. There are some reasons behind this issue. First, if we ask learners about the purpose of their learning (especially English), it will be varied from

one to another. Some say they want to learn how to communicate, some say they just want to pass their tests, some say they just need to learn because their parents ask them to do so. Learning language is sometimes underestimated by the learners, because they think it is much easier than learning science or social studies. As a result, not all of them choose to learn seriously about language. If we take a look at speaking skills, a few of them want to implement language only in classroom, and they prefer studying language in order to understand the meaning of certain terms, so that afterward, they will be able to use the vocabulary in their first language. It is clear that applying the direct approach seems rather difficult, because it requires learners to speak directly with less attention given to accuracy. It is quite challenging to apply in all grades of study, especially for those who are rarely exposed to English materials in reading. Vocabulary translation is considered to be one alternative, an initial effort for learners to understand language before they move on to direct approach.

Related to the language requirement test like TOEFL, IELTS, PTE, etc which are still unfamiliar for many learners (especially in Indonesia), learners find the questions given quite difficult, especially for reading, if they do not commonly interact with English materials. Sometimes, these learners find that English is highly difficult to study, and what they need to achieve is just the *means of text*, not the *means of communication*. It is clear that if learners find some text, it will force them to understand such terms and the questions that come across to their mind was, "What is it about?", "How can we understand it quickly?", "How can we produce the sentences?" Learners find these concepts hard to understand without any translation. How can they do the exercises if they fail to interpret the questions themselves?

The demands of learning foreign languages have created an assumption from learners that it is not merely about understanding by oneself, but also about the effectiveness in meaning- delivery. When the non- English speakers watch English movies or shows, we cannot expect them to be able to interpret what they have known since they will find a lot of unfamiliar vocabulary. In this case, they need interpreters to help them understand the utterances.

Learning environment also plays an important role. Perhaps that is the reason why most parents tend to send their children to additional English course to learn the foreign language effectively aside of their formal institutions. Learning language should be habitual that needs practice over and over. If learners use language in the classroom, or even in school with their teacher or friends, they might use language well, but after they go home, what they find are their parents, their brothers or sisters who might not use the language. With less attention paid to translation, learners feel as if learning language is only environmental- based, suitable to be applied in an English community, not in other communities where people still speak the native language.

To conclude, it seems that vocabulary translation should not be underestimated by both teacher and learners, because it has a significant role from learners' perspective, either in reading or speaking. Translation can also act as an initial effort before moving forward to another approach. Communicative approach, for instance, requires higher lever of thinking, because learners have to stay away from the dictionary. Meanwhile, some learners are still relying upon dictionary. It is clear that learning language is best if we use a hand grip of "learning in native speaker way," although in certain conditions, to apply this kind of activity needs a community that really supports learners to build the learning atmosphere everywhere, not only in the classroom. So, not all traditional approach is out of date. Like translation approach, for example, is like letting the learners

taking the smaller paths or alleys in a journey before going out to the long winded road in the highways.

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CHAPTER 5

VOCABULARY ASSESSMENT AND FEEDBACK

By Samsudin

5.1 Introduction to Vocabulary Assessment

Vocabulary assessment is one of the crucial components in the language learning and teaching process. Vocabulary assessment is a set of methods and techniques used to measure language learners' knowledge, understanding, and ability to use words. The main purpose of this assessment is to evaluate the extent to which students have mastered the target vocabulary, identified their strengths and weaknesses, and provided useful information for planning further instruction. Vocabulary assessment focuses not only on the number of words known, but also on the depth of understanding, including meaning, usage, and relationships between words.

The importance of vocabulary assessment in language learning cannot be underestimated. Firstly, vocabulary is the foundation of language skills; without adequate vocabulary mastery, learners will experience difficulties in listening, speaking, reading, and writing. Secondly, vocabulary assessment provides educators with valuable insights into students' language development, enabling them to adjust teaching strategies and learning materials. Thirdly, for learners, the results of vocabulary assessment can be a motivation and guide for self-learning, helping them to identify areas for improvement. Finally, in a broader context, vocabulary assessment contributes to a

better understanding of the second language acquisition process, which in turn can inform educational policy and curriculum development.

5.1.1 Definition and Purpose of Vocabulary Assessment

Vocabulary assessment is an evaluation process carried out to measure how much and how well a person understands and can use words in a language. According to Schmitt et al. (2021), vocabulary assessment plays an important role in improving overall language ability. This assessment covers various aspects such as word recognition, understanding of meaning, use in the right context, and the ability to produce those words in daily communication. The use of written tests, oral tests, and observation in real communication contexts are some of the commonly used methods in vocabulary assessment. These assessments not only cover individual word recognition and comprehension but also look at how the words are used in sentences and wider discourse. The main purpose of vocabulary assessment is to determine the level of vocabulary possessed by learners and to provide an overview of their overall language ability. Thus, vocabulary assessment serves as an important benchmark in determining the extent to which learners can communicate effectively in the target language. Research indicates a strong correlation between vocabulary size and language proficiency (Gu & Johnson, 1996). Strategies focused on vocabulary retention are more closely associated with vocabulary size rather than English proficiency (Gu & Johnson, 1996). Vocabulary skills are crucial for language acquisition, underscoring the importance of vocabulary assessment tools in the early identification of children at risk for language difficulties (Schaefer et al., 2015).

Early vocabulary knowledge and processing speed in children have been found to significantly predict performance on standardized tests of language and

cognition later in life (Hurtado et al., 2008). Scholars emphasize the critical role of vocabulary in all language skills, including listening, speaking, reading, and writing (Simatupang, 2021). Vocabulary is a vital component of language proficiency, enabling learners to effectively utilize the four language skills (Thanh & Huan, 2012).

Vocabulary assessment also helps in determining the appropriate level of difficulty of materials for learners, ensuring that the materials provided are appropriate for their abilities. In addition, vocabulary assessment also aims to identify areas that need to be improved or strengthened in language learning. By knowing which words have been mastered and which ones still need to be learned, educators can design more effective and targeted learning strategies. For example, if the assessment shows that learners are struggling with certain vocabulary words that are important for understanding academic texts, educators can provide additional practice or focus on those words in subsequent lessons.

Vocabulary assessment also serves as a measuring tool to evaluate the success of language learning programs, so that adjustments and improvements can be made as needed (Gu & Johnson, 1996; Chandran & Hashim, 2021; Fengyu, 2023). By regularly monitoring learners' vocabulary development, educators can assess the effectiveness of the teaching methods used and make necessary changes to improve learning outcomes. In addition, vocabulary assessment can provide valuable feedback to learners themselves, helping them realize the progress they have made and the areas that still need improvement. This can increase their motivation and engagement in the language learning process.

5.1.2 The Importance of Vocabulary Assessment in Language Learning

While vocabulary assessment does play a crucial role in language learning, its relationship with language proficiency is more complex and nuanced than simply acting as a basic indicator (Uchihara & Clenton, 2018). While vocabulary knowledge contributes significantly to language competence and literacy development (Mijan, 2023; Ying, 2023), it is important to consider that this relationship is multidimensional and influenced by various contextual and individual factors. The argument that a lack of adequate vocabulary can hinder sentence and context comprehension (Aljadani, 2020) needs to be evaluated more critically; linguistic comprehension involves complex interactions between vocabulary, grammatical structure, background knowledge, and inference strategies, which cannot always be reduced to a matter of vocabulary alone.

Although vocabulary acquisition is often considered an important starting point in learning a language (Mifta, 2021), this view tends to oversimplify the language acquisition process which is more holistic. An approach that focuses too much on vocabulary risks neglecting other important aspects such as pragmatics, metacognitive awareness, and sociolinguistic skills. Moreover, the effectiveness of vocabulary assessment in predicting overall language proficiency may vary depending on the learning context, communicative goals, and individual learner characteristics. In this context, it is important to consider that vocabulary assessment, while useful, should not be seen as the sole or even primary measure of language proficiency. A more comprehensive and integrated approach to language assessment, which considers the dynamic interaction between various linguistic and non-linguistic components, may better reflect the true complexity of language proficiency.

Research has indeed shown that vocabulary has a central position in language learning and is strongly correlated with future educational attainment (Bosma et al., 2022). However, this relationship needs to be seen in a broader and more complex context. While vocabulary is often considered a strong predictor of academic success, it is important to understand that other factors such as socio-economic background, quality of education, and intrinsic motivation also play a significant role in determining long-term educational outcomes.

