

A STUDY OF TEACHING VOCABULARY MASTERY AT ELLA IN PARE

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Abstract: : In teaching vocabulary mastery teachers need appropriate material and methods for students in order to master vocabulary. This study examines material, method, challenges, and solutions of teachers in teaching vocabulary at Ella in Pare. This study used qualitative research and the subject of this research is only one Ella teacher. This study uses interviews as collecting the data. The finding of this study showed that in teaching vocabulary mastery at Ella in Pare, the teacher employed various materials according to each level. Next, Ella teacher in Pare used games, memorization, and practice as methods in teaching vocabulary mastery. The age factor became the teacher's challenge when attempting to teach vocabulary mastery at Ella in Pare. Finally, creating study groups to go over vocabulary previously was the solution to the challenges teachers were facing. The suggestion of this study was for future researcher and Ella teacher in Pare. The researcher suggests that future researchers examine benefits and drawbacks of the vocabulary mastering approach that Ella's Pare teacher had employed and future researchers use an approach that the researcher had already observed to overcome numerous challenges in teaching vocabulary mastery. Next, the researcher suggests that Ella's teachers categorize each participant in vocabulary class. Ella's teachers should be more persistent and patient in teaching vocabulary mastery to college students, graduate college students, and students who had families.

Keywords: Teaching, Vocabulary Mastery, Ella Pare

INTRODUCTION

Four skills—listening, speaking, reading, and writing—should be mastered by pupils as they study English. Students will also understand that vocabulary and grammar are two crucial elements that support these four skills. Those are crucial for kids to master in English, thus they should learn them. The terminology will be introduced to kids as they begin their English studies. Vocabulary is the first step in helping us comprehend and use English in the context of education and communication. It is added with Husnaini, et. al (2021) the mind behind language learning is vocabulary. Vocabulary was cited as the skill that pupils needed

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to learn the most before moving on to other language abilities including speaking, writing, listening, and reading.

Meanwhile, according to Alabsi (2016) whether in an L1 or L2 language, vocabulary is regarded as the fundamental component of students' comprehension and effective interpersonal communication. Asyiah (2017) claimed that vocabulary will always play a part in learning a new language. Students will benefit greatly from having a strong vocabulary as they work to master English's four main skills—listening, speaking, reading, and writing. Those statements are supported by Nissa, et. al, (2021) the fundamental building block of language that every language learner requires is vocabulary. To aid them in developing all of their linguistic abilities, students require a variety of vocabularies. In addition to speaking and writing, students also read and listen. Some kids still struggle with learning language for a variety of reasons. As a result, the instructor, who serves as the facilitator, must come up with a suitable plan of action to engage pupils in vocabulary learning and help them enjoy it. To increase students' success in the learning process, teachers must also be proficient in the design of quality materials. It is added with (Asyiah, 2017) the term "mastering vocabulary" refers to students' thorough mastery of the vocabularies, which includes their meanings, spoken forms, written forms, grammatical behavior, word origins, collocations, registers (spoken and written), connotations or associations, and frequency. A number of researchers have carried out research associated with this study. The first researcher was Munir (2016). This study investigates the suitable media to develop students' vocabulary in the elementary level is audio visual media especially cartoon film media. This study's findings suggested that vocabulary can be learned through watching cartoons. As a result of their findings, the researchers advise English teachers that using cartoon film to teach vocabulary to elementary level is successful. The second was Permana (2020). This study investigated the teaching strategies to develop elementary students' vocabulary. The findings showed that in teaching vocabulary for elementary school, teachers are required to use interactive media such as pictures, games, and songs. The last study was conducted by Noviya & Anugrahwati (2021), the result of this study is that the implementation of a storytelling strategy could improve the students' vocabulary mastery and participation in learning activities. It could be inferred that the storytelling strategy was successful in improving students' vocabulary mastery.

