

An Analysis of Cookery Vocational High School Students in Studying Vocabulary through Web Blog Article

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ABSTRACT

The significance of vocabulary in reading achievement is generally acknowledged. The growth of word reading and reading comprehension abilities is influenced by vocabulary development. Several researches that study on the benefits of blogging on reading suggests that using blogs improves reading processes, creates good attitudes of reading, facilitates group discussion, and develops reading skills and critical thinking abilities. This study entitled "An Analysis of Cookery Vocational High School Students in Studying Vocabulary through Web Blog Article" at one of Vocational High Schools. The goals of this study are to evaluate students' responses to acquiring vocabulary through web blogs in reading comprehension, and determine the parts of vocabulary that students learnt while reading web blog articles. The study adopts a qualitative research approach with descriptive study on content analysis. The data are compiled via class observations, observation sheets, reading materials, and interviews. The data from the interviews are evaluated in an attempt to portray in connection to replies on students. Findings consist of: (1) the students were still confused, with greater difficulty in grammar than in vocabulary. By focusing on grammar, students got concerned about their grammar and lost interest. Even while reading, the students sought the grammar first and were less inclined to focus on the vocabulary; and (2) the students felt that they improved four areas of vocabulary: spoken form, written form, form and meaning, and grammatical and functions.

Keywords: Vocabulary, Reading an article, Web blog article.

INTRODUCTION

Linguistic part that crucial in learning language is vocabulary. Someone who lacks a sufficient vocabulary will struggle with speaking, reading, listening, and writing. Vocabulary development is critical, especially for junior high kids. Students must acquire English vocabulary and grammar principles in order to interact with others (Nunan, 1991; Renadya, 2002). While according to Nation (1994), there are numerous compelling reasons why the vocabulary components of a language course should be properly organized. Firstly, it is critical to ensure that learners have a firm grasp on the language's high frequency terms before proceeding toward less regular vocabulary. Second, the way vocabulary is arranged in most language education courses makes vocabulary acquisition more difficult than it should be. Interference that causes confusion for the learners is a straightforward issue to prevent. Finally, by carefully designing vocabulary as well as other skill tasks, both the quantity and quality of vocabulary acquisition may be considerably boosted (Nation, 1994).

The significance of vocabulary in reading achievement is generally acknowledged. The growth comprehending text by reading abilities is influenced by vocabulary development (Krashen, 2004). Youngsters face a simpler in deciphering text that known to them; similarly, they grasp better when faced similar text to them (Snow, 2002). This link additionally helping them in comprehending text and aids in the reading development aids on the expansion of word bank (Thornbury, 2002).

Several researches that study on the benefits of blogging on reading suggests that using blogs improves reading processes, creates good attitudes of reading, facilitates group discussion, and develops reading skills and critical thinking abilities, there's not much proof that blogs improve learners' reading skills (Alqahtani, 2015; Alsamadani, 2018; Aravind & Bhuvanewari, 2022; Arndt & Woore, 2018; Cahyani, 2016; Eren, 2015; Hussain, 2018; Khany & Khosravian, 2014). As to begin, West (2008) studied the online writing meant to examine the characteristics responses that literate and expressed on internet blogging which kids could grasp more where as a result, raise involvement ability (West, 2008). Meanwhile, in blogging efficacy regard on skills of reading upon undergraduate level and discovered the useful of blogging in facilitating discussion (De Izquierdo & Reyes, 2009). While another observed education that based on discussion improves abilities of reading as utilizing blogs to guide classroom discussions is a successful strategy when students' accomplishment level increases (Kahn, 2007). In Arndt's study found that the reading group outperformed the video group in all four knowledge dimensions evaluated. The reading group also performed better on the postponed post-test. However, when students' ability improved, the disparities between the two groups shrank, demonstrating that intermediate and advanced learners may gain equally from interacting with

both media (Arndt, 2014). Additionally, Johnson (2010) discovered that reading weblogs is a useful technique for learners in focusing on topic to raise abilities such as their reading and their critical thinking.

