THE ANALYSIS OF TEACHING VOCABULARY TO EFL THROUGH READING TESTS OF COLLEGE STUDENTS IN JAKARTA

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Abstract

Teaching vocabulary in the English as a foreign language (EFL) context is challenging. Incidental vocabulary learning is limited due to a lack of second language (L2) input, and most words are learned through classroom instruction. Overall, research has shown marginal L2 vocabulary growth in many EFL situations. Such research indicates a need for a more effective and efficient approach to teaching vocabulary in the EFL context. This chapter discusses how to optimise vocabulary learning in the EFL context. It touches on the following questions: Which words should be taught? How should vocabulary be taught? How many words do EFL learners need to know? What should a vocabulary-learning programme include? How can vocabulary learning be fostered given limited classroom time? Which activities might be useful in indirect vocabulary learning?.

Keywords: *Vocabulary, Vocabulary learning-programme, Achievement, Reading* Test

Abstrak

Mengajar kosa kata dalam konteks bahasa Inggris sebagai bahasa asing (EFL) itu menantang. Pembelajaran kosa kata insidental terbatas karena kurangnya input bahasa kedua (L2), dan sebagian besar kata dipelajari melalui pengajaran di kelas. Secara keseluruhan, penelitian telah menunjukkan pertumbuhan kosa kata L2 marjinal dalam banyak situasi EFL. Penelitian semacam itu menunjukkan perlunya pendekatan yang lebih efektif dan efisien untuk mengajar kosa kata dalam konteks EFL. Bab ini membahas cara mengoptimalkan pembelajaran kosakata dalam konteks EFL. Itu menyentuh pertanyaan-pertanyaan berikut: Kata-kata apa yang harus diajarkan? Bagaimana kosa kata harus diajarkan? Berapa banyak kata yang perlu diketahui oleh pelajar EFL? Apa yang harus dimasukkan dalam program pembelajaran kosa kata? Bagaimana pembelajaran kosa kata dapat dipupuk mengingat waktu kelas yang terbatas? Kegiatan apa yang mungkin berguna dalam pembelajaran kosakata tidak langsung?.

Kata kunci: Kosakata, Program pembelajaran Kosakata, Prestasi, Tes Membaca.

I. PENDAHULUAN

Both first (L1) and second (L2) language educators and researchers agree that mas-tering vocabulary is of great importance in one's becoming a mature language user. Although learning vocabulary in a L1 and L2 is not fundamentally different, one of the important

ways in which L1 and L2 vocabulary learning does differ is the rate of vocabulary growth. In the L1 learning context, the amount of regular input is immense allowing for much of vocabulary to be learnt incidentally. In contrast, the smaller amount of regular input in the L2 context means that the opportunities for learning new vocabulary items are limited, with relatively few words being acquired incidentally. It is, thus, hypothesised that teachers have the greatest influence on the quality and quantity of L2 vocabulary learnt by EFL learners (Laufer 2003). Because teachers play such a key role and ultimately decide what will be learnt, their careful planning and general knowledge of the issues involved in vocabulary learning may help enhance the learning process. The present chapter has as its aim to address a number of questions with regard to vocabulary size and coverage, the amount and type of vocabulary that EFL learners may know and need to know, core components of a vocabulary-learning programme, activities and opportunities for incidental vocabulary acquisition, as well as the role of the teacher in vocabulary learning in the EFL context.

Nunan (1999) explains that in recent years, the teaching of vocabulary has assumed its rightful place as a fundamental aspects of language development. This is partly due to the influence of comprehension – based approaches to language development, partly due to the research efforts to influential applied linguistics, and partly due to the exciting possibilities opened up by development of computer language corpora.