Pascual et al. (2022) emphasize the role of vocabulary as the foundation for all language skills - reading, writing, speaking, and listening. While this argument has a strong foundation, it is important to recognize that the relationship between vocabulary and other language skills is reciprocal and dynamic. For example, while a strong vocabulary can improve reading comprehension, extensive reading experiences can also expand vocabulary. Similarly, while an extensive vocabulary can facilitate oral production, engagement in meaningful conversations can also enrich a learner's lexical repertoire.

Kumar (2024) highlights the importance of vocabulary acquisition in improving language skills and communicative competence. However, it should be noted that communicative competence involves more than just lexical knowledge. It includes an understanding of sociolinguistic norms, the ability to use language pragmatically, and skills in managing discourse. Therefore, while vocabulary is indeed important, an excessive focus on vocabulary acquisition without considering other communicative aspects may result in learners with extensive vocabulary but limited ability to use language effectively in diverse social contexts.

Furthermore, it is important to consider individual and contextual variations in the role vocabulary plays in language learning. Factors such as learning style, learning

strategies, and specific communicative goals can influence the extent to which vocabulary acquisition contributes to overall language learning success. For example, a learner aiming to read academic literature may benefit more from an intensive focus on academic vocabulary compared to someone learning a language primarily for everyday communication.

In the context of language assessment, while vocabulary tests can provide valuable insights into learners' lexical knowledge, they may not always reflect learners' ability to use that vocabulary effectively in authentic communication. Therefore, a more holistic assessment approach, which combines vocabulary evaluation with the assessment of productive and receptive skills in meaningful contexts, may be more accurate in depicting learners' overall language competence.

5.2 Types and Methods of Vocabulary Assessment

Vocabulary assessment serves not only as a tool to measure word knowledge but also as a mechanism to understand how learners process, store, and use lexical information in various communicative contexts. Given the complexity and multidimensionality of vocabulary knowledge, which includes aspects such as form, meaning, usage, and word association, vocabulary assessment has evolved into various types with different purposes and methodologies.

5.2.1 Diagnostic Assessment

Diagnostic assessments are designed to identify students' specific strengths and weaknesses in vocabulary acquisition. These assessments help in understanding students' vocabulary knowledge, decoding abilities, visual word recognition, and reading comprehension skills

(Ouellette, 2006). The main purpose is to determine the current level of vocabulary knowledge and identify areas that need special attention. By gaining an initial picture of students' vocabulary understanding, educators can design more effective teaching strategies that cater to students' individual needs, ensuring that each student gets the support they need to thrive.

Diagnostic assessments have some key characteristics that make them different from other types of assessments. Firstly, these assessments are usually conducted at the beginning of a learning period or before starting a new unit. Second, diagnostic assessments focus on identifying gaps in knowledge and skills. Thirdly, diagnostic assessments provide detailed information on areas that need improvement. Fourth, diagnostic assessments are used to plan interventions or targeted teaching.

To identify students' strengths and weaknesses in vocabulary acquisition, various diagnostic assessment methods can be used. Firstly, the Vocabulary Knowledge Scale (VKS). In this method, students rate their level of knowledge of specific words using a scale, for example, from "I have never seen this word before" to "I can use this word in a sentence". This scale gives an idea of the student's level of vocabulary mastery and the areas that need more attention.

Second, the Word Associates Test. In this test, students are asked to identify words that are paradigmatically or syntagmatically related to the target word, which tests the depth of their vocabulary knowledge. This test helps educators understand how well students recognize relationships between words and concepts. Third, the Definition Test. Students are asked to provide definitions or synonyms for a set of target words, demonstrating their understanding of the meaning of the word. This test not only measures basic vocabulary knowledge but also students'

ability to accurately articulate word meanings. Finally, the Contextual Usage Test. In this test, students are given the target words and asked to use them in sentences that demonstrate their understanding of proper word usage in context. This test evaluates students' ability to apply their vocabulary knowledge in real and relevant situations.

5.2.2 Formative Assessment

Formative assessment is an ongoing process conducted during learning to monitor student progress and provide feedback that can be used to improve teaching and learning. Its main purpose is to identify areas where students need additional help and adjust teaching strategies in real time. As such, formative assessment serves not only as an evaluation tool but also as an integral part of the learning process that helps direct and improve the course of instruction.

Formative assessment has several key characteristics that distinguish it from other forms of assessment. Firstly, formative assessment is conducted on a regular and continuous basis throughout the learning process. This allows educators to get a more accurate picture of student progress over time and make necessary adjustments on time. Secondly, it focuses on the learning process, not just the result. This means that its main purpose is to support students' development and identify steps that can be taken to improve their understanding and skills. Third, formative assessment provides immediate feedback to students and teachers. This feedback is constructive and specific, so students can know clearly what they have mastered, and which areas still need improvement. Fourthly, formative assessment can be customized and modified based on student needs. This flexibility allows educators to use a variety of assessment strategies and tools that are most effective for supporting each student's learning.

To improve vocabulary acquisition, various formative assessment methods can be used. One example is the Vocabulary Bingo game. In this game, students are given bingo cards with target words. The teacher then reads out the definition or uses the word in a sentence, and students mark the corresponding word on their cards. This game is not only fun but also helps students remember and understand new words interactively.

Another example is Exit Tickets, where at the end of the lesson, students are asked to write three new words they learned that day along with their definitions. This method provides an opportunity for students to reflect on their learning and for the teacher to evaluate students' understanding of the material taught. Finally, the Think-Pair-Share technique is also effective in formative assessment of vocabulary. In this activity, students are given a new word and asked to think of its definition on their own, then discuss it with a partner, and finally share it with the class. This process encourages collaborative discussion and deepens students' understanding of new words.

5.2.3 Summative Assessment

Summative assessments are conducted at the end of a learning unit, semester, or school year to measure students' achievement of the set learning objectives. Its main purpose is to evaluate the extent to which students have mastered the material taught and provide a comprehensive picture of their academic progress over a given period. These assessments are often used to award grades or certifications, thus having a significant impact on a student's academic track record.

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In the context of vocabulary learning, various summative assessment methods can be used to measure students' mastery of the vocabulary they have learned. Among the tests that can be used are firstly multiple-choice tests. In this test, students are given a series of questions where they have to choose the right definition or synonym for the target words. Secondly, the cloze test. This test assesses students' ability to recognize and use words in the appropriate context. In addition, the Vocabulary Production Test is also an effective method. In this test, students are asked to write an essay or paragraph using several target words that have been learned over a certain period. This test evaluates students' ability to integrate and apply vocabulary in their writing. Lastly, the association test. In this test, students are given a stimulus word and asked to write or select semantically related words. This test assesses students' understanding of the relationship between words and their ability to connect different concepts.

5.3 Vocabulary Assessment Criteria

Vocabulary assessment is an important component of language teaching and learning. Measuring a person's vocabulary helps in understanding the extent to which they

can communicate effectively in the target language. Vocabulary assessment criteria include three main aspects: vocabulary breadth, vocabulary depth, and contextual usage. Each of these aspects provides a different but complementary view of an individual's vocabulary ability.

5.3.1 Vocabulary Breadth

Vocabulary size refers to the number of words known by a language learner, both in terms of understanding and ability to use the words in everyday communication. The more extensive a person's vocabulary, the more words they understand and can use in various contexts, both spoken and written. Vocabulary breadth assessment is usually done through word recognition tests or word frequency tests, which are designed to measure the number of words known by a learner in the target language. An example of an instrument often used to assess vocabulary breadth is the Vocabulary Size Test, which measures how many common words a learner knows. The test usually includes words of various frequency levels, ranging from very common words to words that are rarely used. It aims to provide a comprehensive picture of the extent to which learners are exposed to and understand vocabulary in the target language.

For example, in an extensive vocabulary test, participants may be given a list of words with varying degrees of frequency. They are then asked to identify whether they know the meaning of each word. For example, participants may come across words such as "apple", "run", "extraordinary" and "perplexed". These words were chosen to reflect different levels of difficulty and frequency of use in everyday language. The word "apple" is probably recognized by almost all language learners, as it is a very common and frequently used word. "Run" is also a common word, but it has several meanings depending on the context. "Extraordinary" is a more complex word and may be less

familiar to learners with a more limited vocabulary. Meanwhile, "perplexed" is an example of a word that is used less frequently and may only be recognized by learners with a very extensive vocabulary.