Therefore, the researcher is interested to investigate teaching vocabulary mastery at Ella in Pare because from the previous study teacher needs a method, material and media to increase their student's interest in teaching vocabulary. Yet, the researcher wanted to describe what materials and methods were used by the teacher in Pare, especially in Ella Course

because most of the students who had taken courses in Ella were very proficient in their vocabulary mastery. Related to the background of the problems which already mentioned above, this study has four research problems as follows:

1. What materials are used in teaching vocabulary mastery at Ella in Pare?
2. What are the teaching methods used in the teaching vocabulary mastery at Ella in Pare?
3. What are the challenges faced by teachers in teaching vocabulary mastery at Ella in Pare?
4. How did the teachers solve the challenges of teaching vocabulary mastery at Ella in Pare?

METHOD

Research Design

This study made use of qualitative research because the researcher wanted to utilize it to gather and analyze data, integrate findings, and make inferences. According to Cropley (2021) finding out how people assign meaning to real-life experiences in their minds and languages is a key component of qualitative research. Permatasari (2021) added that numerical data must be gathered and analyzed in qualitative research in order to describe, explain, forecast, or regulate relevant occurrences. The researcher uses qualitative research in this study because it is appropriate to use in this study to describe the material and methods in teaching vocabulary mastery at Ella in Pare and to describe the problems and solutions faced by teachers in the teaching vocabulary mastery at Ella in Pare.

Subject

The researcher chose one teacher as the subject because this teacher had been teaching at Ella for a long time; the proof is that this teacher built Ella's Course by himself. Therefore, the subject of the research is really an expert in teaching vocabulary at Ella in Pare.

Instrument and Data Collection

For collecting the data, the researcher uses interviews as the instrument of this study to answer the research problems of this study about material, methods, challenges, and solutions in teaching vocabulary mastery at Ella in Pare. The interview was adapted from (Munawarah, 2021) with 7 questions. The interview consists of several questions that are intended to know views and opinions from Ella teacher in Pare about materials, methods, challenges, and teachers solve the challenges of teaching vocabulary mastery. The questions consist of the material used by teacher in teaching vocabulary mastery and why the teacher

chose that material, the methods used by teacher in teaching vocabulary mastery and whether the teacher mixes other methods in teaching vocabulary mastery, the benefits of that method in teaching vocabulary mastery, the challenges faced by teacher in teaching vocabulary mastery and solutions to these challenges.

For the data collection, the researcher came to Ella in Pare while taking permission to do research. After that, the researchers came to the subject to conduct a deep face to face interview and the interview questions were answered by Ella teacher as the subject of this study. However, the questions were open-ended questions so the interviewees could expand their answers. After doing all the interview sessions, the researcher did interviews again with the teacher to ensure the teacher statements based on the interview session. Then, the result data of the interview was transcribed from the recording of the interview session in detail. The last part is taking some documentation to complete in collecting the data.

Data analysis

In this research, the researcher collected the result of this study based on qualitative data analysis techniques to describe the material and methods in teaching vocabulary mastery at Ella in Pare and to describe the challenges and solutions faced by teachers in the teaching vocabulary mastery at Ella in Pare. After the data have been collected, the researcher then organized and familiarized the data, combined the data, coded and reduced, and then interpreted and presented the data. It is done by the researcher to make it easy to understand, interpret, and make sense of the collected data.

Firstly, the researcher organized and familiarized all the data collected. In this study, the researcher organized Ella teacher interview recording by a transcript of interview results in written form and then translated the interview result into English, after that the researcher familiarized the interview result.

Second, the researcher coded and reduced the data. In this study, the researcher found the main data about material, methods, materials, methods, challenges, and teachers solve the challenges in teaching vocabulary mastery at Ella in Pare. The researcher deleted unimportant data and concluded the data to make it easier to present and interpret material, methods, challenges, and solutions in teaching vocabulary mastery at Ella in Pare.

The last is presenting, interpreting, and describing all the data. In this study, the researcher presents, interprets and describes the data that have been found based on research problems of the study about the material, methods, challenges, and solutions in teaching vocabulary mastery at Ella in Pare.

