

VOCABULARY ASSESSMENT STRATEGY

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Abstract

This research aims to find out the vocabulary assessment strategy used by teachers in assessing students' vocabulary in secondary schools and how the results of applying the vocabulary assessment strategy are to students' vocabulary skills. This research uses qualitative descriptive where the data collection uses a questionnaire included in the google form and distributed to 10 English teachers from various schools in North Sumatera. From this research, it was found the vocabulary assessment strategy used by teachers during the examination was to match the word (40%), multiple-choice (30%), fill the blank (20%), and define the word (10%). The vocabulary practice strategies used are memorizing, puzzle games, paper forms, shorting-guided words, reading comprehension, asking and answering methods, conversation, oral tests, and written tests. This research concludes that the vocabulary assessment strategy is used very helpful for students to achieve the targets and 60% satisfactory for students' knowledge and 40% is moderate.

Keywords: Vocabulary, Assesment, Strategy

INTRODUCTION

English is a common language that students must learn at formal and informal scholl. English learning has started from elementary school to college and even now English has been loaded for primary preschool education (Zalmansyah, 2013) . English is very important language to understand because it is an international language. English is used as a measurement for a person who wants to continue his study to overseas where the countries' main language is English (Suyatman & Rachman, 2017). A student is required to master basic techniques in English both writing skill, reaading skill, speaking skill, listening skill, and vocabulary skill.

Vocabulary is all the words in a language, the richness of words owned by a speaker or writer, words used in a field of science, and a list of words arranged like a dictionary as well as a brief and practical explanation. Vocabulary (Mata et al., 1967)knowledge is central to a knowledge of a language. Mastery of vocabulary is very important in language, when we have a rich vocabulary, we will be the greater person's language skills. Vocabulary mastery is divided into two groups, namely receptive and productive vocabulary mastery. Receptive mastery is the process of understanding what is said by others, receptiveness is defined as passive mastery. Productive mastery is the process of communicating ideas, thoughts, feelings through linguistic forms. Mastery of vocabulary in activities and daily life has a very large role because one's thoughts can only be clearly understood by others if expressed using vocabulary. So the person's language capacity is a reflection of the ability to classify and indicate the meaning of certain words.

To determine how student's vocabulary skills are needed an appropriate vocabulary assessment strategy. Development of vocabulary assessment instruments in the education field is very much needed. Because with the development of vocabulary assessment instruments in learning,

it will help the assessment process in learning in schools (Siregar, 2020). To be good in the vocabulary test if they can solve vocabulary problems with the specified standard value. So that these values can be achieved, the teacher must prepare good and interesting learning materials and when carrying out the exam, the teacher must also prepare a vocabulary assessment strategy. The test of English as a foreign language or TOEFL is a standardized test of English for non-native speakers. It consists of a three-part test. The comprehension test consists of a vocabulary test (Suyatman & Rachman, 2017) . To get better score results, strategies are needed.

The vocabulary assessment strategy is a strategy used in making questions for vocabulary and the strategy to assess student achievement in the vocabulary examination. The assessment of vocabulary as it pertains to reading comprehension has almost exclusively emphasized the receptive dimension of vocabulary (PEARSON et al., 2007). The form of the question must contain what targets will be achieved by students. The teacher must create a vocabulary assessment strategy so that students will be able to solve the questions given. If you decide that you want to test vocabulary explicitly, the first thing you need to determine is whether you want to assess recognition or production. Common formats for assessing vocabulary recognition are multiple-choice questions (MCQs) and matching (Coombe, 2011).

According to research by Mohammad Reza Ahmadi in 2012 with the title of research improving vocabulary learning in foreign language learning through reciprocal teaching strategies, it is stated that vocabulary is the most important factor faced by foreign language learners during the foreign language learning process. Vocabulary learning used to be an overlooked aspect of language learning, so it is important to have strategies for assessing students' vocabulary.

