

Enhancing Students' English Vocabulary through the Help of Track Star Online Program

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ABSTRACT

Vocabulary is a basic for how well students learn, speak, listen, read, and write a language. One of the English learning strategies used to motivate students in learning vocabulary is through both offline and online media. One of the online media that can be applied in learning vocabulary is the Track Star online program. Researchers are interested in conducting research with the help of the Track Star online program, so that it aims to increase students' English vocabulary. The method used was Classroom Action Research, this research was conducted in 2 cycles, in cycle I, mean score was 70.5 with the percentage of passing KKM being 35%. In cycle II, the mean score was 83 with the percentage of KKM passing is 85%, the success rate of Classroom Action Research (CAR), which was above 24% of students who could pass the KKM. The Classroom Action Research (CAR) is a success by default, and the cycle can be broken. From the result, it can be concluded that Track Star online program is a fun and effective way to enhance students' English vocabulary.

Keywords: *Vocabulary, Track Star online program, offline and online media*

INTRODUCTION

In the modern world, education has advanced significantly. This calls for teachers to become more creative and imaginative in the teaching and learning processes, particularly in learning. The learning process itself ought to be more interesting than before. One of the ways by utilizing increasingly advanced technology, which will make students more engaged in their education. Teachers and students need to make the most of technological advancements. One is through online education, such as using the internet as a medium for learning vocabulary when learning English.

One of the components that are thought to be crucial to the mastery of English is the learning of vocabulary. According to Cahyono and Widiati (2011:107), it is crucial that vocabulary develops into a reality in both the teaching and learning of foreign languages in the larger global context as well as in the context of studying English as a foreign language in Indonesia. When they study vocabulary using traditional methods such making word lists in books or listening to the teacher explain things, many children find it uninteresting. Because vocabulary mastery may always be linked with the four language skills of listening, speaking, reading, and writing, vocabulary plays a crucial role in learning English. Students need to be fluent in as many words as possible to be able to communicate effectively (Huyen, 2014).

Teaching vocabulary is not an easy thing to do, one has to using interesting media so that students will be interested in the process learning in the classroom. The internet is one of the most popular media by teachers and students. Almost all teachers and students already know various kinds of media provided on the internet. Online media, like what Weller (2002) stated, should be viewed as a highly important educational technology. Internet use has the benefit of encouraging active learning, which prevents students from being merely passive users of information. A more active learning technique is being used by the students. Matter introducing students to the computer and internet culture in this way exposes them to technology. To support classroom learning objectives, the purpose of using online media must be modified. The resources utilized in the learning process in the classroom can be enhanced by using online media to better engage students to learn language.

Brown (2007: 201) describes several advantages in use online media on the

internet, including providing opportunities for students to pay attention to the form of language, as a means of providing input modification, provides various learning resources such as the availability of resources or materials and different learning styles will be used, for collaborative projects, as a multimodal practice tool like visual, auditory and written, and as a fun medium.

According to Smaldino, Russell, and Heinich (2005:185), there is a wealth of material available on the internet that can be accessed by people all over the world. There are many different types of media on the Internet, including text, audio, pictures, animations, movies, downloadable software, including online program learning that can be used to support the learning process, especially in learning vocabulary.

A free online program called Track Star enables teachers to compile a list of websites and leave comments on them so that students can follow an online journey. A visual vocabulary field trip for children can be made by teachers with a little effort. Topics are chosen by teachers to help organize study units. Track Star is a fantastic approach for children to learn about the various meanings of words in various settings, which is a quality of efficient vocabulary instruction.

The Track Star online program enables teachers to give students a thorough means to assess their progress after finishing each lesson. Track Star, which has a staff of exceptionally qualified and passionate instructors, will not only be a venue to share knowledge but also encourage students to explore and come up with many original ideas on their own. Students may readily learn and put their new information into practice thanks to clear and thorough teaching techniques used in every course. The most comprehensive and user-friendly training tools are certain to be provided by Track Star. The Track Star's analysis demonstrates that we succeeded in achieving the goals and objectives we established. It is supported by students' desire to contribute to a cause, their ability to communicate in a foreign language, their ability to work in a team (and in some cases, their leadership skills), and their sense of accountability for the outcome, which was fully expressed during the course of completing tasks. The "Track Star" technology testing revealed some issues, most of which were brought on by how unfamiliar this kind of exercise was to the children. The format of group work turned out to be innovative, despite the fact that students were familiar with it. The development

of the Track Star demonstrated how this technology can be applied in the classroom. It satisfies the requirements of contemporary schoolchildren in internet technologies as a way of vocabulary learning and development that aids in coping with the issues that people experience in contemporary settings in their activities.

LITERATURE REVIEW

How to Use Track Star?

Teachers may choose and prepare websites for annotating with the aid of Track Star. To create an interactive online lesson called Track, teachers simply collect websites, enter them into Track Star, annotate them for students to utilize, and transform the website into a kind of response to a web request. If you're pressed for time, Track Star also gives teachers the option of searching the pre-made tracks. Resources for teachers can be found by class, subject, or topic.

