STUDENTS' VOCABULARY MASTERY USING READING TEXTS

Gitit Indra Putra Wacana

Abstract: In language learning, vocabulary is very important. The development of these skills should be known from the very beginning as a central element of language teaching. Therefore, this study aimed at finding out the teachers ' way to build vocabulary skills using text at senior high school. The data were collected through an observation and test. The findings revealed that the reading text technique is effective in teaching new vocabularies. Beside that, this technique is important to help students memorize the new vocabularies. It can also stimulate them to be creative in producing and creating sentences.

Keywords: *vocabulary mastery, reading texts*

INTRODUCTION

In language learning, vocabulary is very important. The development of these skills should be known from the very beginning as a central element of language teaching. When you learn vocabulary correctly, you can recognize the definition of most vocabulary quickly and accurately, but if you do not master vocabulary it is difficult for you to use a language. Vocabulary is also an important element of language skill in the English language competency.

If one of his goals is to be used, it is clear that English language teaching at school is meant to help students to learn the vocabulary itself. English teachers need different techniques and materials to achieve that skill. The reading text is one of these methods. The students are asked to read and learn some new vocabulary (words) through the reading text. Memorization strategy is known as methods for the teaching of new vocabularies. It technology is seen as an effective way to teach classroom vocabulary to students.

Based on preliminary research by the study, it is noted that many students still do not have the ability to speak English. This can be seen in the short phrases or gestures of the text read when the students have trouble answering questions. The fundamental problem is its very limited vocabulary.

Based on the problem formulation above, this study is directed to find out:

How does the teacher using reading text in SMA Negeri 1 Lage in building vocabulary mastery?This research aims to find out the teachers ' way to build vocabulary skills using text at SMA Negeri 1 Lage. The outcome of the study should be incorporated into the English vocabulary of teachers and students.

In teaching and learning process, there are several factors which can influence the gaining of successful goal at school. They are curriculum, material, method, teacher, students, and facilities. All parts cannot be separated one from another, but they relate to each other. Two active factors are the teachers who will teach and the students who will learn.

Teaching and learning are the activities which always go together. The aim of teaching is learners will be able to understand what the teacher teaches. In learning process, a teacher is expected to instruct, motivate, provide the students with knowledge and help them understand. As stated by Brown (1980: 7) that teaching is showing or helping someone to learn how to do something, providing with knowledge causing to know or to understand.

The statement above explains that teaching is showing or helping a person to learn and to know or to understand what is being learned. Teaching vocabularies in the classroom is intended to make students get new stock of vocabularies. It means that the teaching activities are usually conducted in the classroom based on the feedback between teacher and students in an educative situation in order to teach a specific goal.

Skinner (1958: 32) states that teaching is the process of giving students experience on creating understanding. It is clear, that an English teacher has to determine the aim of her teaching and for that purpose has to choose a suitable method and technique, so that the subject taught will be useful to improve the students' process of learning.

Brown (1980: 7) also states that learning is acquiring or getting of knowledge of a subjcet or a skill by study, experience or instruction. So, learning can be explained as

acquisition or getting knowledge by study, experienced or instruction.

Learning is a term that refers to activate made by human being. It is made to get knowledge or to know about something she or he does not know. These activities indicate a process of learning, such as counting, writing, reading, listening, memorization and so on.

Teaching cannot be defined apart from learning. Nathan Gage (1962: 269) notes that to satisfy the practical demands of education, theories of learning, must be stood on their head so as to field theories of teaching. So, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

Vocabulary can be defined as a collection of words and it contains a meaning of words. Nault (1984:337) stated: "vocabulary is the total number of words in a language. It is also a collection of words a person knew and used in all the aspects of language". The definition above shows that every single maningful word in a language used by a person means vocabulary. It can make up a language.

Napa (1991:6) says that: "vocabulary is one of the components of language and that no language exist without words". Based on the statment above it is immposible to use a language and comprehend the words in sentences written or oral forms without mastering a vocabulary. So, vocabulary is one of the very important factors, which influence the mastery of the integrated skills in a language.

