

STUDENT TEACHERS' ENGAGEMENT IN USING VOCABULARY LOG FOR VOCABULARY LEARNING AND TEACHING

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Abstract

Vocabulary knowledge is known as an essential element in language learning to support four language skills listening, speaking, reading and writing. Indeed, many known ways to encourage and help language learner to keep tract vocabulary development. However, little is known for keeping vocabulary using vocabulary log. Hence, the present study conducted to explore how English language learners' engagement in using vocabulary log. Three participants, were student teachers who majoring English education, involved in this study. The study employed a narrative inquiry design, and conducted a semi-structured interview to reveal student teachers' experience. The data were analyzed by using thematic analysis. The result of the present study showed two aspects of student teachers' engagement in using vocabulary log for vocabulary learning and teaching: (1) linguistic (expansion of their vocabulary development where participants as learners) and (2) pedagogical (internalization of the tool and their readiness to adopt vocabulary log in class where participants as future teachers).

Keywords: Vocabulary Log, Learning Vocabulary, Teaching Vocabulary

INTRODUCTION

Learning english as a foreign language (EFL) in recent decades is important for non-native speakers. When learning a foreign language, it is undeniable that vocabulary plays as a fundamental role in the process of language learning (Zarrin & Khan, 2014). Hence, vocabulary becomes a central in a language learning and teaching (Ghazal, 2007). Besides, it becomes a support system for the four of language skill such as, listening, speaking, reading, and writing (Clenton & Booth, 2020). Without vocabulary mastery, those skills will not be comprehended, as such we need to understand what we hear, what we want to speak, what we need to understand when we read, and what we want to write.

In language classroom, numerous ways of approaches, techniques, strategies, and exercises to shape students' vocabulary mastery (Hatch & Brown, 1997). Those were implemented to support the vocabulary acquisition process, such as the application of a variety games, the use of word wall, the utilization of vocabulary notebooks, the existing of vocabulary list in textbooks. Dubiner in (2017) employ a vocabulary notebook to promote as the conscious and intentional of vocabulary acquisition in learning a foreign language. Nonetheless, there is a considerable gap in research on vocabulary notebooks as a tool for increasing student-teachers' vocabulary, hence, the recent study develop it as a vocabulary log. As it showed in (Yanto et al., 2020) that learning vocabulary literary using vocabulary log was considered as an effective and helpful way.

Vocabulary Log

Vocabulary log is a vessel for learner to keep tract lots of learned words, hence, it uses to deepen and strengthen students' understanding towards those words. Using the vocabulary

log, the students not only fill the unfamiliar words to it, but also they need to find its definition, its meaning in their language, its word classification, its word content, its synonym, and its antonym using dictionary.

Vocabulary Self-Collection Strategy

The strategy is a fun way where students can explore many sources to gain new vocabulary without any distraction (Rahman et al., 2019). For instance, by watching movies with its English subtitles, listening to English songs, reading English passage, those activities encourage students to gain new words. Hence, this is a strategy that student can learn by themselves (student-centered) to choose and study new vocabulary (Maghfuri, 2017). Moreover, the advance of technology can easier students vocabulary learning activities to explore more individually (Mahdi, 2018). In this present study, students collect new words then fulfill the vocabulary log.

As such, the purpose of the present study is looking on two aspects of student-teachers' vocabulary development. First, the experience student-teachers using vocabulary log. Second, to reveal the impact of using vocabulary log for student-teacher as a future teacher to internalize the use of vocabulary log as a teaching tool.

METHOD

The present research aimed at finding student teachers' engagement in using vocabulary log for vocabulary learning and teaching. The vocabulary log was provided by the author in MS word form, so that the participants could fill it with unfamiliar vocabulary they found. Moreover, to explore student teachers' engagement in using vocabulary log, a narrative inquiry design was implemented in this present study. The design was used for examining individual's experience (Demir, 2018). Hence, the student teachers' experiences in using vocabulary were analyzed comprehensively. The participants involved in the research were five student teachers who majoring English education but only three of them who agreed to be interviewed. The demography information of participant was presented at Table 1. Demography Information of Student Teachers.