In education, blog provides learners with a chance to develop their proficiency in digital knowledge including conventional knowledge abilities. Further, blogs can be utilized as online diaries for students. It is easily accessible from another location, and is a particularly appealing medium for boosting learners' language skills (Arndt, 2014; Aydin, 2014; Tse et al., 2010; Yang, 2011; Mynard, 2007).

Although many studies have been conducted in the subject of vocabulary study (Lee & Markey, 2014; Lin et al., 2014; Monica-Ariana & Anamaria-Mirabela, 2014; Perets et al., 2016; Sadikin, 2016; Tanaka et al., 2015; Uzun et al., 2012), the majority of these studies were experimental in nature, focusing on the efficiency of various tactics and strategies in teaching and acquiring vocabulary. As a result, assessing vocabulary teaching strategies by witnessing them in action is required, and this is a surprisingly under-researched field. Furthermore, previous research on Vocabulary Learning depended significantly on the frequency with which these tactics were used. Learners may see the utility of a method they do not normally employ and may be eager to attempt new tactics if they are instructed to do so. As a result, it is critical to investigate additional factors, such as the Vocabulary Learning selected by students as the most valuable and the ways students felt proficient in implementing it.

To fill the gap, the researcher would want to explore web-blog implementation approach in the vocabulary teaching to graders upon this current project. The goals of this study are to learn about students' responses to learning vocabulary through online blogs in reading comprehension and to learn about the parts of vocabulary that students learnt while reading through web blogs. Furthermore, the researcher would like to illustrate how students learn vocabulary as a result of reading an item from a web blog; the researcher expects that by utilizing this strategy, they will gain their vocabulary.

METHOD

The descriptive qualitative study based on Merriam (2009) approach was applied in this investigation. According to Marlow (2002), qualitative is an interpretative method that typically employs words rather than statistics or quantifiable concepts to construct the richest of events. The researcher watched the activities of five (5) students in class and reported from the beginning to the finish of the process of education. The researcher was not present as just learning process that was monitored by the researcher. The researcher selects the English instructor who taught in this class as the topic of the study in addition to the student.

In this study, data was obtained initially by administering a test in producing procedure text as a measure of the students' English proficiency before the instructor read the web blog piece. The researcher then conducted an observation in which the researcher observed the 5 ELLs chosen by the instructor during the reading process using an internet article or a web blog. During the observation, the teacher requested 5 students to write a review of what they had read. The teacher then instructs students to write without utilizing a dictionary, relying only on their expertise. Finally, the researcher conducted the interviewing session since such tools are used to explain how students utilize web blogs to learn vocabulary.

FINDINGS AND DISCUSSION

From the classroom observations the researcher obtained several reading materials used by the teacher during teaching and learning, there were four blog articles used in the classroom that talks about cooking experiences from expert chefs, but the most highlighted one is the one presented by educator as learners have figure out the rest of the materials online. During the observation, the researcher was only observing the classroom, while the teacher firstly asked students to assess students' English proficiency. Then after the assessment has been done, the teacher asked students to read selected articles given by teacher. Then teacher commanded them in making a review of what have the students read. Based on the observation, the data from student's assessment for their English proficiency shown that at first, the students are literally lack of vocabulary, and slightly understand about the content that they write, from 5 selected students, there are only 2 students that has a better starter. Then, teacher asked them write a review text based on what they have read.

Below is one of the four articles that selected during observation which explains about vocabulary improvements done by students after the students have read the weblog articles. From the article, the researcher found that there are several aspects of vocabulary. In this study it was found that there are only three types of vocabulary including Content Vocabulary, Functional Vocabulary, and Substitute Vocabulary. In other word, all of the vocabulary types based on Fries (1970) included in the article that used except Distribute Vocabulary. This means the students may notice and learn more about Content Word, Functional Word, and Substitute Word when reading the material.