As published in a previous study by Beverly A Devries in 2014 with the title research vocabulary assessment as predictor of literacy skills said that vocabulary is such an important component of reading comprehension, it is imperative we as teachers understand factors than affect students' vocabulary, methods of assessing vocabulary, and strategies that engage students as they learn new words. Many teachers are not able to provide services such as determining what strategies are used in vocabulary assessment so that students are not able to achieve the specified target. Many teachers only teach simple without any strategies so that the student's vocabulary skills are also very minimal and when the exam is carried out of course the results will be disappointing. With this research, the researcher wants to summarize what strategies are used by the teacher in vocabulary assessment and how the targets are set by the teacher by determining the strategies used.

Based on this description, the researchers desire to research with the title "Vocabulary Assessment Strategy". The problem of the study contained in the writing of this research is as the following: What is the strategy used for vocabulary assessment? How is the result of using vocabulary assessment? Based on the problem of the study, the researcher formulate the objectives of this research as: to choose the strategy used for vocabulary assessment, to explain what is the result of using vocabulary assessment. This research discusses vocabulary assessment strategy. This research will be conducted for ten English teachers from various schools and then collected and analyzed the answers from the teachers.

The benefits of research conducted by researchers are: For researchers namely to find out more about vocabulary assessment strategy and to know how the result of using vocabulary assessment. For teachers: as a reference that can be used to choose vocabulary assessment strategy. In this research, the researcher making ten questions were divided into three parts. In

researching the object, the researcher found the vocabulary assessment strategies used by the teacher to give the test on vocabulary subjects.

The researcher uses google form to take the data and uses a questionnaire that consists of ten questions that should be answered by the subject of research. Ten questions are given into 3 parts consisting of 1. Assessment preparation contains 3 questions, 2. The assessment application contains 4 questions. 3. Assessment evaluation consists of 3 questions. Before entering the assessment preparation section, when entering the google form link, the respondent's data will be asked such as name, age, gender, place of work then enter part 1.

The questions uses in this research namely

A. Assesment preparation

In this part includes three questions namely

1. How much the target vocabulary that must be achieved in each exam?
2. How many questions in one session for vocabulary exam?
3. Is the vocabulary assessment strategy combined with other topics?

B. Assesment practice

In this part includes four questions namely

1. What is the vocabulary assessment strategy you using in the classroom when teaching?
2. What is the type of exam applied when testing student's vocabulaty comprehension?
3. What is the form of vocabulary practice that you do in the classroom?(please explain)
4. Does the vocabulary assessment strategy help student's to achieve the specified vocabulary target?

C. Assesment evaluation

In this part includes three questions namely:

1. Does the application of the assessment strategy help student's understand more vocabulary?
2. How is the student's achievement of the subject vocabulary when using assessment strategy?
3. What is the scale of the implementation of the exercise or test for the vocabulary topic? (spesific time whether often, rarely, never or if there is a specified time, please explain).

From the explanation, this research was conducted to determine the strategy used in vocabulary assessment to secondary schools and how the result of implementing the vocabulary assessment strategy in knowledge and values of the students. The identification of problems in this study are 1) There are still many vocabulary assessment strategies that are not effective their use, 2) Students' vocabulary skills are reduced because of the ineffectiveness of the vocabulary assessment strategy.

METHOD

Data collection is an important process for obtaining data in research. Research design is a blue sprint or framework that assists researchers in research that provides an outline and details of each research procedure from questions to research problems to data analysis. The design of the research with the title "vocabulary assessment strategy" uses qualitative research. Qualitative research is research that is used to investigate, find, describe, and explain the quality or privilege of social influences that cannot be explained, measured, or described through a quantitative approach (Fitria;2013).

