



EFL STUDENTS' VOCABULARY MASTERY THROUGH VOCABULARY NOTEBOOK DURING ONLINE LEARNING

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Abstract

Online learning is a teaching and learning activity using the internet network. This is the impact of the Covid 19 pandemic, which requires educators and students to carry out the teaching and learning process remotely with the aim of reducing the risk of spreading the virus from interactions in the classroom. In line with this situation, Vocabulary Notebook is a strategy that can be used by teachers in carrying out online teaching and learning activities, especially in mastering English vocabulary for EFL students. In order to see the effect of using Vocabulary Notebook on EFL students' English vocabulary, the researchers conducted this study with the aim to know the impact of Vocabulary Notebook on EFL students' vocabulary mastery during online learning. In this study, researchers have applied an experimental research method with a posttest only control group design. The population in this study was 84 EFL students where the researcher divided the 84 students into two groups as the sample, group A was 27 students as the experimental group, and group B was 27 students as the control group. Thus, the number of samples in this study was 54 students. Based on the findings, the average score of the experimental group was higher than the control group, where the average score of the experimental group was 65,926 while the average score of the control group was 56,741. Furthermore, based on data analysis, it is found that the t-test score was 2.607 which is higher than the t-table (1.675). It can be concluded that Vocabulary Notebook has positive results on EFL students' vocabulary mastery during online learning.

Keywords: Vocabulary mastery, Vocabulary notebook, and online learning

INTRODUCTION

The change in vocabulary learning from face-to-face learning to online learning which had never happened before at almost all levels of education during the COVID-19 outbreak, students faced a phase where they had a vocabulary learning situation that was very different from what they had encountered before. The COVID-19 outbreak has had an impact on changing learning patterns broadly from face-to-face learning to online learning with the aim of limiting individual social interactions to prevent the transmission of infectious diseases (Li et al., 2020; Wang et al., 2020) and this greatly affects student activities at school, student learning outcomes, and student achievement (Naji et al., 2020). Many educators are trying to arrange the vocabulary learning during online learning so that the vocabulary learning process does not stop as a result of the Covid-19 pandemic which forces each individual to have to protect himself and others, during the change from face-

to-face learning to online learning, various educators level compose and design the vocabulary learning to provide temporary access support to students in order to continue their education (Hodges et al., 2020). The very fast change from face-to-face learning to online learning of course has a bad impact not only on students but on educators as well, educators have very short and limited time to deal with technology that they never imagined they would use in teaching vocabulary.

It can be seen that teachers in Portugal, Poland, Turkey, and Iran face problems that they have never encountered before, how they are able to design the meetings, give the online materials, and provide feedback to students (Aşık et al., 2020). These educators do not have sufficient time to master technology in a very short time (Canals & Al-Rawashdeh, 2019; Taghizadeh & Hasani Yourdshahi, 2020), and they are very poor inexperience in how to conduct online learning (Jeong, 2017; Moser et al., 2021; Taghizadeh & Amirkhani, 2022). This clearly has a very significant impact on teacher and student interactions that are carried out online, which when viewed face-to-face learning is better than online learning (Mehall, 2020). Moreover, online learning also gives a special challenge for EFL students. The challenges that arise are related to the ability of students to have a good internet connection, get information quickly, and listen to the recordings of the material presented by the teacher. As a result of online learning, intensive communication between teacher and instructor has been disconnected due to a lack of interaction (Mather & Sarkans, 2018; Thor & Moreau, 2016; Travers, 2016).

To overcome the problems faced by educators and students in dealing with this learning phenomenon, many educators maximize themselves to be able to apply technology to facilitate teaching and learning activities (Kingsbury, 2021). Mastery of technology plays a very crucial role in the teaching and learning process, especially during the pandemic. This motivates students to be able to receive learning materials efficiently and productively (Thorne, 2003). The technology that supports the implementation of online learning is done using the internet network. The ease of applying technology is a good guarantee for educators and students in carrying out the teaching and learning process. Online teaching and learning activities can be done using devices such as mobile phones or laptops. Through these two devices, an educator is able to design sustainable online learning by utilizing social media, such as WhatsApp, Telegram, Instagram, or Zoom (Harnani, 2020).

