Seven Grade Students' Vocabulary Mastery Through the Use of a Vocabularies List in Online Learning

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Abstract

The goal of this study is to see how the vocabularies list technique can help students in class VII C at MTs Khazanah Kebajikan improve their vocabulary mastery. The goal of this study was to use the "Vocabularies List" technique to help students in class VII C improve their vocabulary mastery. Mixed Method research is used in this type of study, with quantitative data coming in the form of a percentage of students' vocabulary test scores, and qualitative data coming in the form of observation and direct and online interviews. The students' vocabulary mastery improved as a result of the vocabularies list technique, according to the findings. Students can understand and identify the meanings of English words. Students can gradually add new vocabulary, which will help them improve their English skills. The vocabulary arrangement is tailored to the student's material and designed to be as appealing as possible so that students are interested in learning it.

Keywords: *English, Vocabulary, Vocabulary list*

Introduction

In our daily lives, language is the most important communication tool. Speaking, writing, and other forms of communication are available. Because language is a window to the world and knowledge (Nur'Aini & Adhitama, 2015), language studies is a very important field of study. Language is a window to the world, through which people can gain knowledge of various cultures, social issues, and science. Language also allows people to communicate with one another. The goal of learning English is to improve oral and written communication skills. Listening, speaking, reading, and writing are the English language skills in question. The four skills form a unit that cannot be separated from one another, but can be distinguished from one another. Each skill is dependent on the others (Hinkel, 2006).

Vocabulary is defined by (Vocabulary & Like, 2005) as "the entire stock of words belonging to a branch of knowledge or known by an individual." In a broader sense, vocabulary encompasses not only word meanings, but also how a language's vocabulary is organized, how people use and store words, and the relationships between words, phrases, and categories of words. This suggests that vocabulary is more than just a list of words that we memorize and understand the meanings of, but also a process of putting these words together. The importance of vocabulary in learning a foreign language, particularly English, cannot be overstated. A person's vocabulary can be defined as a collection of words that they understand. (Herlina & Holandiyah, 2015). There are four ways to understand vocabulary, according to (Straková, 2015): 1) form, 2) pronunciation, 3) word meaning, and 4) usage. Learning the meaning of vocabulary and how it relates to the concept of material and other vocabulary is called word meaning. Learning how to use the vocabulary is referred to as

usage. Learning vocabulary, according to this explanation, entails learning a variety of different types of knowledge. This knowledge is not all-important to learn, especially for language learners at the beginner level.

Although the importance of vocabulary in language learning cannot be overstated, the phenomenon that occurs in MTs Khazanah Kebajikan class VII C students demonstrates that students' vocabulary mastery is still far from what is expected. Initial observations, interviews, and pretest results revealed that student mastery is still at a very low level. Students have trouble deciphering word meanings and pronouncing words in English. The ineffectiveness of teaching and adding vocabulary so far contributes to the low mastery of English vocabulary. In every online meeting, the teacher only focuses on providing material through books and only gives assignments. Furthermore, the vocabulary material chosen does not correspond to the needs of students. Another reason is that, because school learning is mostly online/online these days, teachers aren't paying as much attention to students' vocabulary mastery, and teachers haven't found or used media to help students expand and add to their English vocabulary. It is the responsibility of the teacher to deal with it. One of the factors that influences the quality of a student's education is the teacher (Yaacob et al., 2019).

'The teaching and learning process and student learning outcomes are largely determined by the role and competence of the teacher,' according to (Helmi, 2015). 'In relation to learning problems, teachers are expected to be able to find ways to overcome these problems.'Teachers must be more creative in the face of a pandemic like this, especially when teaching students online. Teachers must be able to create a variety of learning materials, simple learning strategies for online learning, and engaging and enjoyable learning media (Bozkurt & Sharma, 2020). In response to students' low vocabulary mastery, the Vocabularies List media is being used to help them improve their vocabulary mastery. The implementation of vocabulary instruction focuses on three key aspects: teaching the meaning, form, and application of words.

Students will be introduced to some new vocabulary based on their needs and the material to be taught in online/online learning activities during the stage of teaching the meaning of words. During this stage of online learning, the teacher will hold discussions with students in the Moodle application forum about the meaning of words or questions and answers about the vocabularies list chart images that have been uploaded in the Moodle application. During home visit activities at MTs Khazanah Kebajikan school during the stage of teaching word forms, students are asked to listen to how the teacher pronounces words and then follow. Students can look at pictures that the teacher has prepared in order to help them remember the vocabulary. Its goal is to help students remember words by using pictures and to teach them how to pronounce them correctly. Students can also learn to recognize forms by introducing them to grammatical information that usually precedes or follows the word.