Nunan (1999) says that proponents of comprehension-based approaches to language acquisition argue that the early development of an extensive vocabulary can enable learners to out perform their competence. In other words, if one has an extensive vocabulary it is possible to obtain meaning from spoken and written texts which are encoded. Norbert (1997) argues that knowledge is always a prerequisite to the performance of language skills. Vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge; knowledge of the world enables the increase of vocabulary knowledge; knowledge of the world enables the increase of vocabulary knowledge and language use and vise versa.

II. KAJIAN TEORI

2.1 Vocabulary

Nobody ever learns all the words in any language. We know and use the words that

suit our particular purposes and we continue to learn new words as long as we live.

Elliot (1978) states: *According to traditional theories, vocabulary acquisition has also been as a mean to improve reading and listening comprehension and not as skill vital in its own right. So if vocabulary training is begun early and receives separate attention, students will improve their other skill, especially reading.*

The statement above means that vocabulary is vital component, not only in reading but also in listening comprehension. We may have skill in reading if we have large vocabularies; by reading much kind of books we can improve our vocabularies. When we are reading a book, we must have full concentration in order to know the main idea and content of the book which we are reading.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen and write (Jack and Willy, 2002:56). The acquisition of an adequate vocabulary is essential for successful learning of foreign language use such as for speaking, listening and writing. Without an extensive learning of vocabulary learners will be unable to use the structures and functions and they also will

have difficulties in expressing ideas precisely and vividly (Rivers 1983:125). In short, a good personal stock of words compiled with the ability to use them effectively gives confidence and commands respect.

Research on vocabulary acquisition involves having an understanding of what 'knowing a word' means, and then based on the definition of concept of word; one can use appropriate tools and procedures to measure vocabulary knowledge (Bogaard, 2000). "Vocabulary knowledge is not "an all-or-nothing phenomenon" (Laufer, 1998; Laufer & Paribakht, 1998), but involves degrees of knowledge" (Meara, 1990).

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2.2 Vocabulary Learning Programme

A number of challenges exist with respect to L2 vocabulary learning and teaching. First, much unlike L1 vocabulary

learning, L2 vocabulary learning rates are slow and uneven. This is largely due to insuffi cient input and lack of opportunities to use the language in and outside the classroom. Second, the sheer task may appear daunt-ing – there is simply too much to learn. An educated native speaker knows 20,000 word families, while an educated L2 speaker's vocabulary is 8000–9000 words – even the latter may be a life-long challenge for an EFL learner. Finally, words differ vastly in their frequency and coverage and, hence, learning worth – it is, therefore, imperative to choose words judiciously. It makes little sense to introduce an EFL Teaching Vocabulary in the EFL Context.

Learner to words from the second 1000 families (or beyond) until the words in the first 1000 word families have been mastered, if not productively then at least receptively. What can help learners and teachers in the vocabulary-learning quest is the development of a sound institutional programme aimed at optimising vocabulary teaching and learning. A prominent example of such a programme is Nation's (2001) model that incorporates the vocabulary component of a language course.

2.3 Achievement

"Achievement is something accomplished successfully, especially by mean, expertion, skill, practice, orperse-verance.-"(www.thefreedictionary.com). Evaluation always accompanies "assessment". Evaluation is one of important component in teaching learning activity. The Evaluation is as feedback tool for teachers and students in teaching learning activity to know the student achievements Evaluation is the activities for determine what the teaching learning process fail or success.

To get a good achievement students have to learn a lot. Learning and reading are closely related. Nation (1990 : 22) contends that the main goal of vocabulary learning is to increase the students" vocabulary mastery in order to master the four language skills, listening, speaking, reading and writing vocabulary learning goals will be achieved by doing receptive and productive learning.

Wallace (1982 : 9) argues that there is a sense in which learning a foreign language is basically a matter of learning vocabulary in target language. Robert (1995 : 367) states that vocabulary is prerequisite for reading comprehension, in which people who do not

know the meanings of words are most probably poor readers.