However, during online learning, vocabulary is one of the language components that have to be mastered by students in learning a foreign language. Since the knowledge of word meaning is essential in both the expressive and receptive aspects of language, vocabulary will give a good contribution to the other skills like reading, writing, speaking, and listening. According to Renandya & Richards (2002: 255) vocabulary is a core component of English that supports language proficiency and makes the basis for mastering skills in English speaking, listening, reading, and writing. It is thought-about to be principal as a basis for learning a language. Students who learn English need to master vocabulary words, it is the most important thing because without vocabulary we difficult to express the idea in language. Moreover, vocabulary is very critical, because without mastery of vocabulary, learning a language will not run well. Thus, nothing can be conveyed without mastery of vocabulary (Thornbury, 2002:13).

A learner can be said to be able to speak a language well if he/she is able to speak using vocabulary that is appropriate to the context no matter how well he/she mastered the grammar, how successfully foreign sounds like a native speaker, without suitable words to express more precise meanings. There is some definition of vocabulary that are stated by

some experts, they are: Linse (2005: 121) said that vocabulary is the collocation of words that an individual knows. So, language is arranged by so many words and phrases. Generally, vocabulary is the knowledge of the meaning of words, according to Thornbury (2002: 25) vocabulary is a language component that gives information or explanation in language terms. In addition, Hiebert & Kamil (2005: 3) said that vocabulary is knowledge about the meaning of words. This can be interpreted that vocabulary is something that must be understood in the use of language. Besides that, vocabulary is also a word that has a sound that contains a meaning that becomes an inseparable whole. In learning four language skills, namely; speaking, listening, reading, and writing, vocabulary is the most important part for a student in language learning, and vocabulary mastery will always be improved for students to improve language mastery skills. So it can be said that vocabulary is the basis of language learning. So, language will not be formed without vocabulary.

Nation (2005: 20) stated two types of vocabulary, the first one is receptive vocabulary and the second one is productive vocabulary. Receptive vocabulary is the word that can be recognized based on the sound of that word and what it looks like. While productive vocabulary is a word that is not only correct in using grammatical patterns but can also be written, spelled, and even spoken. In addition, Gorrel and Laird (1964) say there are four basic vocabulary items, namely; (a. Speaking vocabulary, is vocabulary that begins with the listening process which then becomes a spoken vocabulary, b) Reading vocabulary, is vocabulary where people can know and use the vocabulary that has little possibility to be used to speak. c) Writing vocabulary, this vocabulary is the vocabulary for speaking. d) Acquaintance vocabulary, is vocabulary that includes speaking vocabulary, reading vocabulary, and writing vocabulary, including a number of words that have been seen or heard before but cannot remember, so it is usually done by guessing the meaning contextually. Based on the types of vocabulary above, it is clear that vocabulary items have to be learned from the simple type to the difficult one. Furthermore, according to Pinter (2006) teachers are advised to teach vocabulary with good planning with vocabulary presentations that allow everything to be taught properly.

English teachers in Indonesia know very well that English as a foreign language requires good vocabulary mastery. They know that their students have to learn to master hundreds or even thousands of vocabularies to be like native speakers. Fortunately, the need for vocabulary is one that teachers and students agree on (Allen, 1983: 1). Mastery of vocabulary is the main key to developing students' skills in a language such as listening, speaking, reading, and writing, besides, it is also needed to form an idea, opinion, and even response to what is expressed by others. For example in reading activities, students find difficulties in understanding the idea of the text when they do not know the words' meaning in the text. Likewise in speaking activities, they will have problems with how to express their ideas because of the limited vocabulary they master. Good vocabulary mastery helps someone understand the language because essentially vocabulary consists of words that form a meaning. Wallace (1982) says that vocabulary is the fundamental component of a language because when language users are going to convey information, speakers need several words to arrange words so that they become ideas. Thus, the recipient of the information can understand the meaning of the ideas conveyed by the speaker. This happens when a learner learns a foreign language, the first thing they must master is vocabulary.

Each word has a different meaning, even though they have the same meaning, but this is what students must learn so that they can use the vocabulary properly. According to Thornbury (2002: 13) no information or message will be conveyed without vocabulary.

Besides, Hiebert & Kamil (2005: 3) say that vocabulary is the knowledge that discusses the meaning of words. In addition, Ur (1996: 60) says that vocabulary is words that are taught in a foreign language, this means that every student who learns a foreign language is obliged to learn vocabulary to support learning the foreign language so that students are able to use the vocabulary in communicating. Moreover, Lado in Mardianawati (2012: 11) there are 5 very important aspects that must be mastered by students in learning vocabulary, namely: pronunciation, spelling, meaning, word classes, and word use.