It is stated in 2004 CBC that the linguistic competency covers the following linguistic items: "kata dan frasa, kalimat, tenses, voice, modals, introductory *there* dan *it*, pengandaian, pola kata kerja, kosa kata, (content words, function words, frasa baku, ungkapanbaku, kata berpasangan baku, (collocation), idioms), tata bunyi (lafal, tekanan, intonasi, ritme; konsonan dan vocal); dan ejaan dan tanda baca (huruf, ejaan, tanda baca); (Kurikulum Berbasis Kompetensi, 2004:32).

On the other hand, mastering vocabulary allows the students to be able to communicate in English and have a strong desire to read simple English book. It is

supported by Murcia (1979:242) starting that: " A good amount of vocabulary often makes for better reading comprehension and more efficient survival communication." It can be said that mastery of vocabulary is a good start to develop English skills.

The emphasis on mastering vocabulary is caused by its importance in making up a language. English can be used by a speaker if he has mastered a collection of English vocabulary and also, it lets them develop English skills in listening, reading, speaking, and writing. Vocabulary is one of most important aspects of language. It is basic or foundation on which all skills of language are develop.

Deighton (1977:1) points out that, "A person's vocabulary certanly consist of words is basic to communication, if a student does not recognize the meaning of the words used by those who address him, he will be unable to participate in conversation. This shows how important vocabulary in language is especially in a foreign language.

Davis (1978:242) states that vocabulary is a control element in the language instruction. Thus, it can be explained that vocabulary is words in a language pronounced or said by the user of the language. In the teaching learning procces of English in the classroom, vocabulary is the control elements to measure students ability in mastering the language. Vocabulary is very important for students to make up the language.

A person has to kinds of vocabulary. The first is the active vocabulary that is the words used in speaking or writing, and second is the passive or recognition vocabulary, that is the words a person understand when listening and reading (Nault, 1984)

Valleta, Rebbeca. M (1988:3) stated "the ability to understand the target language greatly depends on ones knowledge of vocabulary." Everyone has four different vocabularies. First is the words is used in speaking. You know their meanings so well that you do not hesitate to use them. Second, you also have writing vocabulary. These are the words you use in letters and in writing. Third are the listening vocabularies. You listen in conversation, speeches and entertainment on

television and radio programs. And the last one is reading vocabulary that contains of a very large number of words that you only slightly. You know their enough their meanings, so that you can make sense of the passage in which they appear (Deighton, 1977:2). In teaching and learning process, vocabulary is included as one part of the substances of language. In learning vocabulary, the lexical equivalence of mother tongue vocabulary is focused.

Paulston and Bruder (1976:183) state that: "the study of vocabulary concentrates on learning lexical equivalence of mother tongue, vocabulary and after the beginning level, on learning items for new concepts. The emphasis is squarely on the semantics".

Here are several comments and premises related to the teaching vocabulary:

a. The words heard by the students during any lesson can be categorized in two parts; active vocabulary (for production) and passive vocabulary (for recognition only) that they understand when they hear and read them.
b. Vocabulary should be taught in normal speech utterances.
c. Vocabulary items should be focused on one topic (Finnochiaro, 1989:124).

By the definition above, the stock of vocabulary is a basic substance in developing the four skills of language, listening, speaking, reading, and writing. The teacher is the determinant factor in increasing or in teaching students stock of English vocabulary. If the students are expected to master the language skills, the teacher must teach the vocabulary with their meaning translated into the native language.

Reading is the activity of pronouncing words in the series of sentences and understands the meaning of the message or the information in a text or a book. Essa (1992: 79) states that reading is helping children begin to see the relationship between letters as they form words with meaning and understand the constancy of letters information.

It is clear that reading is an effort to help students seeing the relationship between letters as they form word and arrange to be the series of sentences with their meaning. In the teaching reading activities students are taught to say or to pronounce words in the series of sentences so that the way understand the meaning of the information in a text. It is true that students' reading ability depends on possessing of their stock of vocabularies. When someone has lot of vocabulary, of course, it is easy for him or her to make up sentences for speaking or writing.

