Vocabulary Assessment Strategy of English Teacher in Junior High School

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Abstract

In language learning, vocabulary mastery is very important comprehensive language learning strategy is needed. Vocabulary is all words contained in a language, students must know vocabulary to produce a sentence. Vocabulary is also a basic element for learning a language. The lack of vocabulary owned by students greatly affects student behavior in the learning process is one of the real challenges for teachers in developing learning strategies and methods so that students can understand and apply them in the learning process. Thus, the purpose of this study is to discover whether the strategies and methods that junior high school teachers use in learning English can improve students' vocabulary or not. The subjects analyzed in the study were English teachers in junior high school. This research uses a qualitative research approach with survey research design in the form of Google forms. The results of this study show that the teacher always use vocabulary in learning English for one semester, the learning resources they use are books, dictionaries and the internet, 80% of the teachers used multiple choice and essay types for questions about vocabulary, 70% of teachers used more than 10 test items to test vocabulary mastery in a meeting session, 80% of teachers agree that vocabulary learning can be combined with other learning materials in English, 70% of teachers always give assignments to students regarding vocabulary material, 80% of teachers use the learning media method for vocabulary learning, on average, teachers use 40% of vocabulary material in student exams. With strategies and methods used by teachers only 65% can achieve the target to add vocabulary to their students.

Keywords: Assessment, Strategy of vocabulary, Vocabulary

Introduction

English is an International language. Many people really want to learn English, especially in Indonesia. Just like learning any other language, learning English is also not only for adults, but ranging from early childhood to the highest level in education. English has four skills: speaking, reading, listening, and writing. Vocabulary is an important component that exists in the English language. Because, mastering all English language skills requires sufficient vocabulary. Hornby (ALQAHTANI, 2015). defined the mastery of vocabulary as complete knowledge or complete skill.

According to Vera (Nizar, n.d.),vocabulary has an important role in mastering English. Also by, Ghazal (Shadikah et al., 2017) indicates that vocabulary is central to language and is of great significance to language learners. Added, by "Fardhini (2005) states that vocabulary is one component of language that plays an important role in all language skills: listening, speaking, reading, and writing" (Kamali, 2014) Futher more, Nunan (Salam &Nurnisa, 2021) explains that vocabulary is a list of words in target language to be mastered as an initial competency. In addition, Szudarski (Salam &Nurnisa, 2021) highlights that 'words', 'vocabulary' and 'lexis' are examples of terms that are commonly used in the literature.Vocabulary can be defined as phrases taught   in   a overseas language. In short,   vocabulary   is   a aggregate of numerous letters that emerge as the words taught. Added, by (Wessels, 2011)believes that knowledge of vocabulary is important for students' academic success. Hatch and Brown (Bawawa, 2020), they say that "vocabulary is the basic or important part of building a language, plays a very basic role in terms of communication".

According to Fauziati (2010:61) vocabulary is central to language and critical importance to typical language learner (Handayani&Zaharani, 2021). The more vocabulary the student has, the easier it is for the student to understand the reading or communicate with others. Montgomery (2007) states that in order to be able to communicate in English, a person should master at least 2000 words (Putra &Wedhanti, 2019)Students will find it difficult to understand the content if they do not understand the words in the text or the words heard from others. Vocabulary is a component of language used to understand what is read and heard, and to improve all skills in English. According to Linse (2005), language consists of words. Vocabulary is the collection of words that an individual know (Hariyanto& Fariska,2019)

Based on this theory, vocabulary is essential for students to learn. Vocabulary is needed for communicate according to Huckin (1997: 5), Vocabulary as central to language and of critical importance to the typical language learner (H, 2015)However, as one of the important parts of learning a language, understanding vocabulary presents a variety of obstacles (Zhi-liang, 2010). Teaching vocabulary

isn't easy either, especially in junior high school. Because the lack of vocabulary that students have affects the behavior of the student's lack of understanding during the learning process.