The teacher then should find an efficient way in the implementation of the teaching-learning process during online learning. This heavily means to make the student readily and so that they could gain the main objectives of the teaching. This is a special formula that can be used as a solution to achieve the target to be achieved. In teaching vocabulary, a teacher also will be aware of some principles. Harmer (1991:154) says that the problem of teaching vocabulary is choosing the right words to teach. Furthermore, he also said that the extent to which the vocabulary was taught and how often it was taught was the more scientific criteria that had been used.

Based on the statements of experts regarding vocabulary and its teaching, in this case, the teacher as a facilitator in learning is expected to be able to choose words that tend to be used by native language speakers which include many things. In line with Harmer (2001: 159) states several ways to encourage students to learn vocabulary better that can be utilized by language teachers, namely a) active and passive, teachers can design vocabulary learning by listing the differences enclosed by "active" and "passive vocabulary". Active vocabulary referred to is vocabulary that refers to vocabulary that has been taught or learned by students so that it is expected to be used in increasing students' vocabulary, while passive vocabulary refers to new vocabulary that will be recognized by students when they have never met the vocabulary and they may not be able to use it directly. b) Making interaction with vocabulary, when they actually do something with the vocabulary they learn shows that students remember well, providing opportunities for students to explore their abilities to the fullest will have a direct impact on learning outcomes in class. However, making students have activities and involving them to do will provide benefits for them, such as making a vocabulary list of nouns, adjectives, arranging words into a phrase or sentence, correcting the wrong word order in a sentence and etc. This will make students continue to interact with the vocabulary so that they can use the vocabulary that they mastered to the best based on their ability. By providing opportunities for students to have opportunities in the classroom, it will provide opportunities for them to continue to know and master the vocabulary they use. This is more meaningful than looking for the difficult words they find. c) discovery technique, this technique is used to learn vocabulary which provides opportunities to call up students' prior knowledge and to share what they know when they work with others. It also stimulates interaction through spoken words.

Vocabulary enables people not only to express an idea but also to communicate with others. There were many ways to teach vocabulary such as using games, songs, media, and pictures. In teaching vocabulary, the teacher should know the level of the students. The student has a big desire to study English because English is an international language. So, the teachers have to make the students interested in teaching their vocabulary. In reality, second-grade students, they have lacked vocabulary so the teachers have to attract the students to teach their vocabulary. The researcher can use the Vocabulary Notebook in the learning process for teaching their vocabulary word by word. Vocabulary learning in the classroom does not always work and does not play. According to Thornbury (2002: 102)

that teaching vocabulary does not mean that the students have to learn the vocabulary strictly. Teaching vocabulary using Vocabulary Notebook may create fun factors in the process of learning vocabulary in the class, so it is hoped that it made the students recognize and memorize the words easily.

Based on the observation, it found there were some problems in the classroom when the teaching-learning process was conducted during online learning. The problems of the students were difficulty understanding the teacher's instruction, difficulty finding out the meaning of words or a text, difficulty pronouncing the word and lacked spelling of the word in English text. Besides that, they also lacked vocabulary knowledge because online learning factors significantly reduce the effectiveness of learning in the classroom, the students just play and ignore the teacher's explanation during an online class.

Furthermore, there were some factors that influence the students in the English learning process, the English teacher sometimes just gives the materials to the students without more explanation, sometimes just gives them an assignment and they lacked practice in the class. When the teacher teaches in the class, the teacher uses the traditional method and does not use media in supporting the learning process to make students easier to understand the material, and the method or strategy applied by the teacher is not suitable for students, especially in vocabulary mastery of the students.

Language learning strategies have the meaning as plans, series of activities, and activities that become routines to facilitate the acquisition, storage, retrieval, and use of information by teachers and students (Wenden and Rubin, 1987: 19). Several researchers have studied and categorized language learning strategies and describes the taxonomy that contains the identification of learning strategies that can be used as strategies to learn vocabulary (Naiman et al., 1978; O'Malley and Chamot, 1990; Oxford, 1990), Schmitt (1997). This taxonomy is divided into; a) Discovery strategy, this strategy is devoted to finding out the meaning of a new word that has not been encountered before; and b) Consolidation strategy, which is a strategy that is devoted to processing new words in the brain so that they can be remembered in long-term memory. Besides these categories, there are specific strategies classified as further steps such as meta-cognitive, cognitive, determination, memory, or social strategies.