Table 1:
Reading Material Analysis

No	Title	Author	Year	Vocabulary Aspects
1.	Guidance / Tip to the Young Chef: Cheesecake, Customer Satisfaction and How Sometimes Small Changes Can Lead to a Big Difference	Michael Katz	2015	Content Word Function Word Substitute Word Distribute Words
<p style="text-align: center;"><i>Guidance / Tip to the Young Chef: Cheesecake, Customer Satisfaction and How Sometimes Small Changes Can Lead to a Big Difference</i></p> <p><i>In this short article I would like to share with some of you young chefs (either in experience, age or soul) an example of a situation we – the professional chef, deal with often in our daily routine. A situation in which we – the chefs, believe in serving a specific dish and the customer does not respond to it as we expected them to. One thing that always surprises me is how customers react to the dishes that we create – sometimes my expectation does not always match that of the customer or suit their liking. In Figure 1 you can see how I served a cheesecake, the creation of my Pastry Chef Sherry Tziboth, which in my opinion was a method of serving whose purpose was to provide the customer with a satisfactory eating experience (in terms of flavors and textures), – the idea behind the dish was that the client will easily mix the cake and sherbet in the serving plate creating a mix of different flavors and textures – the customer however, did not react enthusiastically to this approach. How did we deal with this? We rearranged the plating. Sherry, the pastry chef, took charge without my intervention – the results of which you can find in Figures 2 and 3, with 3 being our choice of serving since then on a regular basis, which has resulted in greater customer satisfaction. Note that the changes are minor and do not always have a logical explanation. The lesson that I want to impart is that sometimes what seems like a good dish to us will not be seen the same by a customer but even the smallest changes can make an unsuccessful dish (in terms of sales) satisfactory. With my experience over the years I have learned to listen to the customers who choose to eat where I serve, the chefs on my team, and the waiting staff who see things from the customer's point of view and are able to pass on their reaction to us in the kitchen on the serving floor.</i></p> <p>Source: https://chefmichaelkatz1.com/2017/02/11/guidance-tip-to-the-young-chef-cheesecake-clientele-reaction-and-why-sometimes-small-changes-lead-to-big-difference/</p>				

From the Web blog article above, we can see that there are some aspects or types of vocabulary that include; Content Word which represents the name of the subject or thing such as Noun (Book, Scissors, Knife), Verb (go, find, run), Adjective (small, tall, far). The article above is supplied with Content Word type. Then, Function Word means word that used to express relation or grammar structure such as Conjunction (but, or, and), Article (a, an, the), Auxiliaries (are, be, is). The article above is supplied with Function Vocabulary type. For Substitute Vocabulary which represents the individual things or specific action is focused on Identifies (Anything, Anyone) is also included in the article. And for Distribute Vocabulary that used according to grammatical matters as presence of negative or positive context such as Either, Too, Yet, are not included in article. In other word, all of the vocabulary types based on Fries (1970) are included in the article that used by the researcher as the reading material in this text except Distribute Words. This means the students may notice and learn more about Content Word, Functional Word, and Substitute Word when reading the material.

Table 2
Students' Learning Vocabulary Aspects

S. No	Vocabulary Aspects								
	SF	WF	WP	FM	CR	A	GF	C	CU
1.	V	-	V	-	-	-	V	-	-
2.	V	V	V	V	-	-	V	-	-
3.	-	-	V	-	-	-	-	-	-
4.	-	V	V	V	-	-	V	-	-
5.	V	V	V	V	V	-	V	-	-

SF = Spoken Form GF = Grammatical Form and Meaning
 A = Association Functions CU = Constraints and Use
 WF = Written Form WP = Word Parts CR = Concept and Referents
 C = Collocations

