INCREASING VOCABULARIES TO SUPPORT LANGUAGE SKILLS 
BY FIFTH SEMESTER STUDENTS OF AKRB YOGYAKARTA

Marita Nurharjanti
Universitas Amikom Purwokerto 
maritanurharjanti@gmail.com

Abstract

This research was to figure out the students’ ways of increasing vocabularies to support language skills of fifth semester students of Radya Binatama Broadcasting Academy Yogyakarta. Class activities were insufficient for each student to learn maximally. This hindrance made some students to be more creative in learning vocabularies to support their language skills of English. The study was categorized as descriptive qualitative research. The writer used documentation, observation, in-depth interview, data triangulation and open-questionnaire methods. To analyze the data, the writer used constant comparative study. The results were as follows: first, the students increased vocabularies through listening from news and interview programs on TV and radio, music and films from their private collections such as CD, DVD, cassette or learning from the family member. Second, they increased vocabularies through reading from text, book, novel, newspaper and film/song text. Third, they increased vocabularies through speaking by oral repeating from song and film, taking part in debating activities or competitions, making conversation in working place or in the organization, and delivering speech. Fourth, they developed vocabularies from writing via emails, composing story, writing articles and diary. Fifth, in translation, they used both internet because of the time efficiency and also dictionary.

Keywords: increasing vocabularies, students, language skills

INTRODUCTION

Nowadays, learning English has developed by the existence of technology. Learners can choose various media and ways to increase their vocabularies to support the language skills, those are listening, reading, speaking and listening. The language skill mastery will enable people to participate in many various activities in their lives. In personal, social and professional lives, they are always faced in different situations.

How people increase vocabularies to support the language skills is obtained through the teaching and learning process as well as self-learning. Students in tertiary education also learn listening, reading, speaking and writing in class guided by their lecturers. The fact they face is that sometimes they don’t get enough chance to practice in class, therefore the teaching and learning processes are not sufficient for every student to learn maximally. This hindrance has made some students to be...
more creative in improving their English vocabularies. The students can combine the use of books, dictionary, and internet-based learning resources using their own ways of learning. They expect to absorb as much insight as possible to improve their quality of learning to be implemented in the real life.

To develop the quality of English learning we can see the facts that as humans they can use many techniques freely. Students can apply many methods of their own that are assumed to make the language skill learning successful. In this research, the writer elaborated the students’ ways of increasing vocabularies to support language skills of the fifth semester students of Radya Binatama Broadcasting Academy Yogyakarta.

LITERATURE REVIEW

Mullings (2019) stated that independent learning can be reached when students set goals, monitor and evaluate their own academic development, so they can manage their own motivation towards learning. Students exploring for themselves is at the very core of learning. Making discoveries from a task the teacher sets that they are genuinely interested in and find challenging, and the feeling they gain from self-direction, is wonderfully rewarding for learners as well as an incredible life tool. It was found that the benefits of independent learning for students include the improved academic performance, increased motivation and confidence, increased chances to be creative and intellectually creative, fostered social inclusion and countered alienation from peers, increased opportunities for completing differentiated tasks, set by the teacher.

Cob (2011) learning covers the lifelong process of transforming information and experience into knowledge, skills, behaviors, and attitudes. It can be inferred that it is not dependent upon classes and courses – though these can be very useful tools for learning. Independent learning does not require a degree, certificate, or grade to prove its worth – though clearly these have social value that most people would be unwise to ignore. It does require – in varying degrees, and in varying times and circumstances – activities like practice, reflection, interaction with the environment (in the broadest sense), and social interaction. The latter, in particular, can be greatly facilitated by the range of new technologies for communication and collaboration now available to us. It does not always – probably not even most of the time – happen consciously – though I think that those who strive for a more conscious approach to learning throughout their lives – whether at work or otherwise – tend to be more successful in pretty much whatever way they define success.

According to I.S.P. Nation (2001: 394-395) autonomous learners take control and responsibility for their own learning. If they can decide what they should learn, what material they need, what they should give the greatest attention, and they know learning strategy, they can explore their vocabulary not only in the
classroom activity but outside the classroom as well with or without teacher’s guidance.