According to Schmitt (1997) there are 58 learning strategies, one of which is vocabulary learning which is included in the learning taxonomy. When looking at vocabulary learning, Vocabulary Notebook is categorized as a cognitive strategy where this strategy has broad consolidation. Vocabulary Notebook works like a personal dictionary; students record the words they encounter in their own way, where these words are equipped with meanings and other things that are important so that it can make it easier for students to understand them quickly, such as examples of synonyms, antonyms, collocates, and their contexts. . Based on its benefits, Vocabulary Notebook is an effective strategy in organizing and is recommended as an effective tool for students to learn independently, organize, and manage the learning of the vocabulary they are learning (Ledbury, nd: 2006, McCarthy: 1990; Nation: 1990; Schmitt and Schmitt, 1995; Lewis, 2000; Fowle: 2002). In addition, Schmitt and Schmitt (1995) suggest that Vocabulary Notebook be included in class assignments, students are able to design their own Vocabulary Notebook so that it can be easily learned and understood.

To solve the students' problems, the researcher applies the "Vocabulary Notebook" to teach students vocabulary. Vocabulary Notebook can help the teacher to teach the students in teaching English especially for mastering vocabulary during online learning. In this

study, the researcher focuses on using Vocabulary Notebook for mastering vocabulary. This is the main reason to find out the outcome of Vocabulary Notebook in teaching that will help the teacher to present the material and to achieve specific instructional objectives easily. The researcher assumes that Vocabulary Notebook is a suitable medium for students in mastering vocabulary. Schmitt (1995) argues that keeping Vocabulary Notebook is one way of promoting learner independence. In addition, Fowle (2002) argues Vocabulary notebooks are recommended to manage the students learning of vocabulary that will add the chance for the students to improve their vocabulary mastery (Schmitt, 1995; Laufer and Nation, 1999). It has the potential to make students enthusiastic and enjoyable in learning vocabulary during online learning.

METHOD

Research Design

This research used experimental research with a posttest-only control group design. The researcher divided the sample into two groups namely the experimental group and the control group. The students were treated by using "Vocabulary Notebook" as experimental group and the students were treated by using "Wordwall" as control group. The schemes of this study are figured out in table 1.

Table 1
The Scheme of Research

Group	Treatment	Post-Test
Experimental	X (Vocabulary Notebook)	O ₁
Control	-X (Wordwall)	O ₂

(Sugiyono, 2011:206)

Where:

X: Treated by using Vocabulary Notebook

-X: Treated by using Wordwall

T: Post-test

Population and Sample

The population of this study was 84 EFL students. The researcher draws on the sample from the population. The researcher divided students into two groups namely the experimental group and the control group. Group A consists of 27 students as the experimental group and group B consists of 27 students as the control group. The total sample of the study was 54 students. The sampling technique that was used in this research was the cluster random sampling technique to determine the experimental group and control group. Those two groups have taken randomly by using a lottery.

Instruments

The type of test is an objective test those are multiple-choice tests (20 items), fill in blank (5 items) which consists of 25 items for both experimental and control groups that will cover four aspects of vocabulary; pronunciation, spelling, meaning, word classes and word use. If the students answer with the correct answer they got 1 score and then if they answer

with the incorrect answer they got 0 scores. It means the total score that would be gotten by students is 100 points and divided by the total number of questions. All of the questions consist of 25 items that have been tested for validity and reliability. This test is aimed to know the students' vocabulary.

Data Analysis

The data analysis technique in this study uses SPSS-24 which aims to process the data obtained, then interpret the data and analyze it into output data that can be an answer. In this data analysis technique, the researcher uses the mean formula which is used to determine the average score. This is an efficient measurement so that it can see the tendency of the existing data, then, the next technique is the standard deviation, this technique is used to measure the diversity of scores from the frequency distribution.

RESULTS AND DISCUSSIONS

Results

Data analysis leads to a discussion of the research before ending at the conclusion. Then, the discussion of the findings will be continued with the interpretation of the findings.

**Table 2
Group Statistics**

Group		N	Mean	Std. Deviation	Std. Error Mean
Vocabulary	Experimental	27	65.926	13.0027	2.5024
	Control	27	56.741	12.8918	2.4810

Based on the finding, the scores of experimental and control groups displayed in Table 2, it indicated that there was a distinctive result of achievements in the experimental group and control group. The mean score of the experimental group was 65.926 with std. deviation was 13.0027, while the mean score of the control group was 56.741 with std. deviation was 12.8918.

**Table 3
Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Vocabulary	Equal variances assumed	.076	.783	2.607	52	.012	9.1852	3.5238	2.1141	16.2563

Equal variances not assumed	2.607	51.99 6	.012	9.1852	3.5238	2.1141	16.256 3
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In table 3, it could be identified that Vocabulary Notebook used in the experimental group, gave different achievements which score higher than the score of the control group which used wordwall, in this case, Wordwall. The finding of the t-test also established the effectiveness in which the score of the t-test was higher (2.607) than t-table (1.675) in the level of significance 0.05. Thus, from the explanation above it can be concluded that teaching vocabulary using Vocabulary Notebook is more effective than using Wordwall.