For all users, Track Star is free. A username and password are required to log in and create tracks. All of the various classes across the educational system may find usage for this product. From utilizing it to research beloved writers in kindergarten classes, to locating and annotating information about a well-known American inventor in 10th grade classrooms, to college students building a track as a course demonstration. The application makes it simpler to produce annotated sources for students to use in their research or to simply examine.

The instructions for utilizing Track Star are listed below. The dashboard for the first users to log in is shown in Screenshot 1. It displays your name and email address, the tracks you own, a group of additional tracks, messages, and groupings of tracks.

Screenshot 1 [<http://trackstar.4teachers.org/trackstar/>]

The screenshot shows the Track Star dashboard for user Sara Ventrella. At the top, there is a navigation bar with the Track Star logo, a '4teachers' logo, and links for Home, My Account, Logout, and Help. Below the navigation bar, the user's name 'Welcome Sara Ventrella' is displayed, along with buttons for 'Make New Track' and 'Manage My Tracks'. The dashboard is divided into several sections: 'My Tracks' (No Tracks, Need help getting started?), 'My Messages' (Welcome to Trackstar, 11/10/12, Manage), 'Account Information' (Name: Sara Ventrella, E-mail Address: ventres@bgsu.edu, Last Login: Edit), 'My TrackPack' (Your pack is empty, Help), and 'Track Group' (No collections, Manage).

This screen will load as soon as you log in to your account to create a new track. Input your name, description, and keyword phrases. Verify the track's use by looking up the class level, type, and subject. Both a "save to" date and a password are available but are not required. Put the name, URL, and annotation here. You need at least two web pages to continue. For the track you made to send to others, note the track number. Students can input their tracking number to locate their Track Star on the home page, or you can send them a link to the track.

Track Star Online Program in Enhancing Vocabulary

The Track Star online program is a well-known website built on flashcards and quizzes that is excellent for quick comprehension checks, informal assessments, and individual or group testing (Kasymbekova, 2023). Create your own quiz or select one from a vast selection of already published tests. Teachers looking for additional online resources to help their students comprehend difficult topics and expand their academic vocabulary will find Track Star to be the perfect resource for grades 6 through 12. Additionally, it enables the creation of personalized lessons for pupils, interactive questions, discussion themes, and much more. Online lesson sharing and assessment tools are available for teachers to use with their students.

The writer has been inspired to conduct the research because there are relevant studies. The first previous research is the study from Haryani (2021) entitled "Efektifitas Penggunaan Media Online dalam Meningkatkan Kemampuan Vocabulary Siswa Paket C di PKBM Darussa'adah Kota Palangkaraya". From the research, it showed that the use of online media is effective in increasing students' English vocabulary ability in that school.

It is strengthened also from the research of Kasymbekova (2023), entitled "Method of Teaching Vocabulary with the Help of Track Star Online Program". In his study, the writer concluded that Track Star will not only be a place to share knowledge but will also encourage kids to explore and come up with numerous original ideas on their own.

The next previous research is the research from Ismiati (2019), with the title "Improving Students' Vocabulary through Media Application Online 'Hello English' at Class X". And based on the research, the researcher got the result that by applying media online, it can improve students' vocabulary in English.

METHODOLOGY

Classroom Action Research (CAR) was used for the study. Classroom Action Research (CAR), according to Garpersz and Uktolseja (2020), is reflective study that involves taking specific activities to enhance professional learning practices in the classroom. CAR is crucial to scientific research because it affects the caliber of research findings. To help students increase their vocabulary, the researchers would conduct classroom action research utilizing Track Star online program.

According to Burns (2010), who cited Kemmis and McTaggart (1988) for their cycle of action research model, classroom action research (CAR) was carried out in four steps: Planning is followed by action, observation, and reflection. Planning is the initial stage in preparing the lesson that the researchers have created. The researchers then made a number of plans, including: creating learning plan methodologies, creating teaching resources, and choosing evaluation criteria. Following the creation of a plan, the researchers carried it out during the action stage. In the English class, the researcher took the role of an English teacher according to the lesson plan. Observations focused on classroom activities, relationships between teachers and students, and amongst students themselves. The researchers included a teacher who used the Track Star online program to teach vocabulary and an observer who watched class activities while the implementation was taking place. At the conclusion of these lessons, vocabulary tests were given to the students, and reflection was one of the activities used to examine their results. If issues need to be resolved, the findings of this reflection were taken into account while reevaluating the approach that would be used in the following cycle.

One of private junior high schools in Langkat served as the site for this study. Along with being alumni of the school, the researchers have completed internships while conducting their study here. With 37 students in one class, CAR was implemented for grade 9.