Method

This study is a descriptive study. The findings of this study are intended to describe the conditions of student learning, the intensity with which the vocabulary list is used for learning, the obstacles encountered in using the vocabulary list, and the relationship between the intensity with which the vocabulary list is used for learning and student learning outcomes. This research conducted at MTs Khazanah Kebajikan Jakarta, with 33 students as sample in calss VII C odd semester, academic year of 2020/2021, which is located in South tanggerang.

Mixed research is a method of solving research problems that combines qualitative and quantitative research (Klassen et al., 2012). Mixed research methods, according to (Sugiyono 2016), are research methods that combine two qualitative and quantitative research methods in a research activity to obtain more comprehensive, valid, reliable, and objective data. As a result, mixed research methods can be defined as a research activity that combines qualitative and quantitative research methods to solve research problems with more comprehensive, valid, reliable, and objective data. In examining the research problem, mixed research yields more comprehensive facts. This is due to researchers' freedom to use any data collection tool they want, depending on the type of data they need. Quantitative and qualitative data collection tools are only limited to specific types of data collection tools (Creswell, 2012).

Results and Discussion

Tabel 1 The Results of before and after the student get treatment regarding language mastery using vocabulary list.

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No	Treatment	The number of students who succeed
1	Before treatment (Pre-Test)	11 Students (33%)
2	After treatment (Post-Test)	25 Students (75%)

The results showed that the increase in grades or percentages through post-test results resulted in an increase in students' vocabulary mastery. Only 33 percent of the students, or 11 students, worked and were able to answer the vocabulary questions that were tested in the pre-test during the first meeting, based on the results of the pre-test. At this meeting, some students are still having trouble writing English words, such as grandmother, grandfather, cousin, and so on. Furthermore, some students continue to have difficulty pronouncing English words.

The researchers gave new material at each meeting from the second to the fourth, but they still focused on the students' vocabulary mastery in each material, and they also started to design vocabularies lists that would be used to increase students' vocabulary in the family tree material. This vocabularies list media was created by the researcher and is designed to be as simple as possible while still being colorful and appealing to students to read and expand their vocabulary. The researchers would do a post-test on the Family Tree vocabulary material at the fifth meeting, after the researchers had uploaded the pictures of the vocabularies list media in the Moodle application and the students had downloaded and studied the media. At the sixth meeting, the researchers asked the students to study the vocabulary and pay attention to writing. a word in English

Post-test activities were carried out using a google form quiz at the sixth meeting. Only vocabulary related to the family tree material is covered in the post-test. There are six questions, two of which are multiple choice and one of which is a short essay. Students are tested on their ability to write English words using short essays. And, when compared to the results of the pre-test before the action, the results of the post-test at this meeting showed a significant improvement. The post-test results revealed that 75% of the students, or 25 students, correctly answered the quiz questions, and their ability to write English words improved.

The use of the vocabularies list media to teach vocabulary was successful at the end of the process through post-test activities. When compared to student responses during pre-test activities, student responses to online post-test quizzes increased. Students also saw an improvement in their ability to write English words. The vocabularies list facilitates the learning process. Through the use of vocabularies media, students become more interested in learning new words and expanding their vocabulary. Because researchers only provide vocabulary based on student needs and material, the process of learning vocabulary becomes easier.

Conclusion

The results of the study and the discussion that followed indicate that using the vocabularies list media improved the vocabulary mastery of class VII C students at MTs Khazanah Kebajikan. The learning process showed an increase in response and ability of students to understand the meaning of words, how to pronounce words, and write words in English from before to after the action. Because the preparation of vocabulary material is based on vocabulary principles, students believe that learning vocabulary is easier and more interesting. The material preparation that was done proved to be effective in aiding students in learning and memorizing vocabulary. Students are more interested in learning new vocabulary when using the vocabularies list media because the vocabularies list media are personalized and the vocabulary is chosen based on the students' abilities and needs. Students are also given assistance if they are having difficulties learning. Students' efforts are respected and valued, resulting in increased self-confidence and courage. Students are also more active in discussing in Moodle discussion forums and in asking questions about English vocabulary in discussion forums or via WhatsApp chat, ensuring that the learning process runs smoothly.

Acknowledgment

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