As for mastering all skills in English, students should not be afraid to learn English. The fear faced by students, among others, feel unable to memorize vocabulary or the way teachers convey vocabulary-related materials that are too monotonous, so students feel bored or disinterested during the learning process. In this case, the teacher is challenged to develop teaching methods that will be carried out to attract the attention of students. (Wahyuningsih, 2018) states that limited exposures to exposures to English vocabularies is one of the issues that causes students' poor writing skill.

Vocabulary assessment stems from the development of early exams intelligence through Binet and Thurstone that had preceded formal steps of analyzing comprehension. the primary factor to do from analyzing vocabulary is that students are required to outline or provide an explanation for the chosen phrases as they may most probably be found in textbooks taught in colleges. In reading assessment tasks in archival vocabulary research, researchers first devise checks that check the understanding of sure words that have been taught in instructional interventions and to answer the question of what vocabulary tests can be measured, researchers looked at opinions of present studies, to analyze vocabulary tendencies inside the new NAEP evaluation.

The study aims to analyze how junior teachers teach vocabulary in school, how to make students more responsive in learning vocabulary through used learning resources such as books, dictionary, and the internet. In addition, this study also discusses the creativity of teachers in making vocabulary-related problems, learning methods used, and vocabulary targets obtained by students.

Formulation of the Research

1.   What strategies and methods do teachers take to improve students' vocabulary?
2.   What are the learning resources that teachers use to improve students' vocabulary?
3.   How many targets do students get in learning vocabulary?

Research Method

The approach used in this research is descriptive research with a qualitative approach. Jaya, I (2020) stated that qualitative research is a comprehensive study of an object, the research results are explained in the form of words obtained through valid data (Wulandari et al., 2021). Qualitative research emphasizes more on meaning than generalization. And, the data cannot be solved by statistical calculations. The reason for choosing this approach is to get an overview of

vocabulary learning by junior high school students. Kemmis and McTaggart, (1988:5) state that an approach is action research when it is collaborative, although it is important to recognize that group action research is achieved through critically examined individual group action. The subjects of this study were junior high school teachers. Data collection is done by distributing Google Forms via WhatsApp. The data analysis technique used is data presentation and drawing conclusion.

Result

This data obtained results from several junior high school teachers in Medan. This data proves that teacher teaching at junior high school has followed developments over time. According to Harmer (Dewi&Purwaningsih, 2019) said teachers use pictures or graphics taken through books, newspapers, and magazines or photography to facilitate learning. In the process of teaching and learning teachers not only have the source of books but also from the internet. Crystal (2010:20) states that every language in the world has thousands and thousands of words, and one of the jobs that language researchers do is collect them into books, called dictionaries (Rahayu&Riska, 2018). Learning resources are everything that can be used or utilized to facilitate the learning process. Learning resources, i.e. various sources in the form of data, people and certain forms that can be used by students in learning, both separately and combined to make it easier for students to achieve learning goals. And also the source can include messages, people, materials, equipment, techniques, and layouts. Thus, researchers argue that the way to teach junior high school teachers is very good in accordance with the results of this discussion and research.

The following table shows some data based on observations on google forms that show how much vocabulary learning is used.

Table 1.the result of observation

No	Name	Work Place	observer's answer
1	RoynalArdianta	Marcelline Private	50%
2	SiskaSelvianti	in Home	70%
3	Mora Ganda	Private Course	50%
4	VeronikaManalu	SMPS YadikaTambusai	80%
5	Three Debora T	SMPS YadikaTambusai	60%
6	SondangMarlina	SMP SwastaNurCahaya	70%
7	Irma Suryani	Private Course	80%

8	Marta Pardosi	SMPS YadikaTambusai	60%
9	MutiaraZein	SMP Panca Budi	35%
10	Emma Manulang	Marcelline Private	100%
	Average		**65%**

From the data above, the researchers took 10 teachers who teach junior high school students who come from different places. Some teach at home such as private courses and some teach in public tutoring places as well as those who teach in schools. The aim of the researcher is to find out various the way teachers teach both from the school environment and outside the school.