Table 1. Demography Information of Student Teachers

Name of Participant (Pseudonym)	Gender	Age	Linguistics Background	Education Background	Length of English Learning Experience	Social Economy Background
Melia	Female	21	Sundanese Indonesian	Undergraduate studies	12 years	Medium
Kiya	Female	21	Indonesian	Undergraduate studies	16 years	Medium
Putri	Female	21	Indonesian	Undergraduate studies	15 years	Medium

Adopted from (Pahlevi, 2020)

To obtain the research data, the author used an open-ended interview and supported with a sample vocabulary log. The interview was conducted using Bahasa in order to make it easier and can be understood by the participants, it spent for approximately 10 – 15 minutes for each participant. It concerning on student teachers' experience during using vocabulary log for their learning and teaching activities.

RESULTS AND DISCUSSION

Results

The recent study revealed two aspects of student teachers' engagement when using vocabulary log for teaching and learning practices: 1) linguistics aspect, which is an expansion for their vocabulary knowledge and 2) pedagogical aspect, which is an installation of the vocabulary log learning strategy as their readiness to present it to their students in future.

Linguistics aspect: participants as learners

Student teachers' revealed that they feel helped when learning English facilitated with vocabulary log. They can explore more and more into an unfamiliar word they found. The log helped to keep tract the words in one place. It can be drawn from the interview transcription below.

Researcher : Please, explain how your experience when using vocabulary log?

Participant 1 : After being introduced with this vocabulary log, the first thing I realized is I learn a lot. I learn the word class classification from this log. I realize that the rest of word classes unless verb word class, is easier to identify than other word classes, so it encourage me to learn it more so that I can classify it well.

Participant 2 : I used to write unknown words and its meaning in the back of my reading book. But after being given the vocabulary log, now I know how to keep those words safe. Not only that, the log equipped by complete format to learn the word more such as, its definition, its meaning in Bahasa, its synonym, its antonym, etc.

Participant 3 : The vocabulary log is quiet helpful for me in understanding unknown English words that I found. I learn that actually every words I found has synonym and antonym that I have ever read before.

(Data interview transcription 1)

To strengthen the obtained data, the study presented virtual documentation of student teachers' vocabulary log in Figure 1. Sample vocabulary log.

VOCABULARY LOG

Instruction : Please pick unfamiliar words you get and fill into the vocabulary log below.

No	Word	Word Class				Word Context (Put sentences containing unfamiliar words)	Word Meaning	Word Meaning in Bahasa Indonesia	Synonym	Antonym
		N	V	Adj	Adv					
1	Onward				•	From the 19th century onwards.	Beginning at a particular time and continuing after it	Maju, ke depan	Frontward	Backward
2	Attune		•			They become particularly attuned to the contrasts.	To make someone able to understand or recognize something	Membiasakan, selaras	Accustomed	Neglect
3	Constraint	•				He concluded that children seek form and meaning within the constraints imposed.	Something that controls what you do by keeping you within particular limits	Paksaan	Compulsion	Freedom
4	Soak up		•			They soak up huge amounts of information from their environment.	To understand and remember information well	Menyerap, mengingat	Remember	Forget

Figure 1. Sample vocabulary log

Based on the data interview transcription and sample vocabulary log above, student teachers' explore through online dictionary, then they can found the words' definition, classify the words, find its meaning and antonym. Besides that, student teachers admit that using vocabulary log improve their vocabulary knowledge. It can be illustrated from the interview transcription below.

Researcher : What are benefits you found during using vocabulary log to support and help your English learning process?

Participant 1 : The main benefit is of course this log can improve my vocabulary, especially, I can add the words' synonym and antonym. So this log can enrich my vocabulary knowledge.