How to Teach Vocabulary?

English teachers do not teach their students according to what they want to teach. They should teach English according to the curriculum that always lead them to teach English.

The third year students atSMA Negeri 1 Lage are taught vocabularies based on the curriculum. There are some steps of teaching vocabulary in the classroom:
1. Greetings
2. Asking some questions dealing with theme, for example:
   a. What day after today?
   b. How many days are in a week?
3. The material is distributed to the student. The teacher reads the next, the students listen to the teacher and repeat sentence by sentence
4. Ask students to underline all of the new words. The students write all of the new words on the blackboard one by one
5. Ask students to read the words. If they have mispronounce the words, the teacher should correct them
6. Ask students to memorize all of new words with the meaning by using word cards, through the steps in playing cards in the classroom;
   a. Students are divided into several groups
   b. Distribute the cards to each group
   c. Teacher holds on the English cards and students/groups take the Indonesian cards
   d. Teacher shows the English cards and she asks to each group to answer it
   e. Groups which have the meaning of the cards response it
   f. The teacher responds the answer if it is right or wrong
7. Asks students to read the whole text and try to understand the meaning sentence by sentence and answer the question about the text
8. The students memorize the new vocabularies to be tested on the next meeting
9. Students are asked to formulate their own sentences with the new vocabularies

METHOD

Type of this study is descriptive qualitative by using observation to finding data, in the research the data are in form of text reading and then measure the students mastering a vocabulary. The study will be conducted at SMA Negeri 1 Lage. The researcher selects this school because the location of the school is relatively near. The research will be conducted on April 2020 and the respondents in this study are taking from third year students. Sources in this data are by using participant that using reading text to analyzing the students' comprehension. This research is conducted in class XII which has 18 students. This class is considered providing much data in completing this research.

In this study the researcher uses one instrument, it is a test. The test is given to the students to find out the student ability to mastering vocabulary as the finding data. The form of test is written test. The following steps are conducted by the researcher in collecting the data:

1. Choosing the sample class of the second year students
2. Giving pre-test to the sample class to get the preliminary description about the students' vocabulary
3. Preparing the teaching material based on the curriculum
4. Applying memorization technique in teaching vocabulary according to the theme. In applying this technique reading texts are used.
5. Giving post-test to the sample class in order to know their mastery of vocabulary.

FINDINGS AND DISCUSSION

As a sample of this research, the researcher selected one class. The class was taught English vocabulary by using memorization technique.

The aim of this research is to increase students' stock of English vocabularies through reading text and to see whether memorization technique is effective in teaching English new vocabularies through reading text or not.

The data of this research were obtained by placing them in the data table. After that, the writer put in frequency to explain the data. finally, the data were transcribed into percentage scores. To present the data on the frequency distribution, the following is the scores of the students in pre-test and post-test put in table.
Descriptive Text

Table I, the scores of students in pre-test
Table II, the scores of students in post-test
Table III, frequency distribution of pre-test
Table IV, frequency of distribution of post-test

My Best Friend, Kevin

My best friend is Kevin and he is my classmate. We go to school together. Kevin comes from an educated family. His father is a school principal and his mother is also a teacher.
He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.
Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinat
ions. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

Pretest

No	Student	Pre-Test
1	AK	8
2	AM	7
3	FA	5
4	AZL	6
5	FD	4
6	WR	8
7	AL	5
8	NJ	5
9	AM	7
10	AY	6
11	HF	8
12	RY	7
13	WS	7
14	JN	5
15	DA	5
16	WA	5
17	AH	4
18	SF	7
	Jumlah	123

Table. 1The scores of the students in Pre-Test

From the data of the table above, it can be seen that the result of pre-test of students. The name of students is presented in

the left column and the results of pre-test are presented in the right column.