5.3.2 Vocabulary Depth

Vocabulary depth refers to how well a person knows the words they recognize, including a deep understanding of different aspects of the word. This involves a deep understanding of various dimensions of the word, such as the relationship between form and meaning, word morphology, word association, and other indicators of vocabulary depth (Chen & Zhang, 2023; Moinzadeh & Moslehpour, 2012). Other research shows that depth of vocabulary knowledge, which includes the ability to define words orally and understand multiple meanings, is strongly related to reading comprehension (Ouellette, 2006; Farvardin & Koosha, 2011).

Vocabulary depth assessments are usually more complex than vocabulary breadth assessments as they involve a deeper understanding of the relationships between words and their meanings. These assessments often require tests designed to evaluate different aspects of word knowledge. One frequently used instrument is the associative test, where participants are asked to write synonyms or antonyms of a given word, as well as provide common collocations related to the word. In addition, these tests can also include sentence completion tasks, where participants must choose the most appropriate word to fill the gap in the sentence, based on the given context. Definition and context explanation tests are also frequently used, asking participants to provide a definition of a word or explain its meaning in a given context.

For example, for the word "bright", participants may be asked to identify whether the word can mean "luminous", "intelligent", or "bright" depending on the context. In addition, they may also be asked to indicate common collocations, such as "bright idea" or "bright future". In this case, participants must not only know the basic meaning of the word "bright", but must also understand how the word is used in various contexts and combinations with other words.

Vocabulary depth tests can also involve tasks such as completing a sentence with the correct word or explaining the difference in meaning between two similar words. For example, participants may be asked to explain the difference between "bright" and "brilliant", or between "bright" and "shiny". This helps to assess how well they understand the nuances of the meaning and usage of the words.

5.3.3 Contextual Usage

Contextual usage measures a person's ability to use words they recognize in appropriate situations, which is an important aspect of language proficiency. It involves a deep understanding of how context affects the meaning of words and the ability to choose the right word based on a particular situation. Assessment of contextual use is often done through language production tasks, such as writing essays, speaking in simulated situations, or through cloze tests where participants have to fill in the missing words in a text based on the given context. For example, one of the contextualized usage assessment instruments is an essay writing task. In this test, participants may be asked to write an essay on a specific topic, such as "The Impact of Technology on Education". In this essay, the examiner will assess whether the participant can use appropriate and relevant vocabulary according to the context of the given topic. Words such as "innovation", "accessibility", "digitalization", and "transformation" should be used

appropriately in the context of a discussion on technology and education.

Another example is a speaking task in a simulated situation, where participants are asked to talk about their experiences at work or school. The examiner will assess the use of vocabulary in the context of everyday conversation, seeing if the participant can choose words appropriate to different situations and audiences. For example, in a simulated job interview, participants would need to use formal and professional vocabulary such as "experience", "competence" and "aspiration", while in a simulated casual conversation with friends, the use of more informal words such as "hangout", "chill" or "cool" may be more appropriate.

The cloze test is also an effective tool for assessing contextual usage. In this test, participants are given a text with some words omitted, and they have to fill in the missing words based on the given context. For example, in the sentence "The ____ of the project was a great success," participants may have to choose between the words "completion," "end," or "finalization" to properly complete the sentence according to the context of the entire text.

5.4 Feedback in Vocabulary Assessment

Feedback in vocabulary assessment is crucial for the learning process and the improvement of language skills. Research has shown that dynamic assessment strategies, which involve continuous feedback, self-regulated learning, and personalized guidance, are effective in enhancing critical reading skills and vocabulary comprehension (Abidin, 2023). These strategies allow learners to actively engage with new words, understand their usage in different contexts, and make connections between known and unknown vocabulary. Accurate vocabulary assessment and effective feedback mechanisms are essential for students to

master vocabulary (Fengyu, 2023). This mastery is facilitated by providing timely and specific feedback that helps students recognize their strengths and areas for improvement. Providing evaluative feedback, such as right/wrong feedback, impacts various components of vocabulary learning, including phonological and semantic processes (Krishnan et al., 2018). Such feedback helps learners refine their pronunciation, understand word meanings more deeply, and use words accurately in context. The delivery of feedback in language learning significantly influences students' vocabulary acquisition (Mifta, 2021). Effective feedback not only guides students in correcting their errors but also motivates them to engage more deeply with the learning material, fostering a more robust and nuanced understanding of the language.

Teachers often encounter challenges in providing immediate feedback to students due to the time-consuming nature of designing assessment items, reviewing test questions, and analyzing results (Shi & Feng, 2020). This process requires meticulous attention to detail and significant time investment, which can delay the delivery of feedback that students need to improve their language skills. Nevertheless, vocabulary assessment can offer valuable feedback to both teachers and students, aiding in the improvement of language learning (Zhao & Wu, 2020). When properly implemented, these assessments can provide insights into students' strengths and weaknesses, guiding instructional strategies and targeted interventions.

Additionally, feedback from learners on vocabulary self-assessment instruments can offer insights for enhancing the assessment system (Haug & Ebling, 2019). Learner feedback is crucial as it can highlight areas where assessments may not be accurately capturing students' vocabulary knowledge or where the format might be confusing. This feedback loop allows for continuous

improvement of assessment tools, ensuring they remain relevant and effective.

Current vocabulary assessment methods have been criticized for providing limited feedback to teachers and students, leading to suboptimal feedback effectiveness (Lu, 2020). Traditional assessments often focus on right or wrong answers without offering detailed explanations or context, which limits their usefulness in guiding future learning. To address this, there is a need for more dynamic and informative feedback mechanisms that can offer specific suggestions for improvement. Incorporating technology, such as automated feedback systems and adaptive testing platforms, can help streamline the process, making it possible to deliver timely and detailed feedback. By enhancing the feedback quality, both teachers and students can better understand vocabulary learning progress and make more informed decisions about instructional strategies and learning activities.

5.4.1 Strategies for Effective Feedback

Feedback is an essential element in the learning process, and employing specific and contextualized feedback strategies has been identified as particularly effective (Norcini, 2010). Research suggests that combining multimodal feedback with terminal feedback, tailored to individual preferences and skill levels, can enhance learning outcomes (Sigrist et al., 2013). Moreover, incorporating positive elements in feedback strategies has been shown to improve effectiveness and reduce perceived risks compared to solely negative feedback approaches (Lizzio et al., 2008).

Effective feedback practices often involve individually tailored, computerized feedback reports rather than large staff meetings, which are considered less effective (Hysong et al., 2021). Additionally, feedback strategies that consider gender differences, such as providing feedback in context,

can help reduce negative affective reactions and improve learning outcomes (Lizzio et al., 2003). Formative assessment and feedback strategies are fundamental in promoting effective learning and instruction (Narciss et al., 2020). Studies indicate that feedback interventions, when accompanied by active or passive interventions, can be more effective, highlighting the importance of comparing different feedback strategies (Boogaard et al., 2018). Augmented feedback that explicitly provides relevant information to enhance performance is highly effective (Sigrist et al., 2012). Furthermore, feedback provided in elaborative, adaptive, and personalized forms can significantly impact learning outcomes (Murphy, 2010).

Formative feedback, characterized by being non-valuative, supportive, timely, and specific, is considered essential for effective learning (Shute, 2008). Feedback targeting text comprehension has been shown to improve students' application of reading strategies and their ability to transfer these skills to new tasks (Swart et al., 2022). Effective feedback delivery and reception are crucial for learners to achieve their educational milestones (Algiraigri, 2014).

5.4.2 The Role of Technology in Feedback

In the digital age, technology has become a tireless teacher's assistant in providing feedback, bringing faster, more efficient, and more personalized solutions to language learners. Technology not only helps in delivering feedback but also in customizing and enriching the vocabulary learning process, as described as follows: Firstly, ***Adaptive Learning Apps***: Like a personal tutor on standby, this app customizes feedback based on individual student performance. It uses algorithms to analyze data from the user's activities and provides exercises tailored to their needs. Example: The Duolingo app uses algorithms to identify words that are frequently misused by users and

provides additional practice for those words. If a learner constantly misuses the word "complicated", the app will offer more practice and context of use for the word, ensuring that the learner can understand and remember it better.

Secondly, ***the Automated Checking System***: Acting like a meticulous editor, this system can detect errors and suggest corrections in real time. These systems use AI and machine learning technologies to recognize error patterns and offer relevant corrections. Example: Grammarly not only corrects spelling mistakes but also suggests more appropriate synonyms and provides explanations for better word choices. For example, if a learner writes "good" in a formal context, Grammarly might suggest "excellent" or "outstanding" and explain why these words are more appropriate in that context. In addition, Grammarly can provide feedback on sentence structure, grammar, and even the tone of the writing, helping learners improve their writing overall.