Participant 2 : This is a very useful thing to memorize new vocabulary I found, so this is like a place where to review and recall new vocabulary. So, not only keep the words but also remember them. We know that vocabulary is one of important aspects to support four English language skill. Like most of us did not pay enough attention in vocabulary mastery, we only focus on four language skills. If we comprehend vocabulary mastery, we will not feel any obstacle to convey what we want to convey both in written or spoken form. In short, using the vocabulary log all of unfamiliar words can locate in one place and it becomes more organize. We can easily remember the words, more comprehensive, and easily understand new words.

Participant 3 : This is very useful, I can either find a meaning from a word or even find its synonym and antonym to keep attract in the vocabulary log. Besides that, I also can identify its word class classification.

(Data interview transcription 2)

By the interview section above, it can be said that vocabulary log is a vessel to facilitate student teachers for putting unfamiliar words they found. Not only that, the vocabulary log can also be a place where they can open it any time for reviewing and recalling the words. The sample of student teacher's vocabulary log presented below.

Vocabulary log

Instruction : please pick unfamiliar words you get and fill into the vocabulary log below.

No	Word	Word class				Word context (put sentences containing unfamiliar words)	Word meaning	Word meaning In Bahasa Indonesia	Synonym	Antonym
		N	V	Adj	Adv					
1	Arises		O			To write something down when the need arises .	Get up or to happen.	Timbul/bangun/muncul	Rise	Lie down
2	Ubiquitous			O		Not only is this writing implement nearly ubiquitous .	Existing or being everywhere at the same time.	<u>Dimana mana</u>	Everywhere	Rare
3	Poisonous			O		This medicine is poisonous if taken in large quantities.	Very harmful and able to cause illness or death.	<u>Mematikan</u>	Toxic, deadly	Harmless
4	Stylus	O				Some styluses were made of lead.	A small object on a record player that touches the record and helps produce sound.	<u>Jarum piringan hitam</u>	Pointer	Verboseness

Figure 2. Sample vocabulary log

Pedagogical aspect: participants as future teachers

The current study employed student teachers for its participant because the author is expected that the vocabulary log is useful either for student teachers' self vocabulary development or for their future vocabulary learning media for their future students. To obtain the data, the interview transcription illustrated below.

Researcher : As a future teacher who still studying in university, how effective is your English learning process if it helped by vocabulary log?

Participant 1 : It is an effective way for me as an EFL learner.

Participant 2 : It is an effective tool, especially with describing the vocabulary log itself and how its function to students that it can help them in learning English. Due to, most of problem cases in learning English is students learn passively, they can understand what teacher's delivered but they are difficult to convey what's on their mind. Sometimes, it just feel hard to say and it ended with blank mind because they do not know what the English words they want to convey.

Participant 3 : Of course, the vocabulary log is an effective tool for the English learning process.

(Data interview transcription 3)

From the interview transcription above, student teachers admit that learning English facilitated by vocabulary log is effective due to solve most problem cases of learning English. One of them realize that people mostly focus on developing the four skills of English language, and they do not pay enough attention on their vocabulary knowledge. Whereas, vocabulary knowledge is most important item to support the four language skills. To prove that the vocabulary log can solve the problems, student teachers were asked whether consider to adopt the vocabulary log as their future vocabulary learning media for their students. The interview transcription presented below.

Researcher : When you actually become a teacher, will you present and adopt this vocabulary log for your students in your English classroom?

Participant 1 : I obviously will adopt this vocabulary log someday, however, I need to ensure first that the log fits for my students. The reason is because I know and get this vocabulary when I study in university. Hence, it might be possible if I share this to high school students and above or a bilingual school, obviously this is an effective way to be adopted.

Participant 2 : Yes, I will do adopt this vocabulary log. Notes that this activity is not to be valued but to build a good learning English habit because this is a trick to comprehend English vocabulary.

Participant 3 : I will probably consider the vocabulary log as a vocabulary learning strategy if I were a teacher someday.

(Data interview transcription 4)

The data interview transcription above illustrated that student teacher agreed to consider vocabulary log as a vocabulary learning media for their future students. However, the vocabulary log do not implement to be valued by teacher but as a good learning English habit.