The researcher used the qualitative descriptive method and then will analyze the data from the vocabulary assessment strategy. Qualitative descriptive is conducted to describe and understand social episodes from the stance of participants (Fauzi & Pradipta, 2018). Thus in research, the researcher focused on observation of the data with the purpose to describe the kind of strategy used by the teacher when teaching vocabulary subjects and how the result of using the strategy was achieved by students. The data needed in this research is what is the vocabulary assessment strategy used when the teacher was teaching. The data was obtained from the data instrument used in this research where the participants were 10 English teachers from some schools. The respondents in this research were ten female English teachers and the ages of the ten English teachers were as shown in the following diagram

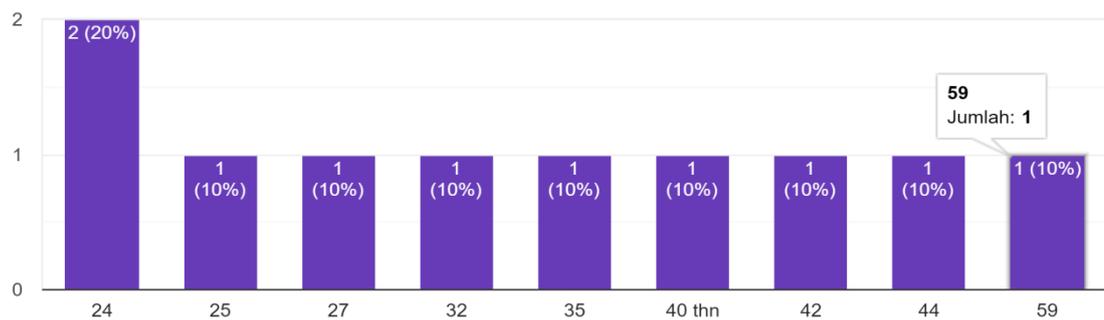


Diagram 1. The ages of respondent

The research instrument is used to collect research data. An instrument is something that can be used to make it easier for someone to do a task or achieve goals effectively or efficiently (Aprilia & Susilo, 2014). The instrument was that the researcher must understand the data in this research so can analyze and draw the summary. An Instrument is a means that allows the researcher to measure, examine, or record data. The instrument used in this research is used for interviews with the google form. Google form is a service from Google that allows you to create surveys, ask and answer questions with online form features that can be customized according to your needs.

For collecting the data, the researcher will do some procedures are:

1. The research will compose 10 questions related to the vocabulary assessment strategy
2. The research will enter the questions into the google form
3. The researcher will contact 10 English teachers from various schools
4. The researcher will give a questionnaire in the form of google form and the teachers will answer the google form
5. After the teacher's answers are collected, the researcher will analyze and conclude.

The data analysis was by using statistical techniques. The data analysis is used to describe the conclusion of the research data (Oliver, 2013). The researcher will categorize the answer of the teacher and then the researcher will analyze the data to conclude to find what is the kind of strategy that usually teachers use when doing vocabulary assessment and to draw how is the result of the use vocabulary assessment strategy. This research has three stages are:

1. Data reduction

The basic step to analyze data in this research is data reduction. This step is to collect the information and draw a conclusion. According to Miles (1994:10), data reduction is a process of selecting, focusing, abstracting, and transforming in a transcript.

2. Data display
The next step is data display. Data display is an organized, compressed assembly of information that permits conclusion drawing and action(Miles, 1994:11)
3. Conclusion drawing
The last step after data reduction and data display is to conclude. The drawing conclusion include the data collection is over, depending on all data that find in the research (Miles, 1994:11)

RESULTS AND DISCUSSION

Results

A. Evaluation preparation.

In this part of the first query, the respondent will solve and determine how many grades are said to be surpassed when the examination is carried out. the second question is "how many questions are in one consultation for vocabulary exam?" in this query the respondent has to determine how many questions about vocabulary are in a single examination then the closing question within the training evaluation is the vocabulary evaluation blended with different subjects? This query refers to whether or not the vocabulary test is blended or separated from other subject-matter assessments.