Thirdly, ***an Interactive Platform***: Creates a responsive virtual learning environment, where feedback becomes an integral part of the learning experience. This platform allows learners to interact with learning materials and receive instant feedback that encourages active engagement and motivation. Example: In language learning games like Memrise, players get instant feedback in the form of points and badges, which increases motivation and vocabulary retention. When players complete exercises or challenges correctly, they are rewarded with points and badges, which provide a sense of achievement and encourage them to continue learning. Additionally, platforms like Quizlet Live allow learners to compete in teams to answer vocabulary questions, with immediate feedback on their answers, which helps reinforce learning through gamification.

Fourth, ***Video and Integrated Learning Platforms***: Video technology and learning platforms such as Google Classroom and Microsoft Teams allow teachers to provide immediate and personalized feedback through video commentary or written notes. Teachers can record videos that explain the correct use of words, give examples in different contexts, and provide more personalized and in-depth feedback. For example, a tutor can provide video feedback showing how an essay could be improved by using more synonyms and structuring sentences more effectively.

Finally, **Chatbots and Virtual Assistants**: These chatbots leverage advanced artificial intelligence techniques (Kohnke et al., 2023). They are utilized for various language learning activities, including conversation practice, answering language-related questions, conducting assessments, and offering feedback (Huang et al., 2021). These chatbots can detect errors in vocabulary usage and provide immediate advice, helping learners correct their mistakes on the spot. For example, if a learner uses an inappropriate word in a simulated conversation, the chatbot can suggest a more appropriate alternative and explain why.

5.5 Analysis and Interpretation of Vocabulary Assessment Results

Dissecting vocabulary assessment results is like being a linguistic detective. We don't just look at the numbers but also uncover the story behind every word learned every mistake made, and every progress made. This process of analysis and interpretation is crucial to understanding students' overall language ability and giving them the right direction in their learning. With a systematic approach, teachers can dig deeper into the assessment results, using the data as a tool to design more effective teaching strategies.

5.5.1 Data Analysis Technique

Data analysis in vocabulary assessment is not simply counting correct and incorrect answers. It is a process of knitting together threads of information into a full fabric of knowledge about students' language skills. Several techniques can be used in data analysis: First, ***Quantitative Analysis***: This process is similar to seeing the forest from a height, providing a big picture of overall performance. For example, in a vocabulary test with 100 words, a student correctly answers 75 words, which means they mastered 75% of the vocabulary tested. However, a more in-depth quantitative analysis can provide further insights. For example, we can see the difficulty distribution of the correct words, where 40 are basic level words, 25 are intermediate level, and 10 are advanced level. In addition, patterns of errors can be identified, such as if out of 25 incorrect words, 15 are words related to the field of technology. This suggests that students may need more practice in field-specific vocabulary. Comparisons over time can also be made, where this score shows a 15% improvement from the previous test conducted three months ago, giving an idea of the student's progress over time.

Second, ***Qualitative Analysis***: In contrast to quantitative analysis, qualitative analysis focuses on a deeper understanding of a student's specific strengths and weaknesses. It is like examining every tree in the forest. For example, in an essay writing task, if a student uses the word "fun" repeatedly to describe a range of positive experiences, a qualitative analysis would note limited variation in the use of the vocabulary. Although the word is used appropriately, indicating good basic understanding, there is clear potential for development. Students could be introduced to more diverse words, such as "exhilarating," "mesmerizing," or "enthraling," to enrich their expressions.

Finally, **Error Analysis**: By conducting error analysis, teachers can identify patterns of frequent errors, providing clues on the direction of learning required. It's like studying footprints on the forest floor. For example, in multiple-choice tests, many students choose "borrow" instead of "lend" in the sentence "He ___ his book to me." In this analysis, we can identify the problem that students have difficulty distinguishing between verbs that indicate the giver and receiver of actions. There may be interference from the students' mother tongue which does not distinguish between these two concepts. The recommendation is that there needs to be a special emphasis on verb pairs like this in future lessons, to ensure students understand the difference in meaning and usage.

5.5.2 Interpretation of Vocabulary Assessment Results

Interpreting scores is not just about determining "pass" or "fail." It is the art of translating numbers into actionable insights, paving the way toward linguistic improvement and growth. Various aspects of score interpretation need to be considered, namely First, **Progress Mapping**: This is like tracking an explorer's journey through a vast vocabulary territory. For example, if a student shows the following pattern of scores in a monthly vocabulary test: 65%, 68%, 75%, 74%, 82%, then we can interpret a positive trend with consistent improvement over time, indicating that the learning method is effective. However, a plateau or slight decline in the fourth month may signal the need for variation in learning materials or methods. Meanwhile, a significant jump in the final month could be a sign of an "aha moment" in understanding or a particularly effective learning strategy that has been implemented by the student.

Second, **Strength and Weakness Analysis**: Identifying a student's strengths and weaknesses is akin to

mapping the terrain in one's language journey, helping to pinpoint the easy paths and the steep ones. For example, in a comprehensive assessment, a student shows the following profile: Passive Vocabulary (Comprehension): 85%, Active Vocabulary (Usage): 70%, General Field Vocabulary: 80%, Academic Field Vocabulary: 65%. From this, we can interpret that students have a strong comprehension and a good general vocabulary base, but also see areas of development needed, especially in activating passive vocabulary and expanding academic vocabulary. This could be a signal that students need more practice in language production and exposure to academic texts.

Finally, Contextual Interpretation: Understanding the context in which students are located provides a more complete picture of their progress. It's like understanding the position of an explorer based not only on his coordinates but also on his surroundings. For example, if a new immigrant student achieves a score of 60% on a standardized vocabulary test, contextual analysis shows that, given that the student has only been learning the target language for six months, this score signifies tremendous progress. While it may be below the regular class average, it may be above average for a group of second-language learners. At the current pace of learning, the student is expected to reach a level of fluency equivalent to that of a native speaker within the next 2-3 years.

5.6 Challenges and Solutions in Vocabulary Assessment

Vocabulary assessment is not a straight path without obstacles. Vocabulary assessment poses several challenges that must be addressed to ensure its effectiveness. The existing literature highlights various aspects contributing to the complexity of vocabulary assessment. Pearson et al. (2007) argue that vocabulary assessment has been primarily

driven by tradition, convenience, and psychometric standards rather than a clear conceptualization of its nature and its relation to reading comprehension. This lack of theoretical underpinning can impede the development of robust assessment tools that accurately measure vocabulary knowledge. Parker et al. (2020) stress the significance of vocabulary assessment approaches that not only guide instructional decision-making but also are sensitive to improvement over time. This underscores the necessity for dynamic assessment tools that can adapt to students' progress and offer meaningful feedback for instruction.

The challenges often faced by teachers in vocabulary assessment are validity and reliability. Validity is the extent to which an assessment measures what it is supposed to measure. Reliability relates to the consistency of assessment results over time or between assessors. In the context of vocabulary assessment, validity and reliability are significant challenges, as highlighted in various studies. Various studies have emphasized the importance of validity in vocabulary assessment (Ouellette, 2006; Parker et al., 2020; Schmitt et al., 2001; Weisleder et al., 2022). Validity in vocabulary assessment pertains to the degree to which a test measures the intended constructs, specifically the breadth and depth of an individual's vocabulary knowledge. Ensuring the validity of vocabulary assessment tools is essential for making well-informed decisions regarding individuals' language proficiency and learning progress.

Then, other researchers have raised concerns about the reliability and validity of vocabulary tests that utilize meaning-recognition formats, advocating for the adoption of meaning-recall vocabulary tests to enhance reliability and validity (Ha, 2022). The field of vocabulary assessment has been criticized for being driven by tradition, convenience, and psychometric standards rather than a clear conceptualization of its nature and its relationship with reading comprehension (Pearson et al., 2007). Despite the

widespread use of the Vocabulary Levels Test in language assessment and research, concerns have been raised about its lack of proper validation (Schmitt et al., 2001).

One critical factor influencing the validity of vocabulary assessment is the test format employed. Vocabulary tests utilizing meaning-recognition formats have faced criticism for their reliability and validity, leading researchers to advocate for the use of meaning-recall vocabulary tests, believed to offer enhanced reliability and validity (Ouellette, 2006). The choice of test format can significantly impact the outcomes of vocabulary assessments and subsequent interpretations of individuals' vocabulary knowledge. Therefore, researchers and test developers must carefully consider the test format to bolster the validity of vocabulary assessments.