FINDING AND DISCUSSIONS

Finding

1. What materials are used in teaching vocabulary mastery at Ella in Pare?

In this research, the data came from the findings of the teacher interviews. The outcomes of the teacher interviews were clarified and identified as follows. The researcher was doing an interview with 7 questions. The first question was asking about teaching experience. The teacher answered that he had taught at Ella for about 10 years. The second question was asking about the material in teaching vocabulary at Ella. The teacher explained that the teacher used the material in teaching vocabulary in Ella, it depended on the class level in Ella. Usually, the teacher used vocabulary material about daily activities vocab for the first grade students. For the second grade students, the teacher used vocabulary material about religion, government, law and so on. Also, the teacher added that for the next level the teacher used the material about sentences in conversation or vocabulary in conversation. From their conversation, the teacher would know the students who did not know the meaning or the English from that vocabulary.

Meanwhile, the teacher gave the reason why the teacher chose that material. The teacher described that the teacher chose that material because it was suitable for each level. The teacher chose daily activities vocabulary material for first grade students because the material was not too difficult for first grade students so the material was suitable for them at the beginner level. The teacher added that the teacher chose health, economics, politics, and so on as vocabulary material for second grade level because the material was a bit difficult so this material was suitable for them. Also, the teacher chose conversation material for the next level in order for students to be easier to develop and increase their vocabulary.

2. What are the teaching methods used in the teaching vocabulary mastery at Ella in Pare?

In this research, the researcher gave the third question to Ella's teacher which was about methods of teaching vocabulary mastery. The teacher explained that the teacher used three methods in teaching vocabulary mastery at Ella in Pare. The method was memorization, games, and practice. This was the teacher's explanation of each method as follows:

Memorization method

The teacher demanded daily vocabulary deposited from the students as part of the memorization method. On the board, the teacher would write English vocabulary terms along with their meanings or vice versa. Students would then write those vocabulary words in their appropriate books. Each level received a different vocabulary total from the teacher. Then the

teacher added the statement. Before students memorize vocabulary, the teacher would read the vocabulary then students would follow the teacher. Next, the teacher deleted vocabulary one by one on the whiteboard. The memorization manner depended on their students' respective levels. The teacher explained that students in the next level only read the vocabulary and gave the meaning by themselves.

Games method

The teacher used two games when teaching vocabulary mastery. The first games were liquid powder games. Students were given time to memorize certain vocabulary before the teacher invited them to play games. If the pupils pronounce vocabulary words incorrectly during the game. Students would face consequences. Other students would give a liquid powder as punishment. The second game involved marking lines to match words between Indonesian and English.

Practice method

The next method was practice. In the practice method, the teacher started the pupils for conversation practice. Then, in the middle of their conversation, the teacher jotted down some unfamiliar vocabulary that bewildered the students. Also, the teacher explained that the teacher chose memorization, practice and games methods because these methods were excellent choices for each level. These methods also put pressure on students to memorize vocabulary precisely. This method was appropriate for students in this era since it fosters an upbeat, enthusiastic, and engaging atmosphere for learning vocabulary in the classroom.

After that, the researcher continued to ask about a common method in teaching vocabulary mastery at Ella in Pare. The teacher explained that practice, memorization, and gaming methods were commonly used by teachers to teach vocabulary mastery. The teacher would constantly mix memorization, practice, and games when teaching vocabulary mastery. For instance, when a teacher used the vocabulary memorization method, the teacher always wrote down both English and Indonesian words before giving the pupils' instructions on how to play games that included matching vocabulary. Additionally, teachers gave their students conversation practice activities in the first grade and the grade after that. Since some students were having trouble understanding the vocabulary in the middle of their conversation, the teacher wrote down all of the vocabulary on the whiteboard that they were having trouble understanding. Following that, the teacher and students tried to study and memorize vocabulary together. As a result, teachers frequently utilized the mix approach since it kept pupils interested in learning vocabulary.