After researching through the distributed google form, the following results were obtained:
1. The teacher always uses vocabulary in learning English for 1semester.
2. The teacher has several learning resources that will be used in the learning process such as books, dictionaries and theinternet.
3. 80% of the teachers used multiple choice and essay types for questions about vocabulary.
4. 70% of teachers used more than 10 test items to test vocabulary mastery in a meeting session.
5. 80% of teachers agree that vocabulary learning can be combined with other learning materials inEnglish.
6. 70% of teachers always give assignments to students regarding vocabularymaterial.
7. 80% of teachers use the learning media method for vocabulary learning.
8. Out of 10 teachers, only 50% can reach the target for adding vocabulary to their students
9. On average, teachers use 65% of vocabulary material in student exams
10. The teacher also provides some input for prospective teachers who will teach vocabulary in English.

Grabe, Ward & Hyde, (2008) said that some other researchers claim that the performance of the memory of males and females has no difference (Safitri, 2021). From existing data, it shows that the strategies and methods used by teachers in English learning are less effective because only 65% of students can understand correctly and don't fit the target in English learning, especially vocabulary. Language learning techniques occur when children can assimilate the knowledge they have with new information. This system runs through the range of paying attention to a given stimulus, understanding the means by which the stimulus, storage and use of statistics are understood.

Disscussion

Based on the results, from a data analysis questionnaire, the researchers found that students lacked understanding in learning English vocabulary. Nation (1990) proposes that it is more important for teachers to teach learners strategies for dealing with words than to teach the words themselves (Amin, 2013). Only 50% of students were able to understand correctly and did not achieve targets in English vocabulary learning. The difficulty that often occurs in students in learning English vocabulary. students are less able to distinguish vocabulary in written and oral forms. In fact, the written and oral form is very different in english vocabulary learning. An example of student's error in vocabulary learning is vocabulary "book", in writing is "buk", in speaking is "buk". Students often equate written forms with oral forms, what they hear as well as what they write. Ghazal (2007) said that although learning vocabulary is a challenge for language learners Foreign, learners can use a variety of vocabulary learning strategies to overcome these challenges (Shadikah et al., 2017). And Blachowiez & Fisher, (2014) states that to help develop student word consciousness, teachers serve as mentors and role models (Blachowicz, 2015). Therefore, the strategies used in vocabulary learning are an important topic to discuss in the field of applied linguistics. In the context of classroom learning, one way to help learners acquire languages is to equip learners with a variety of vocabulary learning strategies and methods. Teachers should have interesting media, methods, or strategies for learning English especially in learning vocabulary so that they have an increased English vocabulary. Learning is essentially the process of interaction between learners and their environment, so that there is a change in behavior better (Yulianti, 2021). Change is called learning outcomes. The weakness of this study is that we did not give open-ended questions to teachers, as research subjects so that the answers obtained are also broader.

Conclusion

The research, entitled Vocabulary assessment strategy of English teachers in junior high school, uses qualitative methods. Researchers get answers from respondents in the form of Google, and analyze the data that has been obtained about the process and the way teachers teach that have been applied by teachers. After that the researchers verify again whether the data obtained is complete and in accordance with the object of the study studied. The purpose of the study was to find out whether the strategies and methods used by teachers in junior high school in English learning could improve students' vocabulary or not. The results of this study show that the teacher always use vocabulary in learning English for one semester, the learning resources they use are books, dictionaries and the internet, 80% of the teachers used multiple choice and essay types for questions about

vocabulary, 70% of teachers used more than 10 test items to test vocabulary mastery in a meeting session, 80% of teachers agree that vocabulary learning can be combined with other learning materials in English, 70% of teachers always give assignments to students regarding vocabulary material, 80% of teachers use the learning media method for vocabulary learning, on average, teachers use 40% of vocabulary material in student exams. With strategies and methods used by teachers only 65% can achieve the target to add vocabulary to their students. This is obtained from the results of vocabulary tests given by teachers to students. In this study we did not give open-ended questions to teachers, as research subjects.

The researcher's advice to the next researcher is to give open-ended questions to respondents so that the answers obtained are also broader, and the advice to teachers who are the subject of the study is to improve the strategies and teaching methods given in teaching vocabulary, for example by using games. This is useful for increasing students' interest and understanding in learning vocabulary

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