To address these validity issues, it has been emphasized that vocabulary assessment tools need to meet higher standards and requirements to ensure their validity (Sabag-Shushan et al., 2023 & Parker et al., 2020). Researchers have also stressed the importance of developing vocabulary assessment instruments that align with educational measurement theory to guarantee their psychometric qualities (Khong, 2024). Furthermore, there is a call for more rigorous test development and validation in the field of vocabulary assessment to enhance the quality of tests (Schmitt et al., 2019).

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CHAPTER 6

TECHNOLOGY AND VOCABULARY TEACHING

By Nindya Juwita Utimadini

6.1 Technology in EFL Classrooms: How Technology Boost Vocabulary Learning

Technology isn't just a novelty in the EFL classroom; it's a powerful catalyst for deeper learning, engaging experiences, and ultimately, greater language proficiency. By embracing the current digital revolution, educators can equip their students with the skills that urgent to be aquired to thrive in a diverse and interconnected world.

The English classroom is undergoing a digital transformation, driven by the potential of technology to revolutionize vocabulary acquisition and language proficiency. This shift marks a move from static textbooks to a dynamic, engaging environment fueled by fun tools. Technology does reshapes the EFL landscape as it provided language learners with Immersive Learning Environments, Personalized Learning Pathways, Authentic Language Immersion, and Collaborative Learning Communities.

Immersive learning enviroments is proven by the existence of many application, sources that allow learners to experience the real use of the target language by creating digital stories and participating in virtual conversation. Further, Personalised Learning Pathways is possible as technology enables presonalized and adaptive learning by

providing individual with sources and limitless time. Students can access resources like online dictionaries, interactive exercises, and language learning platforms that dynamically adjust according to their progress, ensuring they're neither bored nor overwhelmed (as referenced in Alemi, 2016)

Additionally, technology broke down the gap and invite the student to become global citizen. Thus, students can dive into videos, podcasts, and online articles, immersing themselves in real-life contexts and cultural nuances of the target language. Lastly, technology opens Collaborative Learning by allow users to connect to one another. This collaborative approach not only strengthens vocabulary acquisition but also develops essential communication and teamwork skills. To sum the integration of technology in the classroom would innovate methodology, approach to finally improve the learning quality of vocabulary. As claimed by Wang and Pellicer-Sánchez (2022) that the technology that integrated to the classroom can revolutionize the way vocabulary is taught and acquired.

6.2 Innovative Tools for Teaching Vocabulary to EFL Students

Innovative tools for teaching vocabulary to EFL students are continuously being developed with the advancement of technology. Many reseraxher and education practitioner believe that the tools should be able to provide interactive and immersive learning experiences. It is aimed to cater to different learning styles and preferences.

Some examples of innovative tools for teaching vocabulary to EFL students include:

6.2.1. Vocabulary Offline apps and Online App Platforms:

These tools offer a wide range of vocabulary exercises, games, flashcards, and quizzes to help EFL students practice and reinforce their vocabulary knowledge. These tools allow learner to learn at their own pace and focus on each need of individuals. Hence, it can be concluded that the current Online and Offline app offers language learner access and personalization for their vocabulary learning, The current platform that are most used by the language learner are Anki, Memrise, and Duolingo. Further, Alemi (2016) claimed that the current AI-powered language learning platform has the potential for adapting the learning styles and offering the real-time feedback.

6.2.2. Immersive Learning with VR and AR

These tools offer an engaging experience by transporting students to virtual contexts. Thus, it can foster memorable and engaging vocabulary learning. Tüzün et al.(2009) foresee the rise of AR-based games for engaging practice, while Hartfill et al., (2020) envisions VR simulations for contextualized vocabulary acquisition.

6.2.3. Interactive Games and Simulations

These tools offer engaging activities by providing educational simulation. These tools also promote active learning as student participate in simulation. Games can also increase students' motivation in learning vocabulary. Egbert (2005) suggests using gamification elements in the teaching and learning activities which were conventional.

6.2.4. AI-Powered Chatbots and Language Partners

These tools allow learner to engage in authentic conversation practice in target language. The Chatbots aid the language learner with the direct feedback. Additionally, the feedback is personalized for each user. Alsadoon (2021)

explores the potential of chatbots for personalized practice, while Yip and Kwan (2006) emphasize the importance of authentic language exposure.

6.2.5. Collaborative Tools and Social Learning

These tools offer language learner to mingle in global communication without gap. Thus, the technology allows language learner to delve into many topics of conversation and discussion. The platform that is popular among students are Padlet and Miro. These tools enable collaborative vocabulary projects and discussions, encouraging peer learning and knowledge sharing. Wichadee and Pattanapichet (2018) observed positive impacts of technology on collaborative learning, while Dr. R. Dörnyei (2009) stresses the importance of learner autonomy that can be addressed with the engagement in technology integration.

6.3 The Impact of Digital Resources on EFL Vocabulary Acquisition

While traditional methods have their place, the digital revolution is transforming EFL vocabulary acquisition, leaving a significant impact on learners' proficiency. Many experts claimed that the benefits of digital resources on the EFL Vocabulary Acquisition includes;

1. **Boosting Retention and Long-Term Memory:**
Digital platform allows learner to experience interactive exercises and games in which can help learner to be more engaged and can strengthen memory consolidation. Further the special feature like spaced repetition systems (SRS) in vocabulary apps, can aid learner in reviewing words at certain optimal that can boost long-term memorization. Multimedia that involves audio, and videos, enhances memory

retention as there are multiple sensory cues about the vocabulary learnt.

Fadhilawati, Ulum and Rachmawati (2022) carry out Classroom Action Research implementing procedures: Planning, Action, Observation, and Reflection to see students vocabulary achievement planting through the Memrise and Quizlet. Thus, it is concluded that the Vocabulary skill of these students increased.

2. Expanding Vocabulary Breadth and Depth:

Digital tools offer access to vast repositories of vocabulary resources, including dictionaries, thesauruses, and corpora which leads learner to surf the wide range of words and their meanings.

Advanced search functionalities in digital dictionaries enables learners to delve into nuanced aspects of vocabulary. The features such as synonyms, antonyms, collocations, and usage examples can deepen the understanding of new vocabulary.

The current Language learning softwares support language learner with structured curricula that systematically introduce learners to new vocabulary while also reinforcing previously learned words. This facility facilitates both breadth and depth of vocabulary knowledge (Massoud).

3. Personalization and Tailored Learning:

Digital resources excel in personalizing the learning experience to cater to individual needs and learning styles. The technology allow learner to experience adaptive learning, easy control to learn specific area as well as personalized learning pace management.

For adaptive Learning it is undeniable that many platforms use adaptive algorithms that assess learner proficiency and adjust the difficulty and content based on their performance. This ensures learners are given tasks that fits their needs which means that the task neither overwhelmed nor under-stimulated. Further,

learners can personalize their learning journeys by focusing on specific vocabulary areas relevant to their goals (e.g., business English, academic vocabulary).

At the end, digital tools allow learners to progress at their own pace. Digital tools allow the learner to revisit challenging concepts or accelerating through familiar ones. This empowers learners to take control of their vocabulary development. These benefits offered by the technology is proven to faster vocabulary acquisition (Utimadini, Sudarsono and Salam, 2015; Alsadoon, 2021; Sukmawati et al., 2022; Hartfill et al., 2020)

4. Engaging and Immersive Experiences:

Digital resources accelerate memorization by creating engaging and immersive experiences that enhance vocabulary acquisition. The meaning of engaging and immersive experience are due to the fact that digital resources has offer interactive activities, authentic materials and the current *hot potato* in education “gamification” approach.

The digital resources differs from printed texts, besides giving animation now Games, quizzes, and simulations exists. These resources provide a fun and interactive way to practice new vocabulary in a context-rich environment. Learner active participation can promotes deeper learning and engagement. The sources also an authentic Materials as it exposed Foreign/Second language Learner to real-world content like news articles, videos, and social media posts allows learners to encounter vocabulary in its natural context, improving comprehension and retention. Lastly, the integration of game mechanics like points, badges, and leaderboards motivates learners and fosters a sense of accomplishment, making vocabulary acquisition more enjoyable(Philippe *et al.*, 2020).

