

TEACHING VOCABULARY USING DIGITAL MEDIA DURING COVID-19 PANDEMIC

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Abstract: The pandemic made a way of teaching to adapt. Offline teaching turned into online teaching. Teaching vocabulary is very important even in pandemic situations. This study aims to find out how to teach vocabulary during pandemic at UNISMA, which includes what strategies are used in teaching vocabulary and what media are used in teaching vocabulary, to find out what problems occur when teaching vocabulary in a pandemic and how the solution is. The subject of this research is a lecturer at the University of Islam Malang Faculty of Teacher Training and Education English Education Department, who teaches reading 2. The findings of this research are the vocabulary teaching process used synonyms, the media used are google classrooms, google meets , WhatsApp, and PowerPoint slides, the problems faced, such as lack of students' motivation in learning because teaching activity is online based. Problems with teaching techniques are general issues such as difficulties in operating online applications, high costs, and poor signals. For the solution, the lecturer suggested a way to replace the applications used in teaching into applications that are more fun and more easy to use.

Keywords: Teaching Strategies, Vocabulary, Online Media, Pandemic

INTRODUCTION

In Indonesia, there was a COVID-19 pandemic. The education sector had to adapt to the situation. Teaching that was usually done face-to-face was changed to online teaching. Teaching must continue even though there is a pandemic, teaching vocabulary is no exception. Teaching vocabulary was very important in teaching English. According to Vera (2017), vocabulary has an important role in mastering English.

In this era, there are many techniques to teach students, and a good teacher should prepare himself or herself with miscellany and up-to-date techniques (Al-Qahtani, 2015). There are many techniques for teaching vocabulary, both in offline teaching and in online teaching. Distance learning causes many problems,

such as miscommunication between teacher and students (Tuncay and Uzunboylu, 2012). According to Pamungkas (2012), a teacher who still used conventional strategies is one of the problems in teaching vocabulary. Different ways of teaching are also needed for distance learning (Cahyono, Kurnianti, and Mutiaraningrum, 2016).

Distance learning is learning without face to face, distance learning can use applications in the form of Facebook, WhatsApp, Twitter, etc. there are so many advantages of distance learning, one of which is very convenient, tests could be passed any time, and in any place, it helps to improve the knowledge of English, (Dolize, 2012)

Al-Jarf (2016) conducted a study at King Saud University, Saudi Arabia, to determine the effect of computer-assisted language learning (CALL) on students' achievement. The result was that students who used CALL got higher scores. The study proved that there was a positive effect in using online media on students' achievement.

Mede et al (2016) did a research at Sehir University, Istanbul, Turkey, to find out students' perspectives on online tools it called quizlet, online websites on vocabulary development of Turkish EFL learners. The results of this study were that some students felt motivated. Students said that activities using online tools were fun and enjoyable, but some students also felt difficult since online tools cannot provide enough examples for students to learn.

There are many strategies to teach vocabulary. Pamungkas (2012) found four ways to teach vocabulary: memorization, using synonym and antonym, translate directly, and fill the blanks. Liyaningsih (2015) found five strategies to teach vocabulary: using translation, using memorization, using games, using a song, and using command directly. Hidayat (2017) found that teaching vocabulary methods used by teachers in SMP Muhammadiyah 10 Surakarta were using series of pictures and animation videos. It was different from the strategies that could be

used in teaching vocabulary, according to Nunan (2003). According to him, how to teach vocabulary using Word families and Core meaning.

The way to teach Word families was introduce words based on root words. It aimed to get many word meanings from one word. For example, when students know some of the basic word building patterns of English, particularly plural, past tense, present tense, stem +ing, stem +ed, possessive, it is more sensible to count word families than to count word types. That is, it is more realistic to count walk, walks, walked, walking as one word family, agree, agreed, agrees, agreeing, agreement, agreements, disagreement as one word family. Form one word the student can know more word that associated with that word.

How to teach Core meaning was by introducing words based on the definition: "book" if you look at the dictionary then there will be the meaning "reserve (accommodations, a place, etc.); buy (a ticket) in advance." and the meaning "a written or printed work consists of pages glued or sewn together along one side and bound in covers." this teaching aims to understand words in the correct context and have few words but have many meanings

This research will be conducted at Faculty of Teacher Training and Education English Education Department University of Islam Malang. The researcher examined one of the English lecturers at University of Islam Malang. The topic taken in this research is how the lecturer teaches vocabulary in the second-semester students of the English Department of University of Islam Malang. The data of this study were collected through observation and interview. The instruments used in this study were made by the researcher and validated by the expert.