Nation (2010: 25) stated that in the effort to become fluent in listening, speaking, reading and writing, learners should fulfill certain conditions. All of what the learners are listening to, reading, speaking or writing is largely familiar to them. It can be from their daily used vocabularies of either in campus, or at home. Then, the learners’ focus is on receiving or conveying meaning. It is to make a balanced communication between a speaker and an addressee. There is some pressure or encouragement to perform a faster than usual speed. There is a large amount of input or output.

Richards (2015) proposed that in language teaching, more effort should be devoted to developing learners’ receptive competence than their productive competence. He claimed that learners’ productive ability will arise naturally from receptive knowledge. In particular, he stressed that meaningful comprehension rather than focused production is all that is needed to facilitate language learning. When you learn a language, you develop both receptive skills and productive skills. Receptive skills include understanding when you listen and when you read. You receive the language and decode the meaning to understand the message. Productive skills are speaking and writing. You use the language you acquired and produce messages through speech or written text that you want others to understand.

Richards (2015) also stated that all language users have greater receptive competence (language they can understand) than productive competence (language they can produce). I can read great novels for example, but I could never write one. Traditionally, in language teaching we recognize this fact in the distinction between active and passive language knowledge, particularly in relation to vocabulary learning, where it is normally assumed that learners should be able to understand far more words than they can use. And it has been accepted that in second-language learning, new items first become part of learners’ receptive competence before becoming part of their productive competence.

METHOD

The method the researcher used in analyzing the data was constant comparative analysis. She categorized the techniques based on the fifth semester students’ ways of increasing vocabularies to support language skills of Radya Binatama Broadcasting Academy Yogyakarta. When the number of categorizations is more than 12, the researcher breaks them down to be more detail.

The research activities included preparing the plan of the research, choosing the setting of the research, asking for permission from the Director and the Head of the institutions, asking the recommendation to related lecturers, contacting the students as the research subjects, doing the in-depth interview, giving open
The researcher used five techniques to collect the data of this research. Those methods consisted of the documentation, observation, in-depth interview, data triangulation and open-questionnaire.

**DISCUSSION**

The researcher got the total 122 data items which were categorized into two groups, they were receptive category which consisted of 41 data items and productive category which consisted of 81 data items. Receptive skills were listening and reading, because learners did not need to produce language to do these, they received and understood it. Productive skills were speaking and writing because learners who were doing these needed to produce language.

The ‘receptive skills’ consisted of 41 data items which were divided into two, namely ‘listening’ and ‘reading’. The first category was ‘listening’ consisting of 20 data items that were broken down into two categories, they were listening to ‘news & interview programs’ that contained 3 data items. According to Yaman and Yamane (2012), a news broadcast normally consists of a brief introduction of a story by the presenter and an elaboration involving, among others, interviews and people’s opinions or experiences. Information in news broadcast is delivered dominantly in simple present tense and present progressive tense, with a frequent use of loose sentences and contractions. In narrating news, the anchors customarily recite prepared scripts, and the speed rate is relatively fast. Zulfikar, Aulia, and Akmal (2020) elaborated some difficulties that learners encounter in listening to English news broadcasts are generally brought about by the speakers, the listeners themselves, the content and the physical setting. Problems associated with the speakers include the high speech rate, the use of non-mainstream accents. The barriers related to listeners are shown when listeners stop listening when encountering new words or lose their concentration while listening. Listening to ‘music & films’ that contained 17 data items. Further, the media of listening to ‘music & films’ were divided into three categories, they were ‘private collection’ consisting of 10 data items, ‘internet resources’ consisting of 5 data items and ‘public information’ consisting of 2 data items.

The second category in ‘receptive skills’ was ‘reading’. There were 21 data items. The data were divided into 4 categories, they were reading ‘text’, reading ‘book & novel’, reading ‘newspaper’ and reading ‘song/film text’. In reading ‘text’, the researcher found 4 data items. The amount of data in reading ‘book & novel’ was 6 data items.