5. Developing Active Vocabulary:

While digital resources excel at building receptive vocabulary (understanding words and store in in the memory), they can also be instrumental in developing active vocabulary (using words productively). Active vocabulary means that the digital resources become a medium for language learner to activately combines words into a sentences and more. Digital resources offers many platforms that provide exercises requiring learners to use new vocabulary in their own sentences, promoting active recall and application.

To extend, there are also voice recognition tool that allow learners to practice pronunciation and receive feedback, improving their spoken vocabulary skills. The language learner can also eperience Collaborative Learning Features. There are some platforms that offer features like discussion forums and role-playing activities that encourage learners to use new vocabulary in a communicative context.

6.4 Strategies for Integrating Digital Resources into EFL Vocabulary Lessons: Insights from Experts

When effectively integrated, digital resources can enhance learning outcomes, cater to diverse learning styles, and create a more engaging and interactive learning environment. Integrating digital resources effectively into EFL vocabulary lessons requires careful planning and strategies.

Thus, there are some key five key strategies for integrating digital technology into lessons that has been pointed by researchers to be applied optimal results:

1. Choosing the Right Resource:

The foundation of successful technology integration lies in selecting the most appropriate digital resources that align with your learning objectives and

accommodate the student needs. There are some factors that need to be taken into account such as learning objectives, learner age and ability, content, and engagement and interactivity.

The chosen resources must ensure that the technology can directly support the knowledge, skills, or understanding of the lesson. Further, the technology tools must fit with student digital literacy. It is important to choose the most comfortable technology based on the student skill and ability in engaging with technology. All in all, the content also must be reliable and accurate. It is also important that the learner can participate in promoting the knowledge retention, so the resources must be engaging and interactive. **Benson and Chik (2011) recommend diversifying resources to cater to varied learning styles and preferences by utilizing a mix of apps, games, multimedia materials, and online platforms to keep students engaged.**

2. Scaffolding and Guided Learning:

Technology can be a powerful tool for scaffolding learning and providing targeted support to students. There are some ways to integrate these into lessons such as:

- a. Digital Tutorials: online tutorials or video lessons can be utilized to introduce new concepts or provide additional support to struggling learners.
- b. Interactive Activities: interactive activities like simulations, quizzes, or gamified exercises can be integrated to reinforce understanding and practice new skills in a safe environment.
- c. Differentiated Instruction: technology platforms offering adaptive learning functionalities can be leveraged to adjust lesson difficulty or personalize content based on individual student needs.

It is important to note that the instructions and guidance must be clear in introducing the task and in utilizing the new digital tool (Aleml, 2016) Lastsly Philippe et al., (2020) suggest that scaffolding can use structure activities and tasks and gradually decrease support as students gain confidence and proficiency.

3. Collaborative Learning and Interaction:

Digital tools can foster a collaborative learning environment this can be achieved by encouraging students to interact with each other and build communication skills. The digital tools have offer many tools such as:

- a. Discussion Forums where students can discuss concepts, share ideas, and learn from each other's perspectives by involving in online forums or chatrooms.
- b. Collaborative Projects which allow students to work together on projects, promoting teamwork and communication by utilizing online collaboration tools like shared documents or presentation platforms.
- c. Peer Review Activities where students can provide feedback on each other's work and fostering critical thinking and peer assessment skills by integrating online peer review features in the lesson.

4. Active Learning and Real-World Application:

Digital technology goes beyond passive learning by encouraging students to actively engage with the content and apply their knowledge to real-world situations by integrating interactive simulations, problem-solving activities, and project-based learning. There 3 can boost learner critical thinking and help students research, collaborate, and present projects

based on real-world problems or challenges in a safe and engaging way.

5. Assessment and Feedback:

Technology offers valuable tools for ongoing assessment and providing students with immediate feedback to track their progress and improve their learning. The automated grading features to assess student comprehension and provide immediate scores. Additionally, the students can get personalized feedback which enables them to reflect on their learning and identifying areas for improvement.

To conclude, strategically integrating digital resources and applying expert-driven strategies, the educator can create engaging and effective EFL vocabulary lessons that empower students to learn and retain new words with confidence and proficiency.

6.5 Emerging Technologies: A New Frontier in EFL Vocabulary Teaching

While we explored the broad strokes of how experts view emerging technologies in EFL vocabulary teaching and learning, it is important to get to know the specific examples and future directions as we welcomed new technology of AI, VR and AR, and Game-based Learning.

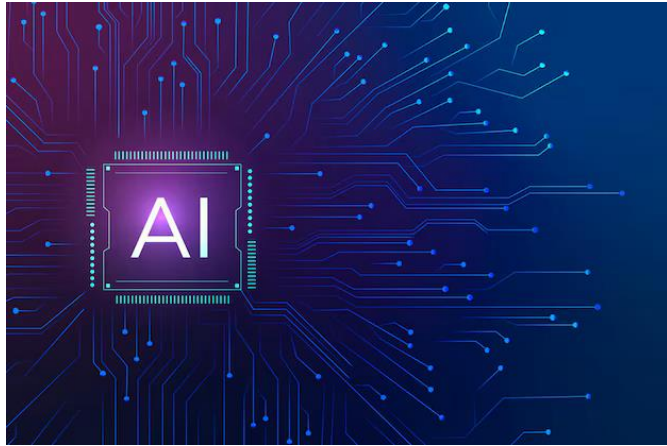


Figure 6. 1. AI Technology

Emerging technologies are not a replacement for traditional teaching methods, but rather powerful tools that can enhance and complement classroom instruction. As these technologies continue to evolve, educators have an exciting role to play in exploring their potential and integrating them effectively into their teaching practices. However it is important to look into challenges which includes equal accessibility for all learner, equal training skill and opportunity for teacher and educators, and the awareness of ethical consideration (data privacy, responsible use of technology, and potential biases).

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CHAPTER 7

RESEARCH AND TRENDS IN VOCABULARY TEACHING

By Mika Andika

7.1 Introduction

Vocabulary is one of the first aspects that is very important to master when learning English. This is because vocabulary supports four language skills such as listening, speaking, reading, and writing. Apart from that, vocabulary does not have rules or formulas like grammar. In listening, when we listen to a conversation or hear a song in English, we will easily know what we are hearing. This is because we already know the vocabulary. Likewise with speaking, in expressing or conveying something, we need a number of vocabulary words that we can choose from. In the reading process, understanding vocabulary also plays an important role in understanding each word used in a sentence. And in writing, when writing we can use several vocabulary words to produce a sentence.

Vocabulary is a list of words, and each word has its meaning or significance. Introduction to vocabulary can be given from an early age to train children's memory. Without knowledge or mastery of vocabulary, students cannot communicate either verbally or in writing in English. This was conveyed by Masita Maya (2020) that vocabulary is an important element in learning English in delivering or receiving messages that are conveyed effectively. Generally, vocabulary is divided into two aspects, namely active

vocabulary and passive vocabulary. Passive vocabulary consists of words that students can recognize and understand when they occur in a context, but that they cannot produce or use correctly in a different context. This is different from active vocabulary, where students are able to communicate both speaking and writing with the correct vocabulary and are able to understand good sentence structure. (Behlol, 2011).

Apart from that, vocabulary contains two types of groups, namely function and content words. These function words are called grammatical words and content words are usually nouns, verbs, adjectives, and adverbs (Zulfikri, 2017). Apart from that, Zulfikri (2017) stated that the use of vocabulary when communicating is divided into two types, namely:

A. General vocabulary

General vocabulary is vocabulary that is used without field or user restrictions, so it can be used by anyone.

B. Special science vocabulary

Special scientific vocabulary is used in certain fields, especially in certain jobs or professions. For example politicians, doctors, chefs, lawyers, and so on. Certain jobs have a special vocabulary that is used in their life or work.

7.2 The Obstacles In Learning Vocabulary

English is a subject that can be studied from elementary school to college. The length of time spent studying English does not mean that all students in Indonesia master English. This is due to a lack of vocabulary mastery. The following are four difficulties experienced by students when learning English vocabulary, namely:

1. Difficulty in remembering

Remembering is one way to master vocabulary. Students must understand and remember English vocabulary well. When students have little vocabulary it will be very difficult for them to communicate with the person they are talking to. (Ng et al., 2022). Therefore, vocabulary is an important element that needs to be mastered when learning English.