Post-Test

No	Student	Post-Test
1	AK	8
2	AM	7
3	FA	7
4	AZL	9
5	FD	6
6	WR	7
7	AL	9
8	NJ	6
9	AM	7
10	AY	6
11	HF	8
12	RY	9
13	WS	7
14	JN	6
15	DA	8
16	WA	7
17	AH	6
18	SF	7
	Jumlah	130

Table. 2 The scores of the students in Post-Test

From the data of the table above, it can be seen that the result of post-test of students. The name of students is presented in the left column and the results of pre-test are presented in the right column.

Scores	Frequency	f %
8	3	16.6
7	5	27.7
6	2	11.1
5	6	33.3
4	2	11.1

Table. 3 Frequency distribution of pre-test

Table 3 above shows that among 18students the highest grade is 8 achieved by 3 students (16.68 %), 5 students get 7 (27.7 %), 2 students get 6 (11.11 %), 6 students get 5 (33.33 %) and 2 students get 4 (11.11 %).

Scores	Frequency	f %
9	3	16.6
8	3	16.6
7	6	33.3
6	5	27.7

Table 4. Frequency distribution of post-test

Table 4 shows that of 18 students involved in the post-test, 3 student (16,6 %) get 9, 3 students (16.6 %) get 8, 6 students (33.33) get 7 and 5 students (27.7 %) get 6.

Table 4. Frequency distribution of post-test

Table 4 shows that of 32 students involved in the post-test, 1 student (3.12 %) get 9, 6 students (18.75 %) get 8, 13 students (40.62) get 13 and 12 students (37.5 %) get 6.In this research, the data of pre-test are compared with the data of post-test. The data shows that the mean score and standard deviation of the post-test is better that that of the pre-test.

In the pre-test, there are no students getting 9. The highest score is 8 and this is achieved only by 3 students. the lowest score is 4 and achieved by 2 students, while in the post-test there is student who get 9 achieved by 3 student, 3 students get 8, 6 students get 7 and 5 students 6. It means that the post-test is higher than the pre-test.

Student	Pre-Test	X^2
AK	8	36
AM	7	49
FA	5	25
AZL	6	36
FD	4	16
WR	8	36
AL	5	25
NJ	5	25
AM	7	49
AY	6	36
HF	8	36
RY	7	49
WS	7	49
JN	5	25
DA	5	25
WA	5	25
AH	4	16
SF	7	49
Jumlah	123	607

Table 5. Mean and Standard Deviation of Pre-Test

n   = 18

X   = 123

X^2 = 607

Based on the data in the table above, the mean and standard deviation are calculated with the following formula:

$$\text{Mean} = \frac{X}{N}$$

$$X \text{ (Mean)} = \frac{123}{18}$$

$= 6.83$

$$S = \frac{X^2 - (X)^2 / n}{n - 1}$$

$$= \frac{607 - (123)^2 / 32}{18 - 1}$$

$$= \frac{607 - 840.5}{17}$$

$$= \frac{-233.5}{17}$$

$$= -13,73$$

$$= -3,705$$

The result of the data calculation above shows that the mean score is 6.83. It is derived from the total score of pre-test is divided with number of students that follow the test. The result shows that the average score of each student is 6.83.

The deviation score is then calculated in order to know the validity the data. It is shown that the standard deviation is -3,705. It means that the data are reliable because the standard deviation is less than 1. After that, the post test is conducted. The result of the post test is provided in the following table.

Student	Post-Test	X^2
AK	8	64
AM	7	49
FA	7	49
AZL	9	81
FD	6	36
WR	7	49
AL	9	81
NJ	6	36
AM	7	49
AY	6	36
HF	8	64
RY	9	81
WS	7	49
JN	6	36
DA	8	64
WA	7	49
AH	6	36
SF	7	49
Jumlah	130	958

Table 6. Mean and Standard Deviation of Post-Test

$n = 18$

$X = 130$

$X^2 = 958$

Based on the data in table above, the mean and standard deviation are calculated with the following formula:

$$\text{Mean} = \frac{X}{n}$$

$$X \text{ (Mean)} = \frac{130}{18}$$

$$= 6.87$$

$$S = \frac{X^2 - (X)^2 / n}{n - 1}$$

$$= \frac{958 - (130)^2 / 18}{18 - 1}$$

$$= \frac{958 - 938.88}{18}$$

$$= \frac{19.12}{18}$$

$$= 1.062$$

$$= 1.030$$

The result of the calculation above is shown in the following table.