This study's limitations are the absence of specific courses that discuss vocabulary so that the data obtained are minimal; online observations also cannot describe the class in a real way, moreover, the researcher only examined one of the two lecturers who teaches Reading 2

Therefore, the researcher wants to conduct this research, because the researcher wanted to know what strategies were used in teaching vocabulary, what media was used in teaching vocabulary, what problems occurred when teaching

vocabulary, and what was the solution. This research will really help many people, ranging from students, teachers, and future researchers.

METHOD

This study used descriptive qualitative analysis with a case study as the research design. It is considered appropriate to use the case study as the research design because the researcher wants to investigate how the teacher teaches English vocabulary. This is in line with the definition given by Thomas (2013) that a case study requires a thorough investigation into one case or a small set of cases. The goal is to obtain a rich, detailed understanding by looking in-depth at aspects of the case.

A. Participants of the Research

The participant of this research is a lecturer who taught Reading 2 at the Faculty of Teacher Training and Education English Education Department University of Islam Malang. She was selected as the participants because she has taught reading for years. She also has adequate experience teaching least two reading at course.

B. Instrument of the Research

The instruments used in this research are interview and observation. The interview is done once. In the interview, the researcher used a list of questions on the interview guide that cover how the teacher teach vocabulary, what obstacles faced in teaching vocabulary as well as the solution. The interview is recorded and transcribed descriptively. Observation is used to note every activity during the teaching process. The observation is conducted twice to get the redundancy of data. Observation is conducted using observation lists, and each social activity reported as instruments in the form of images and videos. Because teaching activity is online-based, the researchers took online classes to do the observation. The media used for observation is google meet.

C. The Data collection

The primary key to organize this study is the data source. The purpose of using observation is to find out what happened in the classroom directly when the lecturer conducted the vocabulary teaching, so that the data obtained will be very valid. The purpose of using the interview is to complete the data that was missed during observation. The use of document analysis is to increase the validity of the research. The contents of the document analyzed are data in the form of written data recorded by researcher in the field of teaching plans and several other documents, photographs, and video recordings.

The researcher took data that focused on how the teacher taught English vocabulary. The data focused on some aspects, such as the strategies that teacher used in teaching vocabulary in class, the media used to support the teaching activity, the problems faced in teaching vocabulary, and the solutions to problems that occurred in class

In terms of strategies used by teacher in teaching vocabulary, the researcher obtained the data from interview, the researcher asked the lecturer about strategies used in teaching vocabulary. In terms of media, the researcher took data based on the media the lecturer used when teaching vocabulary in class, it will be recorded and documented through photographs.

Related to problems and solutions, the researcher took the data based on interviews and observations, so that the researcher known what problems happened and how to solve them.

D. Technique of Data Analysis

There are three steps to analyze qualitative data according to Creswell (1998):

1. Developing and applying codes: coding can be explained as categorization of data. A “code” can be a word or a short phrase that represents a theme or an idea. All codes need to be assigned meaningful titles. A wide range of non-quantifiable elements such as events, behaviors, activities, meanings etc can

be coded. There are three types of coding: a) open coding: the initial organization of raw data to try to make sense of it, b) axial coding: interconnecting and linking the categories of codes, c) selective coding: formulating the story through connecting the categories;

2. Identifying themes, patterns, and relationships: there is a set of techniques that you can use to identify common themes, patterns, and relationships within responses of sample group members in relation to codes that have been specified, specifically, the most popular and effective methods of qualitative data interpretation include the following: a) word and phrase repetitions: scanning primary data for words and 34 phrases most commonly used by respondents, as well as, words and phrases used with unusual emotions, b) primary and secondary data comparison: comparing the findings of interview/focus group/observation/any other qualitative data collection method with the findings of literature review and discussing differences between them, c) search for missing information: discussion about which aspects of the issue is not mentioned by respondents, although you expected them to be mentioned, and d) metaphors and analogues: comparing primary research findings to phenomena from a different area and discussing similarities and differences; and the last step

3. Summarizing the data: to link the research findings to hypotheses or research aim and objectives. When writing data analysis chapter, the researcher can use noteworthy quotations from the transcript in order to highlight major themes within findings and possible contradictions.

RESEARCH FINDINGS

The findings are based on observation and interview, researchers have revealed the results below.

A. Strategy That Used

The researchers found that the vocabulary teaching strategy used at University of Islam Malang during the pandemic is word families. This is the same as writing in a Nunan (2003) book. According to him, teaching vocabulary

can be done by introducing word families. Teaching using this method aims to get many variants of words that come from one main word, so students can have a lot of vocabulary from just one word. This method can be used at all levels of students.

