



# Features of Vocabulary Exercises in English Book at Ten Grade Students

Rosija Pasaribu<sup>1</sup>, Elma Gibra Br. Ginting<sup>2</sup>, Melany Lorenza Sirait<sup>3</sup>, Erikson Saragih<sup>4</sup>

<sup>1,2,3,4</sup>English Education Department, University of Prima Indonesia, Medan, Indonesia

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## ABSTRACT

The purpose of this journal analysis is to train the effectiveness of English Foreign Language student practice exercises and vocabulary mastery and reading comprehension. Two specific factors conditions: (a) vocabulary acquisition and retention of different exercises; (b) reading comprehension performance through different exercises. That the results revealed that the qualitative group received significant and superior practice questions and vocabulary mastery the control group who received vocabulary copying exercises on the performance of increasing students' vocabulary, reading comprehension, as well as short-term and long-term word memory retention. Positive correlation between vocabulary knowledge and reading comprehension are also considered. Hence, ignore that vocabulary mastery and question exercises are the more effective types of exercises for vocabulary acquisition and reading understanding.

## 1. Introduction

Vocabulary is vital for communication in a language. Vocabulary mastery could be considered a major problem in learning English. When teaching a new language, a great emphasis is placed on useful vocabulary mastery. In the context of English foreign language undoubtedly that vocabulary limitations will hinder language learning because vocabulary supports the four language components, namely: listening, speaking, reading, and writing (Nam, 2010). This has been a very serious matter that learners should be given effective instruction and training to develop their vocabulary. These exercises include, for example, "filling a vacancy with certain words or phrases" or "rewriting sentences with the given word or phrase" and reading the English book in the tenth class has been provided from the school. In the tenth class of English practice vocabulary in material indicators and learning planning. One common feature of this exercise is the phrase offered unrelated to each other and students must practice words or phrases without the proper context. Students usually find it difficult to complete the exercise. They sometimes had to refer to a teacher's handbook and a tenth-grade English textbook for a correct answer. Furthermore, even after they had finished the practice, it was difficult.

## Review of Literature

There are four skills that must be learned in mastering English. They are listening, speaking, reading and writing. All of them must be acquired. Vocabulary materials: talking about yourself, congratulating and complimenting others, expressing intentions, which is best for you to get. Book in a topic-associated class of England, talking about self, introducing yourself, parents, friends, writing emails. Congratulation and praise others use different ways to develop interactions with teachers, friends, family members, particularly, with congratulations and compliments. Expressing intention to talk about wanting to do a weekend/holiday/school activities and school projects. The tenth-grade English study book and used, matching words with their English, writing English words for the following Indonesian words, looking at the pictures in the warmer parts. Interactive language teaches vocabulary language, the vocabulary of words, the vocabulary of words. Activity that students proposed in the vocabulary: the exercise vocabulary, the builder vocabulary, the writing of email.

## 2. Methods

This study employed a quasi-experimental research design. According to Ltin (2002), experimental research is research carried out by manipulating which aims to determine the effects of manipulation on observed individual behavior. An experiment is a highly controlled method. Experiments give the researcher valuable data for judging and comparing changes in scores of pre- and post-tests between the experimental group and the control group. The sample of populations in this study consisted of 34 selected students. The purposive sampling technique was employed to select the participants so that learners with particular characteristics could be selected. The participants selected were all Form Two learners and the English language was their second or foreign language. These two classes were then randomly selected as the experimental and control group. New word test. A check list of 90 words was created for the new word test. The list of words was selected from the list of words to be-learned in the English curriculum specification document by the words were also listed in the index of the English Book at ten Grade Students and Journal reference . This test was conducted to pick out 30 target words (words to be learnt) that were later tested in the pre-test and post-test. The pictorial vocabulary handout consisted of the target words, pictures and annotations of words. This handout was prepared by the researcher and verified by an appointed expert. The vocabulary exercises were taken and adapted from the English Book at ten Grade Students and Journal reference. Learners were required to match the words with the correct definition of the words.