Primarily based on the records amassed, the researcher in this element for the primary question described the answers:

1. The goal vocabulary score that needs to be achieved in each examination so it says bypass is above 70
2. The quantity of questions contained in vocabulary and one exam varies significantly from 10 questions, 15 questions, 30 questions, and even 50 questions.
3. For the third query the vocabulary assessment approach mixed with different topics for the answers are contained within the following diagram:

Is the vocabulary assessment strategy combined with other topics?

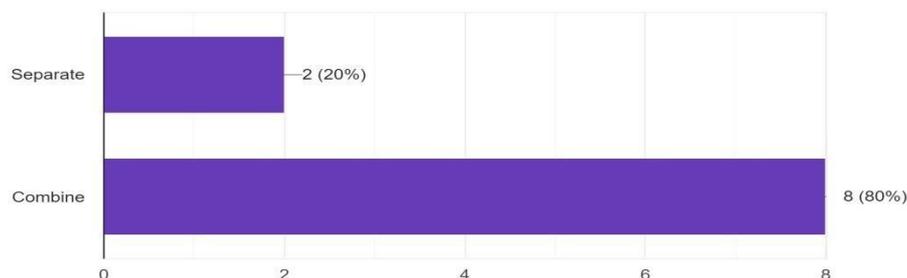


Diagram 2. answer the question no. 3

B. Assesment application

Which includes 4 questions and the first query is what is the vocabulary evaluation strategy you are using inside the study room while coaching? In this segment, the kind of answer requested is that the instructor, in brief, explain the vocabulary assessment method used while reading in

elegance. Then the second question is the type of exam implemented whilst checking out students' vocabulary comprehension. on this question, the answer asked that the respondent chooses the solution that has been supplied, similar to the options query, the 1/3 question in this phase is what's the shape of vocabulary practice which you always do in the schoolroom? (please explain for). in this query, the respondent is asked to explain vocabulary practice that is commonly used in class. The ultimate query is does the vocabulary evaluation method assist college students to achieve the required vocabulary target? on this query, the respondent needs to solution yes or no inside the solution column. within the assessment evaluation section which includes 4 questions.

From the based accrued information, for the first query the vocabulary evaluation approach that teachers use inside the study room are:

1. Puzzle game.

Phrase-seek-puzzle game is one of many instructional video games that toughen phrase-degree onto a grid and persuades the class to make hints for the puzzle clues. An easier however nonetheless popular alternative phrase puzzle is the word-seek. The item of the word-search puzzle is to find the listed hidden words. This sport is good to check fashionable vocabulary, without ever tiring the students. In most of the puzzles, there are at least 40 phrases. The words may be hidden in any path: horizontally, vertically, diagonally, and forwards and backward (Vossoughi & Zargar, 2016). From this recreation, college students might be requested to be greater creative and hone their memorizing degree to find a few phrases.

2. Listening and memorizing the word.

When the teacher teaches college students are requested to concentrate and memorize each new word that students locate. This method assesses how the student's vocabulary capabilities in the lecture room. Listening is the capability to recognize verbally communicated information and offer appropriate remarks. it could also be described because of the capacity to be aware of sound. Memorization is the technique of committing something to memory. The act of memorization is usually a deliberate intellectual technique undertaken to shop in reminiscence for later recollect objects which include reviews, names, appointments, addresses, smartphone numbers, lists, stories, poems, photos, maps, diagrams, facts, track or different visual, auditory, or tactical statistics. With this strategy, college students might be extra lively and innovative.

3. Know-how through wording

While the teacher asks students to recognize and interpret the words given, students can be extra active to enhance vocabulary skills. With this strategy, students can be requested to explain the phrases wanted so that their vocabulary will boom.

4. Reading comprehension

Reading comprehension can be concluded that a very complicated mental procedure that relates to or refers to the making and association of which means involving aspects of cognitive abilities via combining previous experience and knowledge with existing know-how currently acquired (from studying cloth) both by using the use of a pinnacle-down studying version or backside-up through interacting or attractive immediately with written language or textual content. in this method, students are requested to apprehend the phrases given to assess how the student's vocabulary talents are.