2.4 Reading Test

Following vocabulary-teaching principles. Arguably, the core of Nation's model is the three principles of content and sequencing , format and presentation , and monitoring and assessment . The principle of content and sequencing deals with the vocabulary to be learnt, the stages and means of learning. For example, frequency and range of occurrence should be the main guiding force in deciding what should be learnt and when students should also be trained in vocabulary-learning strategies (guessing from context, learning word parts, learning to use a dictionary, using word cards) and be familiarised with what is involved in knowing a word (form, meaning, aspects of use).

With regards to the principle of format and presentation, Nation (2001) emphasises that high-frequency words should occur in the four strands of meaning- focused input (learning through listening and reading activities that are oriented towards comprehension and enjoyment), meaning-focused output (learning through speaking and writing), language-focused learning (deliberately learning language features such as pronunciation, vocabulary, grammar, and discourse), and fluency development (which does not involve the learning of new vocabulary items, but focuses on becoming fluent in using what the learner already knows). The four strands are a useful basis for vocabulary learning, because each strand focuses on different aspects of knowing and using a word and contributes to vocabulary development in its own unique way. In addition, this principle high-lights the importance of spaced, repeated exposures to the target vocabulary (we will come back to this principle in the fi nal section of the chapter). Finally, the principle of monitoring and assessment centres on a regular and systematic use of various types of assessment (e.g., tests, quizzes) in order to measure learning progress, but also to motivate and encourage learners. Depending on the goals, some assessment may happen weekly or fortnightly (short-term achievement), while other forms of evaluation may only happen twice, at the beginning and at the end of the course (long-term achievement).

Concerning on that statements, real reading includes understanding and interpreting the messages of the text (Kirk,2001) Reading is really a complex task

that involves using many strategies simultaneously. Readers must be able to use all of the necessary reading strategies to decode the text in a meaningful way. So between mastering vocabulary and doing reading test are two things that must be relevant each other.

III. METODE PENELITIAN

Method is specific research technique. The method used in this research is the qualitative descriptive method. The research describes and analysis OF how to teaching vocabulary to EFL can be revealed in Reading Test of college students. The participants of this research were the English Department Students, 2nd semester at Bina Sarana Informatika University. The data for this research was taken from the learners' paper and the method used in this research is descriptive qualitative.

Descriptive method was used in this research. (Best, 2006) explained that descriptive method is the method which tries to give the explanation about the symptoms relating to the recent situation. It consists on the effort of giving the note, the analysis and the interpretation of the recent symptoms which have the characteristics as follows: try to give the fact, straight to the problem and the

recent variables aren't manipulated by the researcher. Teaching vocabulary through reading test, skimming and scaning it well, filling the paper given related to the story then discussing it together were done as the procedures of the research. They were done in order to know about the effectiveness of using reading test in textbook to teach about vocabulary to EFL. The aim of descriptive study is to make a description and a picture in a systematic and accurate manner on conclusion which is applied in real life.

IV. HASIL PENELITIAN

This part present the result of the data from some of reading tests that have been taken from *Reading Classroom* of the students at the college. It also presents the discussion of the finding of data analysis. Vocabulary takes a very important role in learning a language including English. If one has a good deal of vocabulary, one can have some facilities in speaking and writing as long as one knows the meaning and the function of each of the vocabulary. As Nunan (1990: 101) ascertains that vocabulary are more than lists of target language words.

V. KESIMPULAN

In the present chapter, we raised a number of issues pertinent to vocabulary

teaching and learning in the EFL context. Overall, research has shown only marginal L2 vocabulary growth, suggesting that vocabulary learning in many EFL situations may be inefficient. These findings call into question current EFL pedagogies and practices. We argued that careful development of the vocabulary component of a language course – that takes into account the core principles of vocabulary teaching – might have a positive and long-lasting effect on the development of vocabu-lary knowledge among EFL learners. Finally, we proposed that a number of extracurricular, out-of-class activities, such as extensive reading and extensive viewing, have the potential to contribute to vocabulary development and enhance EFL learners' vocabulary knowledge.

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