Prior to the experiment, all the participants took the new word test so that 30 to-be learnt words in the formal study could be identified. After the researcher had identified the 30 to-be-learnt words, all the participants sat a vocabulary test, which the researcher used as the pre-test in the formal study. In the formal study, the learners of the experimental group were introduced to seven sessions of vocabulary instructions using exercises taken and adapted from the English textbook table vocabulary builder and other resources by the teacher. A feedback form was distributed to the learners after each type of vocabulary exercise was used in the vocabulary instructions. Consequently, seven sessions of normal English lessons were conducted for the control group. After the vocabulary instructions, the learners of both groups sat an immediate recall test (post-test) consisting of 30 predetermined target words listed by the researcher. After the post-test, a follow-up open ended evaluation form was administered to the experimental group. Before the formal experimental study, the researcher conducted a pilot study to investigate problems and errors that may occur. The vocabulary scores of the pre-test and post-test were first analysed using the descriptive statistics, with mean scores, standard deviation and the total improvement score in percentage presented. In addition, the data collected from the questionnaire (student's feedback form) was analysed descriptively in terms of frequency counts and percentage of responses for each statement. Regarding the qualitative data, open-ended written responses in the student's evaluation form were analysed using content analysis, which involved categorising the data accordingl

## 3. Result and Discussion

The results of the pre and post vocabulary tests show that reading-based vocabulary exercises are one way to improve students' vocabulary learning. The participants reported that after learning target words through the reading-based vocabulary exercises, they could read texts more comprehensively. The findings reveal that the 10 new target words entered in each part of the reading-based vocabulary exercise are the appropriate number of words for students to remember. Findings suggest that multiple exposures to the target word from a variety of exercises result in a substantial vocabulary learning. The findings suggest that some details regarding the target word from various exercises produced a vocabulary. The appearance of the target word in five types of language exercise can encourage students to make extra effort to identify its features because they know that they have to deal with the word again. The participants reported that the five vocabulary exercise types, namely underlining the target words, matching the target words with definition, changing grammatical category of the target words, multiple - choices: cloze exercises, and unscrambling string of words in the reading - based vocabulary exercises could help them understand the meaning of words well. Especially in the multiple choices: cloze exercises, they could choose the correct word from given choices to fit in the blank correctly because they could guess the meaning of unknown words from the context. Reading-based vocabulary exercises resulted in a considerable advantage in vocabulary learning of students.

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The comprehensive score for one language assessment was 100 grade points. Also, the Paired-Samples T-Test was conducted to test for statistically significant differences between the mean scores in the two language assessments. As for the learner perception survey regarding the interactive web-based exercises, a descriptive

analysis was adopted using means.

The purpose of the study was to compare the effectiveness of hierarchy vocabulary exercises and copying vocabulary exercises on EFL students' vocabulary acquisition and reading comprehension. Two specific factors were probed: (a) vocabulary gains and retention from different exercises; (b) reading comprehension performance through different exercises. The results revealed that the experimental group receiving hierarchy vocabulary exercises significantly outperformed the control group receiving copying vocabulary exercises on students' performance of vocabulary gains, reading comprehension, as well as short-term and long-term word memory retention. A positive correlation between vocabulary knowledge and reading comprehension was also inspected. It was, therefore, concluded that hierarchy vocabulary exercise was a more effective exercise type for vocabulary acquisition and reading comprehension.

#### 4. Conclusion

Vocabulary is vital for communication in a language. Vocabulary mastery could be considered a major problem in learning English. The participants reported that the five vocabulary exercise types, namely underlining the target words, matching the target words with definition, changing grammatical category of the target words, multiple - choices: cloze exercises, and unscrambling string of words in the reading - based vocabulary exercises could help them understand the meaning of words well. Book in a topic-associated class of England, talking about self, introducing oneself, parents, friends, writing emails. Congratulation and praise others use different ways to develop interactions with teachers, friends, family members, particularly, with congratulations and compliments. The tenth-grade English study book and used, matching words with their English, writing English words for the following Indonesian words, looking at the pictures in the warmer parts. Interactive language teaches vocabulary language, the vocabulary of words, the vocabulary of words.

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