Based on the table above, some students had improvements especially in their vocabulary. As the data before indicated whole students had difficulties in SF, WP, and GF. As there are only 1 student out of 5 survived in WF, and FM. In CR, difficulty level can be seen as low for there are only 1 student out of 5 who did not survived the Concept and Referents. Meanwhile, the students did not mention a text that can be contained in Association, Collocations, and Constraints and Use. By that the researcher found no problem in A, C, and CU. But even so, for the recent data that the researcher obtained, some students obtained something new in their vocabulary. The data obtained from student's review after reading an article. For in SF, there are 2 students who survived, in WF there are also 2 students who learned new vocabulary, though in WP whole students still made a mistake, and in FM there are 2 students who learned new vocabulary, then in GF there are only 1 student who survived. Though nothing really changed in CR, A, C, and CU.

While based on the result from interview, there were several important points that can be obtained to strengthen the data from observation as follows:

Table 3
Result from Interview

S. No.	Students' Review	Students' Difficulties	Book / Article	Vocabulary Aspects that the Students Learned
1.	<i>"How a chef can make huge interest in costumer with food that they made"</i>	<i>"Confused in conclusion / summarizing"</i>	<i>Book</i>	<i>SF, WF, WP, FM, GF</i>
2.	<i>"It's about the chef that promotes his food."</i>	<i>"Internet confused me more to be honest"</i>	<i>Book</i>	<i>SF, WF, WP, FM, GF</i>

3.	<i>"So the article was made by a chef that explained plating with various taste to satisfy customer"</i>	<i>"hmm but internet provide a complete information, so none"</i>	<i>Internet</i>	<i>SF, WP, GF</i>
4.	<i>"How to make cheesecake recreation of chef in his opinion was provide a customer satisfication eating experience."</i>	<i>"I can't reach the level of difficult vocabulary"</i>	<i>Internet</i>	<i>SF, WF, WP, FM, GF</i>
5.	<i>"How to perform a plating, where food is not only about taste and shape, but also appearance"</i>	<i>"Some understand some don't"</i>	<i>Book</i>	<i>SF, WF, WP, FM, CR, GF</i>

In both interview and observation, the researcher can conclude that there are 4 aspects of vocabulary improvement that can students improved by reading an article, there are SF, WF, FM, and GF. By getting focused on grammar, students' motivation was lowered and got scared easily before trying. Even it is in reading, they still managed to seek the grammar first and afraid to focus on the vocabulary, for some students, vocabulary can have different meaning depends on the grammar used in that sentence, and some of them also need guidance and still afraid to make a mistake. In that case, from both the observation and interview, the researcher described students' responses as follows:

S1: Student 1 does understand the text / article that he/she chosen, though student 1 had difficulties in reviewing the article and focused on grammar than focusing on vocabulary. Student 1 would prefer book than internet because of radiation, according to Student 1, by reading an article, Student 1 admits that reading could widen knowledge and gained more new vocabularies.

S2: Student 2 does understand the text / article that he/she chosen, Student 2 faced difficulties in understanding the internet article or more into its form, as there are no direct purpose of what the students can indicate, Students 2 would prefer to read a book than reading form internet. Even if student 2 didn't get much vocabulary improvement but Student 2 did at least a little bit improvement by reading an article.

S3: Student 3 does understand the text / article that he/she chosen. Student 3 Admits that by reading web blog article Student 3 got more information from internet, Student 3 prefer internet more than reading a book. Students 3 faced difficulties such as hard to learn from article and vocabulary difficulties. Even though Student 3 did good and reading helped Student 3 in learning new vocabularies.

S4: Student 4 does understand the text / article that he/she chosen. In the process, Student 4 found difficulties such as hard to understand the

words from article that can be indicated as vocabulary lacking, even though Student 4 prefer internet more than book, in the process, students 4 is aided with dictionary, so student 4 could learn a lot of vocabularies and able to understand and gain more vocab. Student 4 got a significant result, but need an assistance or guidance to make sure if the answer is true or false.