RESULT

Result of the Cycle I

Table 1: The Evaluation Test's Results for Cycle I

No	Interval	N	X	NX
1	55-60	6	60	360
2	60-70	7	70	490
3	70-80	7	80	560

		20	210	1.410
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$$\begin{aligned} \text{Mean} & : X = \frac{\sum X}{N} \\ & X = \frac{1410}{20} \\ & = 70,5 \end{aligned}$$

Where : X = the mean of the students score
 $\sum X$ = the total score
 N = the member of the students

In order to categories the member of master student, the writer used the following formula;

$$\begin{aligned} P & = \frac{R}{T} \times 100\% \\ P & = \frac{7}{20} \times 100\% \\ & = 35\% \end{aligned}$$

Where : P = the percentage of students who get the poin 70
 R = the number of students who get the poin up to 70 above
 T = the total of students who do the test

During the first cycle's activity, several students were active in accurately responding to the teacher's question. The students, on the other hand, appeared more eager to play mobile phone. Additionally, after the teaching and learning process was complete, a posttest 1 was administered to assess how well the students' vocabulary had been learned. This posttest was administered exactly on the second action of the first cycle. Based on the outcomes of posttest 1, the average class score was determined to be 70,5; seven students achieved the KKM 75 (seventy five). The researcher and teacher discussed the outcome of putting the action into practice. They then sought to change the action so that students would understand language better and so that 65% of the class would pass the KKM. Since only 35% of students who took the posttest 1 passed the KKM.

Result of the Cycle II

Table 2: The Evaluation Test's Results for Cycle I

No	Interval	N	X	FX
1	55-60	1	60	60
2	61-70	2	70	140
3	71-80	7	80	560
4	81-90	10	90	900
		20	300	1660

Mean : $X = \frac{\sum X}{N}$
 $X = \frac{1660}{20}$
 $= 83$

Where : X = the mean of the students score
 $\sum X$ = the total score
 N = the member of the students

In order to categories the member of master student, the writer used the following formula;

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{17}{20} \times 100\%$$

$$= 85\%$$

Where : P = the percentage of students who get the poin 70
 R = the number of students who get the poin up to 70 above
 T = the total of students who do the test

Some students were observed actively responding properly to teacher questions during the second cycle. Student interest in playing mobile phones, however, looked to be greater. Additionally, students continue to like and be more engaged on the "Track Star" program after the teaching and learning process is over. They also have a greater vocabulary, particularly in the use of nouns. Based on the outcomes of posttest 2, the average class score was 83, with 17 students passing the KKM with a score over 75 (seventy five). The average test result for cycle II was an 83. The percentage of the class passing the cycle II KKM test was 81.81%. It was clear that in addition to the 17 students who passed the KKM, 3 students also obtained a skill score under the KKM. The class presentation for the test of cycle II (85%) showed an improvement from the test of cycle I (35%) to that class presentation.

DISCUSSION

The author notes whether or not students may have improved their scores on language skill tests in Cycle I and Cycle II. The author employs the following formula to analyze that:

$$P = \frac{Y_1 - Y}{Y} \times 100\%$$

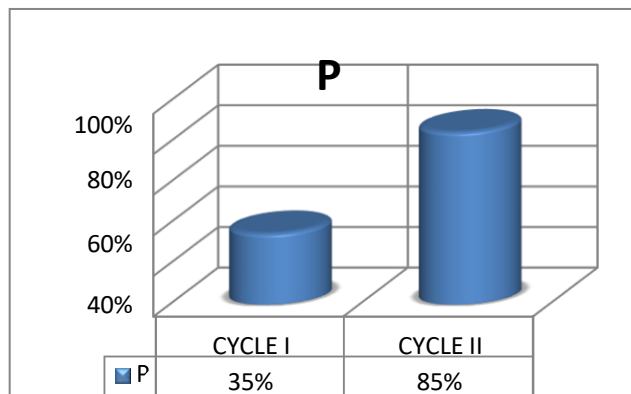
$$P = \frac{85 - 35}{35} \times 100\%$$

= 24 %

Where :

- P = Percentage of student's improvement
- Y = Test result in cycle 1
- Y1 = Test result in cycle 2

Table 3: The Result Percentage for Cycle I and Cycle II



Where: P = Percentage of Students' Improvement

In the cycle II test, more than 24% of students who were able to pass the KKM achieved the goal of Classroom Action Research (CAR) achievement. Automatically, the Classroom Action Research (CAR) is successful, and the cycle can be ended.

Table 3: The Result Percentage for Cycle I and Cycle II

NO	Y	P

1	CYCLE I	35 %
2	CYCLE II	85 %

CONCLUSION

From the result above, it can be concluded that according to cycle I and cycle II study, the average score in cycle I is 70,5 with a passing KKM rate of 35%. Cycle II has 83 students and an 85% KKM pass rate. Thus, the Track Star online program is successful and engaging in raising students' vocabulary proficiency. It is clear that students can benefit from the Track Star online program's teaching and learning procedures. It makes a great educational tool for fostering communication and critical thinking abilities. It means that Track Star online program can enhance students' English vocabulary.

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