5. Asking answering method

In this strategy the trainer will ask approximately something that can improve students' vocabulary abilities then students will solve the question. in any other case, college students will ask something that isn't understood and the teacher has to solve the student's query

6. Communication/conversation

The conversation is a question and answers communication among one individual and another. which is nearly the same as asking and answering techniques. on this strategy, college students are requested to actively speak to their co-stars which path will boom the pupil's vocabulary and the trainer can assess the scholar's capability.

7.Oral take a look at

Oral tests its miles an evaluation tool whose implementation is finished through keeping direct questions and solutions to find out talents within the form of college students' wondering processes in fixing a hassle, taking duty for critiques, the use of language, and gaining knowledge of concern matter. – Judging from the varieties of questions a good way to be requested, oral checks can take the form of; - Closed questions - Open questions - Judging from the preferred solutions, oral exams may be within the form of questions in the form of: - Memorizing - Comprehension - evaluation - application - Synthesis and – assessment

8.Written-test

Written check is an assessment tool that should be answered by way of college students, consisting of; checks in the form of descriptions, particularly all assessments whose questions require solutions inside the shape of descriptions. objective shape exams, which are all exams that require students to pick out many of the possible solutions which have been furnished, supply quick solutions, or fill in answers within the column of dots that have been provided.

the type of exam applied when testing students' vocabulary comprehension

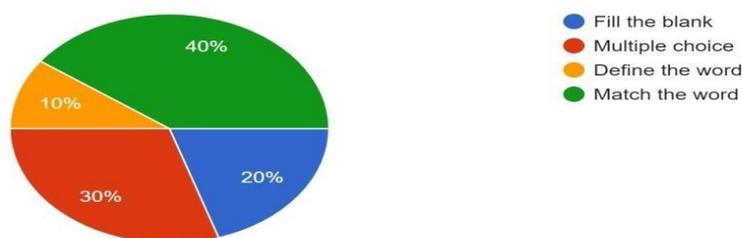


Diagram 3. The type of examination

The third question in this part about the form of vocabulary practice that always teachers do in the classroom can explain in the following table:

Table 1. Form of vocabulary practice

No	The strategy vocabulary practice	Explanation
1	Memorizing	Memorization is the process of committing something to memory. The act of memorization is often a deliberate mental process undertaken to store in memory for later recall items such as experiences, names, appointments, addresses, telephone numbers,

		lists, stories, poems, pictures, maps, diagrams, facts, music, or other visual, auditory, or tactical information. With this strategy, students will be more active and creative.
2	Playing game	<p>Playing game.</p> <p>The steps are :</p> <p>The teacher makes tables on the whiteboard, Then the teacher writes a word. The teacher asks the students one by one to come in front of the class to write a new word based on the letter that the teacher has written before,</p> <p>for example : The teacher writes a word of watermelon. So the first student has a chance to make a new word based on the letter w-a-t-e-r-m-e-l-o-n vertically or horizontally.</p> <p>For example, the first student writes the word of the winner. so the second student can write based on the letter of watermelon or winner. it means that the blank letters in the tables are w-a-t-e-r - m -e -l-o-n or i-n-n-e-r.</p>
3	Paper form	This form is to give some questions to students and the students must answer the form.
4	Sorting-guided word sorts	<p>Sorting- Guided word sorts consist of telling students the categories in which to sort a list of words. This could be "adjectives," "nouns," etc. For example, students might sort words related to ancient Egypt into people, places, the process of mummification, religion, and agriculture based on the context of the word. The teacher can even give clues, such as "There should be four words in column one and three in column two."Free word sorts allow students to make categories themselves based on their observations and methods of grouping. Some students may come up with a unique method of classifying the words, which helps them create their understanding of the words. This works better with certain word lists and when students have experience with the sorting process.</p>
5	Listening	Listening is the ability to comprehend verbally communicated information and provide appropriate feedback. It can also be described as the ability to pay attention to sound.
6	Reading and repeat again	Reading comprehension can be concluded that a very complex mental process that relates to or relates to the making and arrangement of meaning involving aspects of cognitive skills through combining previous experience and knowledge with existing knowledge currently obtained (from reading material) either by using a top-down reading model or bottom-up by interacting or engaging directly with written language or text. In this strategy, students are asked to understand the words given to assess how the student's vocabulary skills are. After reading, students must repeat to read the text.
7	Short dialogues	This form same as the conversation
8	Match the word	In this test students are asked to determine the words that match, students are asked to clarify the words.
9	Puzzle game	From this game, students will be asked to be more creative and hone their memorizing level to find some words.