Henceforth, the researcher asked a fifth question. The question was about the benefit of the method in teaching vocabulary mastery at Ella in Pare. Each approach had advantages and drawbacks of its own. The benefits of the techniques teachers employed. It made it simpler for students to quickly recall vocabulary. The pupils were able to learn vocabulary from the situations by memorization and question-asking during conversations. As a result, it was simpler for the pupils to remember and comprehend the vocabulary's meaning.

3. What are the challenges faced by teachers in teaching vocabulary mastery at Ella in Pare?

In the six questions, the researcher was asking about the challenges faced by teachers in teaching vocabulary mastery at Ella in Pare. The teacher explained that the challenge in teaching vocabulary mastery at Ella in Pare was caused by age factor when teaching vocabulary to old students. The teacher stated that teaching vocabulary to college students, fresh graduate students and students who had gotten married, was more difficult than teaching to elementary and junior high school students because elementary or junior high school students were faster at memorizing vocabulary. Teacher said *"college student or fresh graduate student is very difficult to memorize vocabulary because of the age factor so the older you get, the harder it is to memorize vocabulary, especially for students who have already gotten married, it is so difficult to teach them about vocabulary"*. Also, the teacher added a statement that college students, fresh graduate students, and students who had families had difficulty memorizing vocabulary, especially vocabulary that had just been heard at that time.

4 How did the teachers solve the challenges of teaching vocabulary mastery at Ella in Pare?

In the next question, the researcher's question related to the teachers solved the challenges of teaching vocabulary mastery at Ella in Pare. Ella's teacher clarified that the teacher and other tutors frequently run a study group. Then the teacher and the other tutor gave a second review of the topic to the pupils, going over vocabulary that had been memorized and learned, for example. Students could gradually master a vocabulary after it had been reviewed by them repeatedly. Teacher said *"the solution to my challenge in teaching vocabulary is that I usually conduct a study club with other tutors. Then I and the other tutor reviewed again to students about the material that students have learned such as reviewing vocabulary that they have memorized and learned. When students have been reviewed repeatedly about vocabulary, students can gradually master that vocabulary"*

In the seven questions, the researcher's inquiry related to assessing and checking their capability of vocabulary. The teacher described that since the beginning of the session, the teacher had been evaluating the students' capacity to master vocabulary. Their written vocabulary and the vocabulary students learned yesterday would determine how well students score in vocabulary. Students' vocabulary proficiency and memorizing fluency were evaluated. Henceforth, Ella's teacher revealed that every week, teachers used vocabulary writing to evaluate their students' vocabulary. Such students must have a vocabulary that was totally flawless; for instance, if students misspell one letter, their writing was still incorrect. Students should therefore write vocabulary exactly; for example, if a student wrote one word of incorrect vocabulary, the writing was still incorrect.

Discussion

According to Ella's teacher statement, when teaching vocabulary mastery at Ella in Pare, the teacher used different materials for each level. Syafrizal and Haerudin (2018) stated that the teacher should be resourceful in selecting materials for teaching English, especially vocabulary material, and be able to pique students' interests. A very significant portion of the whole material was taken up by teaching materials, which must be developed for the application of learning in order to meet the goal. Dakhi and Fitria (2019) the vocabulary material could be any kind of instrument utilized to achieve a teaching goal. Ella's teacher stated that in the first grade teacher used daily activities vocabulary material because of beginner level, in the second grade teacher used law, health, etc that was a bit difficult vocabulary material.

Based on the Ella teacher statement, there were three methods in teaching vocabulary that was used by Ella teacher such as memorization, games, and practice method. Ella's teacher chose those methods because those methods were appropriate for their different levels. The findings were supported by a number of studies. According to research by Liyaningsih (2017), practice, memorization, and games were among the most frequent teaching vocabulary methods. In addition Pamungkas (2012) also noted in his research that there were three methods for teaching vocabulary. There were games, practicing, and memorizing. Moreover, Amalia (2019) had also added that memorization, games and practice were an effective method in teaching vocabulary mastery. Based on the result of the data analysis, these methods were frequently utilized by Ella's teacher since the method had advantages. Students found it easier to memorize vocabulary because of the benefit of those methods. Additionally, teachers frequently combine those methods to help their students enjoy studying vocabulary.

