PROCEEDINGS

ISSN 2303-1417

universitas bandar lampung
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THE HONG KONG POLYTECHNIC UNIVERSITY
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20-21
May 2016
Bandar Lampung
University,Indonesia

4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

4th ICEL 2016

20 -21 MAY 2016

Organized by:
Faculty of Teacher Training and Education (FKIP),
English Education Study Program of Bandar Lampung University
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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M
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ICT AND VOCABULARY BUILDING

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Abstract

The use of ICT (Information and Communication Technologies) in teaching English language is very useful. The availability of various applications makes teaching and learning more effective. There are Vocabulary Builder, Test Your English Vocabulary, English Vocabulary, English Vocabulary Daily, Antonyms and Synonyms Vocabulary, Vocabulary, 10000Q English Vocabulary Test, and TOEFL Vocabulary Flashcard. These kinds of applications can help teachers in teaching English.

Keywords: ICT, Application, and Vocabulary.

1. INTRODUCTION

Nowadays in globalization era, in science English and ICT have taken a part. In the form of written and spoken English is used in almost branches of ICT and science (Sugandi, 2013, p. 1). In addition, English has an essential role in national development; consequently for Indonesians students there has been a need of teaching English early to them. This statement is supported by Schmit (2010, p. 19) where he explains that perhaps safe to assume that there has been interest in testing vocabulary from the earliest times in which foreign languages were formally studied.

The use of ICT can facilitate students to access a range of texts and English teachers can maximize the impact of ICT by confirming that both they and students to: 1) use ICT as an integral part of lessons, 2) present ideas dynamically and a range of media and, 3) understand visual literacy (Becta, 2003). However, Software Information Industry Association (2000); Van Daal and Reitsma (2000) claimed that there are learning gains in areas of phonological awareness, vocabulary development, reading comprehension and spelling. So, using ICT not only enable students to visualize and recognize but also they try to interpret hard texts (Birmingham and Davies, 2002).

As we all understand, the aims of teaching vocabulary at enabling students to comprehend and understand about the notion of unfamiliar words, gain a greater numbers of words (Cahyono & Widiati 2008, p. 1). So, English vocabularies becomes one of the most important parts of a language learner because English vocabulary not only for a language learner of foreign language theorists but also practitioners. This idea also stated by Pora (2010 p. vii) mastering vocabulary is the first keyword for the students who want to learn the receptive and productive skills of English. In other word, vocabulary is the component word to construct or build the four English skills: speaking, listening, writing and reading. In addition, Alqahtani (2015, p.22) emphasizes "Vocabulary knowledge is often seen as a critical tool second language learner because a limited knowledge of vocabulary in second language impedes successful communication". This explanation also supported by Sugandi (2016, p. 304) who also explains that one of language fundamental elements to be considered necessary for a language mastery is vocabulary first then followed by grammar and pronunciation.

A student who wants to learn English at least they have to mastery 2.000 words. According to Schmitt (2000 p. 143), "The first 2.000 words of a language are so important that Meara (1995) as cited in wonders whether it might not be better to concentrate on teaching them right at the beginning of a language course." The reason behind this statement is if the students cannot be mastery in vocabulary of course the process of teaching learning cannot run well and they cannot follow the teacher's explanations. Furthermore, if this situation and condition are happened repeatedly of course what the teacher have been taught is useless for the students.

Furthermore, according to Setiadi (2006 p. 20-21) in his book noted that in TEFL country the study of vocabulary will be different in typical of learning style of vocabulary in other TESL countries. Because of some reasons: 1) the students only learn in the formal school, 2) almost there is nothing chance and very little opportunity for students in TEFL country to use vocabulary outside the school, and the last no authentic material that available for students to drill their English vocabulary. In addition, without enough vocabulary the students' cannot follow or understand what their teacher explains the material of learning in front of the class and if it is

happened repeatedly what things that have been taught by the teacher is useless. In other word, without sufficient vocabulary students cannot communicate effectively using the language because vocabulary is an essential for anybody who wants to understand not only productive English skill but also receptive English skill (Maduratna 2014, p. 291).

The use of ICT is an efforts that effective, interesting and enjoyable teaching medium for the students that teachers can use to teach vocabulary in order to increase the students' vocabulary mastery in learning English (Sugandi 2014, p. 285). There are some online applications dealing with the use of ICT in vocabulary builder at EFL class room that the teacher can use to teach vocabulary to the students they are: Vocabulary Builder, Test Your English Vocabulary, English Vocabulary, English Vocabulary Daily, Antonyms and Synonyms Vocabulary, Vocabulary, 10000Q English Vocabulary Test, and TOEFL Vocabulary Flashcard where those kinds of applications can support teachers in teaching English Vocabulary through online ICT. In sum, this paper emphasizes the use of ICT in vocabulary builder.

2. THE APPLICATION

2.1 Vocabulary Builder

Vocabulary builder offers learners three categories; General Words, SAT Words, and TOEFL/English Learner Words. In this case learners can learn from basic until advanced words.

2.2 Test your English Vocabulary

This application is very interesting because in this application there are word games, such as anagram, code word, millionaire, puzzle, stop word, and red words. These kinds of games are very unique because learners will not only play word games but also they will enrich their vocabulary. Then learners can test their vocabulary mastery by doing test; word by meaning or meaning by word.

2.3 English Vocabulary

Learners can learn top 2000 English words with example sentences and audio files. There are some other menu, such as; vocabulary lesson, vocabulary quiz, and report card. Both teachers and learner can monitor the progress in vocabulary mastery.

2.4 English Vocabulary Daily

The application is very effective for learners to memorize many vocabularies. There are some headings in this application, such as; general business, office issues, personnel, purchasing, financing and budgeting, management issues, restaurants and events, travel, entertainment, and health. Then each headings will be divided into some sub-headings.

2.5 Antonyms and Synonyms Vocabulary

Nowadays Learning antonym and synonym through application is a good idea, then this application. Learners can test their antonyms and synonyms vocabulary mastery by having the test in this application. The test on antonyms and synonyms are 30 test and each of them spread out 20 questions items.

2.6 Vocabulary

In this application, learners will learn vocabulary by matching the correct words. There are some choices based on the level of learners. They are primary, secondary, senior and TOEIC.

2.7 10000Q English Vocabulary Test

English Vocabulary Daily is the application that offers learners an easy way to master vocabularies. Learners can learn from the very basic till advance level. Here are the level to practice the vocabulary in this application; Vocabulary Basic, Elementary Vocabulary, Advanced Vocabulary, SAT Vocabulary, GRE Vocabulary, GMAT Vocabulary, and Advanced Business.

2.8 TOEFL Vocabulary Flashcard

This kind of application is very useful for learners who want to join the TOEFL test, exactly if question is about vocabulary. Learners can learn many words, starting from common, easy, medium, hard, and till very hard words.

3. APPLICATION AND ELT

The kinds of application above can be integrated to ELT will be very useful and effective for vocabulary mastery. However the English teachers must prepare everything it well. For example how to involve the use of application in teaching and learning process (lesson plan). It is suggested for English teachers to use such kind of

quiz in the class or many more technique. English teacher should consider time allocation, connection, students' ability, school policy and so on.

4. CONCLUSION

It can be concluded that first, the role of ICT in vocabulary building are very essential because as we know that many learners are nowadays born in digital native, so English teachers must be really ready with this case. Second, English teachers can choose one of application based on the purpose of teaching and learning. And the last, the good facilities will of course help English teachers in Teaching and Learning Process.

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