10	Translate the text	In this form is the students must translate the meaning of a text in Indonesian To English Or From English To Indonesian
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Discussion

The last part of this questionnaire is the assessment evaluation. The first question is "does the application of the assessment strategy help students understand more vocabulary?" For this question, the respondent must answer yes or no in the answer column. Then the second question is "how is the student's achievement of the subject vocabulary when using assessment strategy?" In this question, the respondent is asked to choose an answer from 3 options, namely poor, moderate, satisfying. For the last question, " what is the scale of the implementation of the exercise or test for the vocabulary topic? (specific time whether often, rarely, never, or if there is a specified time please explain)". In this question, research respondents were asked to briefly explain how the implementation of vocabulary assessment was, whether it was rarely, sometimes, often, or was there a time specification. After ten questions are answered by the respondent, the researcher will classify and categorize the answers.

This part is about the results of the implementation of the strategy. For the first question does the application of the assessment strategy help students understand more vocabulary? 90% of respondents said that the implementation of the strategy helped students in understanding vocabulary.

Then the second question is about what are the results of implementing the strategy? The answer will explain in the following diagram:

How is the student's achievement of the subject vocabulary when using assessment strategy?

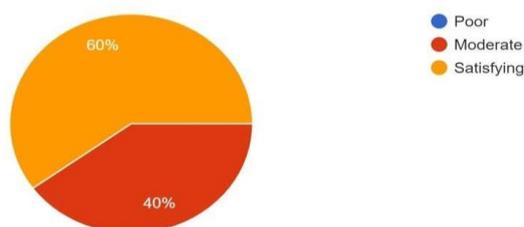


Diagram 4. The result of implementing the vocabulary assessment strategy

The last question in this research is about time to do the vocabulary assessment. From the google form the answer to this question is often (50%), always (40%), and rarely (10%)

CONCLUSION

Based on the discussion above the researcher concluded that vocabulary assessment strategy is something very necessary to be able to improve the ability and assess students' vocabulary skills. The application of assessment strategies in exams and the application of daily practice assessment strategies are needed so that students can understand more and more about vocabulary. The assessment strategy used is through an oral test and a written test, Question and answer method, problem-solving, Listening, vocabulary understanding through the wording, Reading Comprehension, Memories, Puzzle games, Reading the text, a conversation is a very helpful thing.

With the implementation of this strategy, the students' vocabulary skills are very good. 90 percent of respondents said that by implementing this strategy, students were greatly helped in understanding vocabulary. then for the results of the application of the vocabulary assessment strategy, this research says that 60 percent of the results are satisfying and 40 percent say moderate. so it can be concluded with this research that a vocabulary assessment strategy using the strategies described in the previous section is very important in improving students' vocabulary skills. Vocabulary is the basic ability of English that must be mastered and mastered by students. So with this, the teacher must be able to apply more creative and useful teaching and assessment to be able to help students improve vocabulary skills. This research suggests the teacher need to try to find out and creative the vocabulary assessment strategy so the student can achieve the target from the teacher.

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