Discussion

Linguistics aspect: participants as learners

Based on the research finding, some important points can be reported towards how student teachers' linguistics development in learning English facilitated with vocabulary log. First, the student teachers' admit that the vocabulary log is able to improve vocabulary knowledge inasmuch as vocabulary log works as a vessel and tool to keep safe unknown words. Therefore, they can reopen the log everytime once they intended to review and to recall the unknown words or even to add more words. Secondly, using vocabulary log, it helped in organizing unknown words so that it stayed in one place not in the back of a book. Further, vocabulary log format is equipped with some features such as, the word's class classification, the word's definition, the word's meaning in Bahasa, the word's content in a sentence, the word's synonym and antonym, therefore with only one unknown word they found, they were able to expansion their vocabulary insight. For instance, student teacher added the word *Onward* see at Figure 1. Sample vocabulary log, she found the word's class classification which is an adverb. From that, she was able to learn and recognize the word's class classification whether a word is a noun (N), a verb (V), an adjective (Adj), or an adverb (Adv). Moreover, she knew the definition of the word

Onward through online dictionary both in English and in Bahasa in order to build an understanding for that word. Forth, she should also written the sentence that containing the unknown words, she added *From he 19th century onwards*, in that case she could comprehend the word's content from that sentence. Hence, her understanding for the word became wider because she knew how to put the word in a sentence case. Two last features from vocabulary log are synonym and antonym, this was able to enrich student teachers' vocabulary knowledge. Finding the synonym from a word, student teachers were able to use the synonym when making a sentence. Hence, student teachers had variety vocabulary. Thus, besides it used the word *onward*, the student teacher was able to use the word *frontward*. Whereas, antonym denotes the opposite meaning from the word (Dikilitaş & Erten, 2018), it can be seen from the word *onward* has antonym *backward*.

Pedagogical aspect: participants as future teachers

Since the teaching of the four English skills listening, speaking, reading, and writing has been considered as an important focus in English classroom pedagogy (Schmitt, 2010), vocabulary knowledge becomes the next focus after the language skills. Hence, one of the goals for this present study was to expect student teacher in experiencing the vocabulary development process they might interest for their future students to undergo. Thus, the vocabulary log presented as a tool to link between student teachers' teaching and their future students' learning. As student teachers, the participant stated that the vocabulary is an effective tool for vocabulary learning hence they were capable to implement the tool for improving their future students' vocabulary knowledge. One participant said in this study that this kind of activity can build a good English learning habit. It can be said that vocabulary log was not an activity that needs to be valued in class yet it is formed as an effective trick tool for enriching students' vocabulary knowledge. Further, to implement this tool, participants need to ensure their future students first. The vocabulary log might not fit for every level of English learner, because the tool required some understanding from learner to use dictionary. Hence, the tool might start from high school and above of English language learner. As one participant said, this kind of tool was obtained when studying in university. Therefore, it is important when adopt vocabulary log, kindly ensure who the students are, as a consideration the students needed to able to use dictionary.

CONCLUSION

Vocabulary log for student teachers' potentially evoke two aspects; linguistics (participants as learners) and pedagogical (participants as future teachers). For linguistics aspect, vocabulary log helped participants in increasing their vocabulary knowledge. There are some points to support it such as, vocabulary log is useful for keeping a lot of unknown words that they found during learning English mostly when they were reading and listening, therefore, they can understand the word's context. It can be said that vocabulary log is a vessel to keep those unknown words in one place in order to tract it easier, more organized, and more arranged. Hence, participants knew where to go, in accordance, they wanted to review or recall those words once they need it. Whereas for pedagogical aspect, student teacher appraised that vocabulary log denotes as an effective tool to help English language learner to boost vocabulary knowledge in English learning process. Further, once they become an English teacher they obviously assumed to adopt vocabulary log as their vocabulary learning media. It is suggested that the vocabulary log is not formed as an activity that not to be valued yet it is formed for improving a better English language learning habit.

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