2. Lack of learning media

Media is a tool used to convey messages (Bovee in Hujair, 2013). Therefore, learning media is a tool used in the learning process which functions to help or convey information to students in a more interesting way. Media in the learning process can be grouped into four large groups, namely audio media, visual media, audio-visual media and multimedia. The absence of media used in the learning process will create a boring learning atmosphere and make it difficult to recognize English vocabulary (Kuśnierek, 2016). The application of methods and supported by media in the learning process used by teachers will be able to attract students' interest in mastering vocabulary so that students are able to produce active vocabulary in English.

3. It's easy to give up

Learning English is an important component that makes students discouraged or afraid to develop their vocabulary skills (Surayya, 2023). So English is a difficult subject for students to master.

4. Lack of memorization management

Discipline through repetition is an effective strategy for memorizing vocabulary when studying English vocabulary. However, many students ignore all the vocabulary they have learned in the learning process (Susanto, 2017). This makes the vocabulary

learned easy to forget because there is no repetition or practice of communicating with the vocabulary they have memorized.

Teaching English vocabulary cannot be considered an easy job that anyone can do. Even though vocabulary is only a series of meaningful letters in a word (Yu, 2020), because it has different characteristics from other fields of science, a teacher needs to study and know the techniques for teaching vocabulary appropriately so that the expected learning objectives can be achieved. Furthermore, there are two techniques in teaching English vocabulary, namely teaching the form and teaching the meaning of the vocabulary (Dakhi & Fitria, 2019). The teacher needs to master this before providing teaching in the classroom. Apart from that, it is necessary to understand the pronunciation of English vocabulary correctly. Different pronunciations will change the meaning of a sentence.

Learning is a communication process between students, teachers, and teaching materials. Conventional learning methods that only focus on the teacher make students not interested in participating in class learning (Syaefani, 2020). To encourage students to be more interested in learning English, especially EFL vocabulary, teachers can introduce and develop teaching methods in class. The choice of method of learning will also influence the choice of learning media. When selecting media, you must also pay attention to the condition of the school and the characteristics of the students, so that the goals you want to achieve will be realized.

In today's technological era, the use of learning media will be able to increase students' learning motivation. Technology-based learning media is not just a tool, but is the main pillar in the transformation of modern education (Melati et al., 2023). This phenomenon brings significant changes, opening the door to a learning experience that is

more interactive and oriented towards technological developments. From one of the studies conducted by Ghavifekr (2016) with the title "Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools", it was concluded that technological communication can help teachers' needs during the classroom learning process, this is used to replace traditional teaching methods. with technology-based teaching tools and facilities. Teaching integrity using teaching media will help the effectiveness of teachers and students. This research shows that teacher preparation is well equipped. Technological tools and facilities are the main factors in the success of the learning process in schools.

7.3 Researchs In Vocabulary Teaching

Vocabulary is the most challenging aspect of communication for teachers when someone wants to start learning English. This is because a teacher must be able to provide a comfortable learning experience for students. Teachers must know what students want, what kind of learning method they want, and what media students need (Umami, 2023). If students are interested in learning English, it will be easier for teachers to train students' abilities. This is based on greater curiosity to master vocabulary. Interesting learning methods and assisted by learning media play a very important role in the learning process so that learning objectives are achieved well.

Various researchers, scholars and language teachers have conducted a lot of research to find out effective strategies for learning vocabulary in the technological era. The following are the results of research using technology and other learning media which can increase student learning motivation in the classroom;

a. Teaching Vocabulary using Blended Learning Method

This research was conducted by Masita (2020) which aims to describe the blended learning method in teaching vocabulary. Blended learning is a method that combines online digital media with traditional methods. This can be done by combining face-to-face classes with online teaching, by combining online lessons with e-learning activities. This research is a case study which aims to describe the blended learning method in teaching vocabulary. Data was collected using mixed methods by conducting observations and giving interviews to students during the teaching and learning process. The findings of this research were also analyzed using the quan-qual model known as a triangulation mixed methods design, quantitative and qualitative data were given equal weight and collected simultaneously during the research.

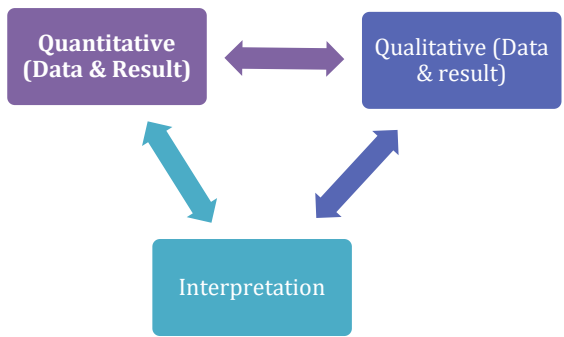


Figure 7. 1. Mixed Method Triangulation Design
(Gay, Mills, WAP (2012))

Based on the results of research that has been conducted, teaching vocabulary using blended learning can increase students' learning motivation and attract students to participate in the vocabulary learning

process in the classroom. Using this method helps them stay abreast of technological developments tailored to their situation and conditions. The application of the Plickers and Join Quizizz applications is able to attract students' interest to focus during the teaching and learning process. This is due to the attractive appearance of the application and this activity is the first activity carried out by students. The following are the results of observations in applying this method, namely:

Table 7. 1. Observation Results

No	Observation Indicator	Number of Students	Total Number of Students	Percentage
1.	Pay attention	25	30	83%
2.	Asked question	15	30	50%
3.	Write the material	24	30	80%
4.	Finished the assignment on the whiteboard	30	30	100%
5.	Finished the assignment by using Plickers	30	30	100%
6.	Finished the assignment by using Join Quizizz	30	30	100%

Source: Masita (2020)

This blended learning method is also able to increase students' vocabulary achievement. So this method needs to be applied by every teacher in school so that students are able to have a pleasant and effective learning experience.

b. The Implementation of HelloTalk Application in Teaching Vocabulary to Young Learners

This research was conducted by Nugroho et al (2021) which aims to determine the effectiveness of implementing the HelloTalk application in teaching vocabulary to students. This research uses a qualitative approach and applies triangulation to verify the data. The instruments used in this research were observation and conducting interviews with students.

HelloTalk is an application used to understand language comprehension which can give users access to communicate with native speakers in various countries. This application is very easy to use and has many features such as English time, Helloword, Hello English, translation, English dictionary, Amy, notepad and so on. Rivera (2017) said that the HelloTalk application is a foreign language learning community as well as the first global cultural exchange community that can connect directly with native speakers of other languages such as (English, Korean, Japanese, French, Spanish, German, Portuguese, Arabic and others) who can accessed for free. This application really supports students to communicate directly with native speakers.

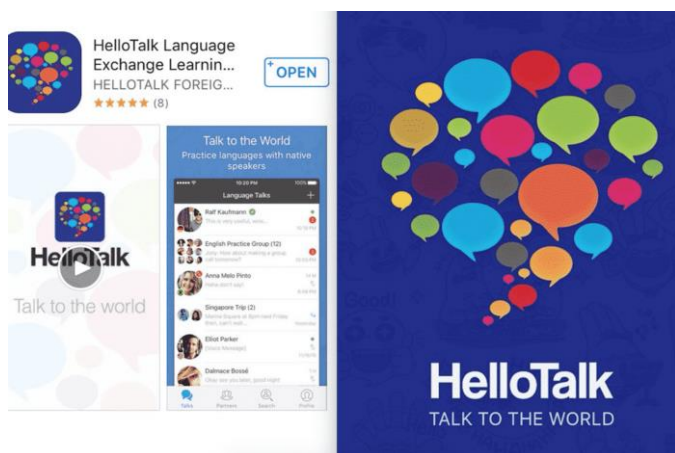


Figure 7. 2. HelloTalk App

Source: <https://www.hellotalk.com>

Based on the results of interviews with students regarding the advantages gained when implementing the HelloTalk application in learning English vocabulary, such as:

- a. Easy to use
- b. Having various features
- c. Time efficiency
- d. Easy to learn and remember the vocabulary
- e. Having an interesting learning experience

Apart from having advantages, this application also has weaknesses. Based on the results of interviews with students. There are several weaknesses when implementing the HelloTalk application, namely: internet connection, paid application, time limitation, application error, and limited mobile data. However, this application is very effective in learning English vocabulary. Based on the results of observations and interviews with students, it show that implementing the HelloTalk application can help students improve their vocabulary mastery. Although there are several obstacles they face, such as pronunciation and spelling. they are not yet fluent. However, this application is quite effective if applied in a school environment. This is because there are differences in students' ability to memorize before and after implementing the HelloTalk application in the learning process. Before using this application, students needed a long time to remember all the words correctly. This is different when applying the HelloTalk application during learning, students can memorize the vocabulary given more easily and

quickly. So it can be concluded that the HelloTalk application can be used by teachers in designing interactive vocabulary teaching and providing students with a pleasant learning experience as English is a Foreign Language.

c. Interactive Media Edpuzzle and Its Implementation in Teaching Vocabulary in the New Normal Era

Teaching vocabulary in the new normal era which is carried out online by a teacher is a challenge for them to provide effective learning, especially in vocabulary learning. Teachers must think creatively in creating a pleasant learning atmosphere. Teachers must also be able to understand the factors that become obstacles faced by students when learning vocabulary. Therefore, there is a need for interactive media to help students in the learning process. An interactive teaching and learning atmosphere is able to encourage interaction between student-teacher, student-student and computer-student, so that the combination of various media applied is able to make maximum use of students' senses of sight and hearing and the results will attract students' interest in learning in the classroom (Primamukti & Farozin , 2018).