Reading ‘newspaper’ consisted of 4 data items and the last in ‘reading’ was reading ‘song or film text’ which consisted of 7 data items. Ahmed (2016) reading English newspapers improves learners“ reading skills. The respondents were asked
whether their reading skills are improving or remaining the same. 13 participants (43%) strongly agree whereas 13 participants (43%) simply agree about their improvement of reading skills. Again, it is evident that no participants deny this improvement. Therefore, it is evident that the reading skills of all the participants are improving day by day. Bndaka (2007) found that newspaper articles help to develop students reading skills in senior high school. Duff (2015) strongly supported an association between word-reading ability and the rate of subsequent vocabulary growth as measured via an oral language task.

The ‘productive skills’ contained 81 data items which were divided into two categories, namely ‘speaking’ and ‘writing’. In ‘speaking’ category, 41 data items were found through 4 activities, such as ‘oral repeating’, ‘debating’, ‘making conversation’ and ‘delivering speech’. For ‘oral repeating’, there were 12 data items found. There were 9 data items in ‘debating’ and 2 data items in ‘delivering speech’. In ‘making conversation’, it was found 18 data items which were broken down into 2 kinds of purpose: ‘financial purpose’ consisting of 7 data items and ‘non-financial purpose’ consisting of 11 data items. Efrizal (2012) claimed that most of students were interested in learning English speaking through communication. They had good selves-confidence to express their ideas in speaking activities.

In ‘writing’ category, the researcher found out 40 data items which were broken down into two categories, namely ‘composing’ and ‘translating’. In ‘composing’ there were 10 data items that were divided into two: ‘composing short text’ with 5 data items and ‘composing long text’ in which there were 5 data items as well. Printed material generally contains many more low frequency words than does spoken language (Cunningham, 2005), reading text can provide key opportunities for advancement in vocabulary development. They predict that word learning through reading will affect vocabulary as measured on both oral and written tasks because words learned through reading text will be at least partially available to the individual for both written and oral language use (Nelson, Michal, & Perfetti, 2005). However, exposure to novel words in text does not occur uniformly throughout reading development.

In ‘translating’, 30 data items were found. The data were divided into three categories, they were translating ‘sentences’, translating ‘phrases’, and translating ‘words’. Translating ‘sentences’ which consisted of 11 data items were divided into 2 media, namely ‘internet’ with 5 data items and ‘non-internet’ with 6 data items.
Increasing Vocabularies to Support Language Skills of the Fifth Semester Students of Radya Binatama Broadcasting Academy Yogyakarta (122)

Receptive (41)
  - Listening to (20)
    - Text (4)
      - book & novel (6)
    - Newspaper (4)
      - Song/ film text (7)
  - Reading (21)
    - Text (4)
    - Newspaper (4)

Productive (81)
  - Speaking (41)
    - Oral repeating (12)
    - Debating (9)
    - Delivering speech (2)
  - Writing (40)
    - Composing (10)
    - Translating (30)
    - Composing short text (5)
    - Composing long text (5)

Making conversation for (18)
  - Financial purpose (7)
  - Non-financial purpose (11)

Sentences (11)
  - Phrases by Google Translate (2)
  - Words (17)
    - Non-Internet (6)
    - Internet (5)
  - Non-Internet (11)
  - Internet (6)
CONCLUSION

Based on the findings, the researcher concluded that increasing vocabularies to support language skills of the fifth semester students of Radya Binatama Broadcasting Academy Yogyakarta could be divided into two competences; they were receptive competence, broken down into two activities: listening and reading, and the productive competence which was categorized into two activities: speaking and writing.

The results were that first, the students increased vocabularies through listening from news and interview programs on TV and radio, music and films from their private collections such as CD, DVD, cassette or learning from the family member. Second, they increased vocabularies through reading from text, book, novel, newspaper and film/song text. Third, they increased vocabularies through speaking by oral repeating from song and film, taking part in debating activities or competitions, making conversation in working place or in the organization, and delivering speech. Fourth, they increased vocabularies through writing emails, composing story, writing articles and diary. Fifth, in translation, they used internet because of the time efficiency and also dictionary.

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