Discussion

Based on the findings, students in the experimental group who had been taught using Vocabulary Notebook showed higher vocabulary test scores than the control group who had been taught using Wordwall. The score on the highest vocabulary aspect namely the spelling aspect showed the most correct answers in the experimental group. Spelling refers to the writing of words composed of letters and diacritics that have a standard order so that they can be accepted because the arrangement of these letters forms words that have meaning. The test for the spelling aspect that has been used is a voice recording from a native speaker, this provides an overview of how the spelling voice of the native speaker is heard by students, and students in the experimental group are able to answer correctly. When compared with the control group who had been taught with Wordwall, the students' spelling was low with the third-lowest position of the five aspects.

Then, the pronunciation aspect occupies the second position with the correct answer in the experimental group. Pronunciation is very closely related to phonetic transcription where phonetic transcription represents speech sounds consistent, phonetic transcription can be used as a reliable guide for controlling spoken language. The main components of pronunciation are sounds, syllables, and words. In the tests that have been given, this test also uses voices from native speakers. When compared with the score of the pronunciation test in the control class, the score is relatively the same as the experimental class, the score of the pronunciation test in the control group occupies the first position with the highest score.

Next, the score which occupies the third position with the correct answer in the experimental group, namely the score for the word class aspect, word classes are categories of the word such as nouns, verbs, adverbs, adjectives, and prepositions. In the test that has been given to students, they are asked to determine the right words in the blanks in a sentence so that the sentences are arranged into correct sentences. Based on the score of the word classes aspect in the control group, the score showed lower than the experimental class by occupying the second position.

Furthermore, the meaning aspect is the aspect that occupies the position after word classes aspect in the experimental group. In the aspect of meaning, students are asked to determine the appropriate answer from the meaning of the word. Compared to the score in the control group, the score in this aspect is lower than in the experimental group, where this aspect also occupies the fourth-lowest position.

The last is the word use aspect, in the experimental group and control group, this aspect occupies the lowest position of the number of correct answers obtained by students, but

when compared between the experimental group and the control group, the score in the experimental group are slightly higher.

Vocabulary Notebook is one of the vocabulary learning strategies (Schmitt: 1997), it can be interpreted that Vocabulary Notebook provides practical opportunities for students in doing learning that involves many strategies in vocabulary learning. Fowle (2002) found that students use various strategies in vocabulary learning to find meaning and other things that provide support for words they do not know, such as; they can use a dictionary, look up the context, or ask a teacher or classmate for help. Besides that, students also use the consolidation strategy which is this strategy is used to add information to Vocabulary Notebook when students learn new words. In other words, learning vocabulary through Vocabulary Notebook also supports the use of strategies that can combine many of the vocabulary written by students into a single unit so that it is easy to learn, for example, when students find vocabulary that they have never encountered before, they will return to Vocabulary Notebook to see the vocabulary. Thus, Vocabulary Notebook provides an opportunity for students to improve their vocabulary learning strategies and an opportunity for students to increase the vocabulary they want to master.

Based on the data, the score of the experimental group was higher than the control group. It means that there was a positive effect of using Vocabulary Notebook in teaching the students English vocabulary than Wordwall during online learning. It was because Vocabulary Notebook not only makes the students enjoy the teaching-learning process but also they had a lot of opportunities to practice while they are studying vocabulary during online learning, it could be stated that students enjoyed the learning because the Vocabulary Notebook was useful, interesting, and challenging for students during online learning. Vocabulary Notebook medium allows students to be active learners to understand and also mastered the vocabulary. According to Velaa & Rushidia (2016), vocabulary notebooks were successful in helping students acquire the target vocabulary words, the students feel enjoyed keeping the notebooks and they found the classroom activities very beneficial. In addition, Dubiner (2017) found that Vocabulary Notebook gave positive outcomes in target vocabulary acquisition and retention.

CONCLUSION

Vocabulary Notebook has a positive outcome in teaching English vocabulary during online learning because students are easier to remember the vocabulary that they made in the notebook, besides that students are active in the teaching-learning process and at the same time, it makes the process of learning more meaningful and fun for them. Vocabulary Notebook is one of the suitable strategies for teaching English vocabulary because it is interesting and challenging for the students.

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