S5: Student 5 does understand the text / article that he/she chosen, Student 5 admits that Student 5 got difficulties in understanding the meaning or can be indicated as lack of vocabulary and difficulties in analyzing the grammar, Student 5 prefer book more than article for article has too much images that makes student 5 felt dizzy. In the process, Student 5 obtained vocabularies only a bit.

DISCUSSION

Vocabulary knowledge is widely acknowledged to be important for reading success because it impacts the growth in abilities including reading and vocabulary as Storch & Whitehurst (2002) claimed. Youngsters could make it simpler to decipher similar text where is also similarly, they grasp a book better based on Adams (1990) theory. While on Stanovich (1986) Vocabulary with Reading can be thought bidirectionally, with vocabulary facilitating reading skill development and reading facilitating vocabulary increase (Stanovich, 1986). The majority of reading teaching in the early grades may aiming upon vocabulary knowledge, since students goal is to match terms already in their vocal vocabularies and their writing equivalents. As students go through the higher elementary classes, they begin to acquire new terms from the books they read.

There are numerous compelling reasons why the vocabulary components of a language education should be properly developed. To begin, because each vocabulary yields vastly varying returns on learning, it is critical to ensure that learners have a firm grasp on the language's high frequency terms before moving on to less frequent vocabulary. Second, the way vocabulary is arranged in most language education courses makes vocabulary acquisition more difficult than it should be. Courses are linked together by grouping, opposites, synonyms, and elements in a lexical set. Interference that causes confusion for such students is a straightforward issue to avoid. Finally, by carefully designing vocabulary and other skill tasks, both the quantity and quality of vocabulary acquisition may be considerably boosted (Nation, 1994).

Owing a connection among both skills, students that begin to learn under deficiencies may struggle in acquiring both, even though they are acquired by advanced readers only, while poor readers are unable to grow effectively even, they could, their skills are unmatched (Allington, 1984; Cain et al., 2004). Further, teaching both of these skills may deficit on how to obtain new vocabulary. If effective, such education would have two key benefits: boosting students capacity to solve unfamiliar terms as well as

expanding whole vocabulary in tota..

Research on the benefits of blogging for reading and writing skills reveal that blogging improves these abilities (Aydin, 2014). While existing research suggests that using blogs improves reading processes, creates good attitudes of reading, facilitates student participation, and improves literacy and critical thinking abilities, there is no evidence that blogs improve learners' reading skills. According to Krashen (2004), "reading is the only way we become good readers, build a positive style of writing, an appropriate vocabulary, enhanced grammar, and decent spellers."

Additionally, Johnson (2010) discovered that reading weblogs is a useful technique for students to use course topic information to improve critical thinking and reading abilities. Many problems arise when Indonesian students are taught vocabulary in a target language such as English because they do not understand the relationship between the newly acquired vocabularies they have discovered and the feature of the vocabulary word. As a result, they are unable to implement their new vocabulary in their minds for interaction.

CONCLUSION

After analyzing the data from classroom observations and teacher interviews, the researcher concluded that the kids are still confused, with particular issues in grammar rather than vocabulary. By focusing on grammar, pupils' motivation is reduced and they get easily intimidated before trying. Even when they are reading, they still seek the grammar first and are scared to focus on the vocabulary. For some kids, vocabulary might have multiple meanings depending on the grammar used in that phrase, while others require supervision and are frightened to make a mistake. The researcher can then conclude, based on the results of the observation and interview with the teacher regarding this study, that there are four aspects of vocabulary improvement that students can improve by reading an article, which are Spoken Form, Written Form, Form and Meaning, and Grammatical and Functions. Concerning the aforementioned fact, the researcher would like to make some recommendations, such as the teacher having a good method and strategy for teaching reading, the teacher being more creative in selecting reading materials, and the teacher paying attention to the length or level of reading material that depends on the students' ability.

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