One of these media is EdPuzzle. Edpuzzle is an application that can be used by teachers to create interesting learning material in the form of videos, videos can be taken from YouTube and other applications and then inserted into the Edpuzzle application (Amaliah, 2020). Apart from that, this application can also provide questions in the form of quizzes and can easily track who is watching the video.

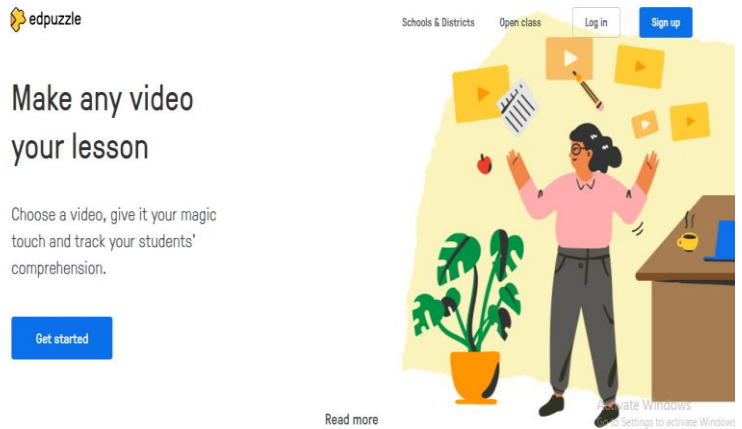


Figure 7. 3. EdPuzzle App

Source: <https://edpuzzle.com>

This is a reason for researchers to find out the effectiveness of the Edpuzzle application in learning. This research was conducted by Rahayu & Bhaskoro (2022) with the aim of describing the use of the Edpuzzle application in teaching vocabulary. This is motivated by the large number of students who experience difficulties in finding the right vocabulary to convey ideas. The subjects of this research were 8th-grade students at SMPN 2 Taman, totaling 33 students. All students in the class have special needs (deaf and speech impaired). So this becomes a big challenge for researchers in implementing this application in the classroom.

The application of the Edpuzzle application in vocabulary learning is divided into three stages, namely introduction, core activities and final activities. The application of this application was carried out

during 7 meetings with discussion topics about animals and humans. The results of this research show a change in students' learning interests. This is indicated by the enthusiasm of students in the learning process. Apart from that, there are changes in students' attitudes and feelings when participating in vocabulary learning using the Edpuzzle application. This can be seen from the results of the questionnaire analysis given to students. As many as 54% of students agreed regarding the application of the Edpuzzle application in the learning process. And around 42% of students strongly agree that the Edpuzzle application is an interactive medium for learning. This shows that Edpuzzle is an interactive media that creates a pleasant learning atmosphere, especially in vocabulary pronunciation.

d. The Use of Kahoot! Application to Teach English Vocabulary Learning in Rural Areas.

Vocabulary is the basic key for beginner students to master a foreign language. For EFL students, English is very difficult to master because it is not used in daily activities all the time. Therefore, there is a need for a strategy or media support for students so that they can easily memorize English vocabulary. One interactive media is the Kahoot! application. Kahoot! is one of the game-based learning platforms that is widely used by students. Starting from elementary school to tertiary level, use this application to increase student engagement and learning motivation.

The effectiveness of this application has been researched by Surayya et al, (2023) on class VIII students of MTs NWDI Lepak located on the island of East Lombok, Indonesia. The number of samples from this research was 30 students. This research uses a mix method where a pre-experimental design using one group pre-test and post-test is used to determine the

effectiveness of the Kahoot! in teaching English vocabulary. Data collection was carried out in two parts, namely multiple choice tests and interviews with students. The results of this research show that there are differences in pretest and posttest scores for students. This is illustrated in the following table:

Table 7. 2. Descriptive statistics of Pre-test and Post-test

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-test	30	16	60	35.07	12.15	147.51
Post-test	30	60	100	79.7	11.68	136.48
Valid N (listwise)	30					

Source: Surayya (2023)

Based on the results of the pre-test and post-test, it can be concluded that the application of the Kahoot! This is effective in teaching English vocabulary to eighth-grade students at MTs NWDI Lepak in the academic year 2021-2022. Implementation of the Kahoot! provide a positive impact that involves students and teachers during the teaching and learning process in the classroom. It was found that, there was competition between students in class, students' responses on the screen, quick questions asked, and loud applause given to their friends if they answered questions correctly. This indicates that Kahoot! Not only does it show performance in helping students understand English vocabulary easily, but this application makes the learning process in the classroom fun.

e. The Effect of Cue Card Media Towards Students' Vocabulary Mastery at The Eighth Grade of SMP IT Daarul Uzma Picung in Academic Years 2023/2024

The success of education does not only depend on students but teachers are required to be creative and skilled teachers by studying with students to find out students' behavior and learning styles. This aims to create the learning method that students want. In implementing learning methods, good media is needed to support the teaching and learning process in the classroom. However, the fact is that there are still many teachers who do not want to use learning media and only give assignments to students without any good interaction (Novia et al, 2024). This is an educational problem in Indonesia that cannot be resolved if a teacher is unable to change their mindset properly for the advancement of education in Indonesia.

Learning media is very important to help students acquire new concepts, skills, and competencies (Hasan et al, 2021). Many types of media can be used by educators in the teaching and learning process, but a teacher must be selective in choosing the type of learning media according to the learning objectives to be achieved. Cue cards are an effective medium that can be used in learning English vocabulary. The application of cue cards has been researched by Novia et al (2024) on "The effect of cue card media towards students' vocabulary mastery at the eighth grade of SMP IT Daarul Uzma Picung in academic years 2023/2024". This research aims to find out the effect of cue card media on increasing students' vocabulary mastery abilities. This research used quantitative methods with a total research sample of 42 students from VIII SMP IT Daarul Uzma Picung. The research sample was divided into 2 groups, namely the

experimental group and the control group. The experimental group will be treated with cue card media, while the control group will use flashcard media. The paragraph essay test was used to collect test data used in this research with the following steps; pre-test, treatment, and post-test. Based on the research results obtained, there was a significant increase in the experimental class treated with cue card media when compared with flashcard media. This is illustrated by the table below;

Table 7. 3. The Data of Descriptive Statistics

Class	N	Min	Max	Mean	Std. Deviation
Pre-test Experiment	21	53	75	66.90	5,691
Post-test Experiment	21	67	92	77.43	7,222
Pre-test Control	21	50	70	60.05	6,012
Post-test Control	21	53	80	69.52	8,698
Valid (listwise)	N 21				

(Source: Novia et al (2024))

Based on these data, it shows that cue card media is more effective in understanding English vocabulary compared to flashcards. Students were very enthusiastic about learning when researchers applied Cue Card media in the learning process in class, students were more active in talking by mentioning new vocabulary found on cue card images and collaborating well with their groups.

Based on some research carried out above, teachers can carry out English vocabulary learning by starting by paying attention to what things are most

needed by their students to improve their memory skills. Therefore, teachers must be creative and innovative in taking advantage of existing opportunities, especially in the use of learning media which can help teachers and students to create an atmosphere for more effective and efficient learning activities. Regarding this, teachers can utilize various media including visual, audio and audio-visual media and can utilize electronic learning media/learning applications. This aims to help increase student intelligence, students learning motivation, and create a comfortable and effective learning atmosphere. Thus, the expected learning objectives can be achieved well.

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