Based on the findings of this study, the challenges of Ella teacher in teaching vocabulary mastery at Ella in Pare was the age factor of the students. It was particularly challenging for Ella's teacher in teaching vocabulary to college students, recent graduates, or students with families to remember vocabulary, let alone unfamiliar vocabulary. This study contrasted with Gawi (2013) in terms of teaching vocabulary knowledge, older pupils performed better than younger ones. Based on Mayode (2017) it was essential to consider the possibility that age had a direct impact on vocabulary development. His research provided crucial information about how age affects vocabulary acquisition.

According to the result of this study, the Ella teacher solved the challenges in teaching vocabulary mastery at Ella in Pare that was conducting study clubs to review students vocabulary material such reviewing previously taught and memorized vocabulary. This result supported with Dibdyaningsih (2019) using review vocabulary was crucial for assessing students' comprehension at various English proficiency levels. Particularly for college students, using review vocabulary to improve vocabulary was the simplest approach to gauge how well pupils grasp previously taught vocabulary. It was comparable to Setiyajid (2015) that reviewing was "fresh work on old words," a difficult task that called for innovation and originality. It resulted in superior learning and teaching outcomes for vocabulary. Students got additional opportunities to use words and got comments during the reviewing step. Methodologists concur that the greatest method for assisting students to study vocabulary was reviewing material vocabulary.

CONCLUSION AND SUGGESTION

Based on findings and discussions was conferred in chapter IV. The researcher covered some conclusions related to this study. The first, the researcher investigated the materials that Ella's teacher used in teaching vocabulary mastery at Ella in Pare. Ella's teacher answered that at Ella in Pare, vocabulary mastery was taught using a variety of materials according to each level. The first level teacher used daily activities vocabulary material, in the second grade level teacher used law, health, etc vocabulary material and next level teacher used conversation material. The second, the researcher examined about the methods that Ella's teacher used in the teaching vocabulary mastery at Ella in Pare. Ella's teacher explained that the methods Ella's teacher used to teach vocabulary mastery at Ella in Pare were memorization, practice, and games because those methods were appropriate for each student's level. Next, it was to describe the challenges faced by teachers in teaching vocabulary mastery at Ella in Pare. Ella's teacher described that age factor was becoming the challenges for Ella teacher in teaching vocabulary mastery to challenge students, graduate

challenges students and students who had gotten married because of difficulty in teaching, memorizing, and remembering vocabulary. The last, the researcher explored how teachers solved the challenges in teaching vocabulary mastery at Ella in Pare. Ella teacher responded that Ella teacher and other tutor conducted a study club to review vocabulary previously.

In conclusion, the result showed that Ella teacher used different material according to each level in teaching vocabulary mastery at Ella in Pare. The next, games, memorization, and practice were teacher methods in teaching vocabulary mastery at Ella in Pare. Then, the teacher challenge in teaching vocabulary mastery at Ella in Pare was the age factor. Last, the solution to teacher challenges was conducting study groups to review vocabulary earlier.

Based on the researcher's investigation, the researcher suggested for future researchers that future researchers examine the advantages and shortcomings of the vocabulary mastery method that had been used by Ella's teacher in Pare. Also, the researcher recommended that future researchers find various obstacles in teaching vocabulary mastery by using a method that has been observed by the researcher.

After conducting research on Ella in Pare, the researchers suggested that Ella teachers separate each student who enrolled in Ella's course by asking about student status. Due to the teacher challenges in teaching vocabulary mastery at Ella in Pare because of age factor. So it was suggested to Ella's teachers when teaching vocabulary mastery to college students, graduate college students, and students who had families to be more tenacious and patient in teaching. The researcher added the suggestion that in teaching vocabulary material, Ella teachers must use special methods or provide special classes to teach students who had gotten married.

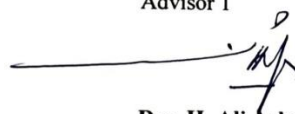
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