This finding is different from Pamungkas' (2012) finding, that there are four ways to teach vocabulary: memorization, using synonym and antonym, translate directly, and fill the blanks. yesterday, Pamungkas conducted research in junior high schools, so that the way to teach vocabulary to students at beginner level. yesterday, which means the material taught by the teacher to teach vocabulary is different,

B. Media That Used

The media used in online teaching at Faculty of Teacher Training and Education English Education Department University of Islam Malang are google meet, google classroom, what apps group chat, and zoom. This is slightly different from the theory found by Dolize (2012), that online learning usually used social media such as WhatsApp, Facebook, Twitter, etc. However, at UNISMA, there are additional forms of Google classroom and Google Meet. This happens because the development of technology is very fast, so that new applications emerge that can be used in teaching media.

The media used specifically to teach vocabulary was a PowerPoint slide. The lecturer gave explanation through a PowerPoint slide that could appear on the students' screen. Nazari, Taki, and Tabatabaei (2017) compared the use of PowerPoint slides for vocabulary learning to 100 EFL students in Iran. The results showed that students who used PowerPoints in learning vocabulary had significant differences compared to those who did not use them.

This shows that power points can be used in teaching vocabulary. Power point can also display a good visual if packed properly. High creativity from lecturers can make the material displayed on power point slides.

C. The Problems of Teaching Vocabulary During Pandemic

Lot of online teaching problems that occur during a pandemic. for example, students and teachers experience communication misunderstandings, inadequate facilities such as slow laptops, high internet costs, limited ability to use applications, students and lecturers were unfamiliar with online learning, so that it affects students' motivation in learning. This is in line with the findings of Purwanto, et.al. (2020), Tuncay and Uzunboylu (2012).

Purwanto et al (2020) found that the pandemic of COVID-19 caused the high cost of learning, as the offline class moved to the online class; eachers and students had difficulty in applying online applications because there was no habit in using online applications, and the tools used for teaching and learning activities were inadequate.

D. Problem Solving of Teaching Vocabulary During Pandemic

Regarding to the solution of the problems above, the lecturer said that the university will provide application services that are easy to use, low cost and integrated with the campus system so that it can ease the lecturers and students in teaching and learning activity.

To solve the students' motivational problems, the lecturer said that using varied applications and good visuals would reduce the students' boredom. The lecturer suggested using Quizlet, Kahoot, or other similar applications. This finding was supported by Mede et al (2016), this research compared the effects of online application, Quizlet, on EFL students in turkey. The result of his research showed a significant impact on students they made progress in learning vocabulary. The research showed that the use of online applications could make students feel better and more active in learning process.

According to Setyowati (2017), by applying learning and teaching media using technology in the form of an android application, giving teachers to understand and explain the English vocabulary to be better and more enjoyable. this means the use of Android-based applications makes students more

comfortable in learning. This application can be accessed via a mobile phone, so this application can be used anywhere and anytime.

CONCLUSION AND SUGGESTION

Everyone, including lecturers and students, must adapt to the situation during the pandemic. Many things must change, from how to live to how to teach. Teaching and learning activities must still be carried out even though there is a pandemic. Therefore, the researcher tried to find out how to teach vocabulary at Faculty of Teacher Training and Education English Education Department University of Islam Malang.

Researcher found that the way to teach vocabulary at Faculty of Teacher Training and Education English Education Department University of Islam Malang used inductive learning, which teaches vocabulary from general to specific. Another teaching technique was using synonym to teach vocabulary with word equivalents to make it easier to understand the meaning of words.

Researcher also found out what problems occurred when teaching vocabulary during a pandemic. Researcher found many issues caused by the pandemic when teaching vocabularies such as surging operational costs, inadequate tools, difficulties using online applications, communication problems between lecturers and students, poor students' motivation. For the solution, the lecturer revealed that there would be a change in online applications, replaced with university-owned applications, which resulted in lower costs, easy to use, and integrated into one system and using application that more enjoyable to use, for instance, Quizlet, Kahoot or other similar applications to make student more active in the class.

Based on the findings, the researcher advised the next researchers to add more research subjects. The researcher only observed one lecturer in this study. The researcher also suggested the further researchers to investigate about the

students' online learning strategies or online vocabulary teaching from the students' perspective.

Suggestions for lecturers in the future, they are suggested to be better prepared and mastered the technology. Based on this research, all lecturers are expected to always be able to upgrade themselves because of the time and technological development demands.

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