Test	Mean	Standard Deviation
Pre-Test	6.83	-3,705
Post-Test	6.87	1.030

Table 7. Recapitulation of Mean and Standard Deviation

Based on the result of the first research, the mean is 6.83and standard deviation is -3.705. In the second test, the scores of the students become higher, the mean is 6.87 and the standard deviation is 1.030. It means that the second test shows that the reading text has influenced in teaching vocabularies.

The result of the data analysis shows the following fact in which there are 18 students taking part in the test. From the 18 students in the pre-test, the highest grade is 8 achieved by 3 students (16.6 %), 5 students get 7 (27.7 %), 2 students get 6 (11.1 %), 6 students get 5 (33.3 %) and 2 students get 4 (11.1%).

In the post-test, the highest grade is 9 which is achieved by 3 student (16.6 %), 3 students get 8 (16.6 %), 6 students get 7 (33.3 %) and 5 students get 6 (27.7 %).

The mean score of pre-test is 6.83 and the standard deviation is -3,705. The mean score of the post-test is 6.87 and the standard deviation is 1.030.

The result of the pre-test indicates that the students' stock in teaching English vocabulary is still low before applying the technique. And the result of post-test shows that the students' stock in teaching English vocabulary through the technique has increased. So, this technique can be applied in developing students' mastery of English vocabulary.

CONCLUSION

From the data analysis in chapter IV, it can be concluded that the score of the post-test is higher than the pre-test. It means that the reading text technique is effective in teaching new vocabularies. Beside that, this technique is important to help students memorize the new vocabularies. It can also stimulate them to be creative in producing and creating sentences.

The English teacher should consider this technique and concept in their activities in the classroom because although this is a traditional concept or technique, it does not mean that it is not useful and important for developing the students' mental capacity.The use of reading text technique in the teaching of new vocabulary is important because through the technique the students are trained to master the English vocabulary by making use of their capacity.

REFERENCES

Cabral Márquez, C. (2015). Motivating readers: Helping students set and attain personal reading goals. *The Reading Teacher*, *68*(6), 464–472.

Carter, R. (2012). *Vocabulary: Applied linguistic perspectives*. Routledge.

Chaudhary, A. (2013). Theories of Teaching. *International Journal for Research in Education (IJRE)*, *2*(3).

Honggang, J. (2011). Ten Major Principles of Modern Language Teaching Methodology [J]. *Chinese Teaching in the World*, *1*.

Ismail, N. S., Zaid, S. B., Mohamed, M. H., & Mohd Rouyan, N. (2017). Vocabulary teaching and learning principles in classroom practices. *Arab World English Journal (AWEJ)*, *8*(3), 119–134.

Napa, A. P. (2005). *Vocabulary instruction and Development Resource British*. London: Longman Limited.

Nation, I. S. P., & Meara, P. (2010). Vocabulary. *An Introduction to Applied Linguistics*, 34–52.

Ormrod, J. E., & Jones, B. D. (2012). *Essentials of educational psychology: Big ideas to guide effective teaching*. Pearson Boston, MA.

Pan, B. A. (2012). Assessing vocabulary skills. *Research Methods in Child Language: A Practical Guide*, 100–112.

Perkins, D. (2010). *Making learning whole: How seven principles of teaching can transform education*. John Wiley & Sons.

Vilaça, M. L. C. (2008). Strategies in vocabulary teaching and learning. *Revista Eletrônica Do Instituto de Humanidades*, *7*(27), 72–81.
.

About the Author
Gitit Indra Putra Wacana is a lecturer at English Education Department of Universitas Sintuwu Maroso. His interests are in Applied Linguistics in Teaching English and Literacy. He can be contacted at wacana@yahoo.com