A NEW CONCEPT OF TEACHING VOCABULARY IN EFL CLASSROOM BY UTILIZING LANGUAGE REACTOR TOOLBOX ON CHROME EXTENSION

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A b s t r a c t s
In the field of ELT, the issue in lack of vocabulary has emerged as a major obstacle. Thus, the purpose of this article was to discuss Language Reactor Toolbox (LRT) as a new concept for vocabulary teaching in EFL classrooms and how LRT can be utilized to address the problem in vocabulary teaching. The conceptual research design employed in this work was focused on conceptual models and specifically utilized conceptual description. This article signified for academics to support the literature review as references for their empirical researches. The findings showed that LRT became a new concept of vocabulary teaching to increase students' interest in vocabulary learning. Moreover, the present article provided a gateway to the empirical study of LRT on chrome extension for vocabulary teaching. Future research could examine on the impact LRT in vocabulary teaching of EFL classroom.

Keyword:
EFL Classroom, Vocabulary Teaching, Language Reactor Toolbox, Technology-Based Tools

Introduction

Technology-based learning is no stranger for people in the era of 5.0. Alwahoub et al., (2022) said that learners today have been raised in a technologically assisted learning environment. Subsequently, they can easily access learning techniques and materials. In consequence, research on the use of technology for learning tools become an attraction for researchers to explore more deeply the myriad advantages of technology in learning. That is also because using technology to address the issue in the EFL world is essential. Information and communication technologies (ICT) can be used by EFL teachers to enhance management, disseminate information, make learning more relevant, and enhance students' critical thinking and problem-solving abilities (Yermekkyzy, 2022). When the research on technology-based learning is explored continuously, the problems in EFL teaching are solved widely and effectively.

The problem in vocabulary learning has become a crucial challenge in ELT. Students with a low vocabulary knowledge show weak academic performance in different courses related to the language skills, linguistic, literature, and translation at the university level of education (Afzal, 2019). Furthermore, Afzal (2019) also stated that English language proficiency depends on the mastery and knowledge of its vocabulary. This is a fact for non-native speakers and even native speakers. More importantly, students' boredom in vocabulary learning also usually assumes to be big challenge for English teacher. Thus, to solve the problem in teaching and learning vocabulary, web based language learning (WBLL) is being introduced. Materials in web-based language learning (WBLL) are among the materials that English teachers prefer to utilize since they are plentiful, simple to access, user-friendly, and, most significantly, offered for free (Yusof & Saadon, 2012). The present paper introduced WBLL by utilizing Language Reactor Toolbox for teaching vocabulary in EFL classroom.

Vocabulary is the core aspect in learning a language. It is an important factor influencing English proficiency (Lu & Murao, 2023). Without mastering the vocabulary, a person cannot effectively speak, write and understand a language. Therefore, myriad researches on developing new concepts in vocabulary teaching become an important issue that has been widely discussed among researchers. Various studies have been conducted to give new methods, strategies and approach in learning vocabulary for EFL students. (Kafipour & Naveh, 2011) conducted a study about the vocabulary learning strategies and its contribution to EFL students in reading comprehension. The study revealed that the results related to stepwise multiple regressions revealed only contribution of social strategy (one out of 5 categories of vocabulary learning strategies) to reading comprehension. furthermore, still in the strategies in learning vocabulary, (Al-Khawaldeh et al., 2023) conducted a research on the impact of COVID-19 and its terminology learning strategies on EFL learners' vocabulary repertoire. Feng et al., (2023) also carried out a study about vocabulary learning strategy on the the effect of mind-mapping approach on vocabulary recall and retention, learning motivation, and willingness to speak in EFL learners.

Going to the literature review on the innovation in vocabulary learning by utilizing WBLL, (Teng, 2022) carried out a research on the effects of learner-related factors on incidental L2 vocabulary learning through captioned. Likewise, Dizon & Thanyawatpokin, (2021) conducted a research in language learning with Netflix to explore the effects of dual subtitles on vocabulary learning and listening comprehension. It was of course in line with the problem of the current research. As we know Netflix is a wide streaming service around the world. The findings of a research by Dizon & Thanyawatpokin, (2021) revealed that the L1 subtitles and dual subtitles groups performed better than the L2 captions group in terms of vocabulary learning, whereas the participants who viewed the episode with dual subtitles did significantly better than the other two groups in listening comprehension. In addition, Zou & Teng, (2023) examined Effects of tasks and multimedia annotations on vocabulary learning. Besides, not only utilizing the innovations on WBLL, researches on the vocabulary learning by integrating Mobile Assisted Language Language Learning (MALL) also widely discussed among ELT researchers. As examples, (Gómez-Ortiz et al., 2023) carried out a research on Instagram as a learning tool to improve technical vocabulary for sports science students. Moreover, Poláková, (2022) conducted a research on the use of a mobile learning application in the process of acquiring foreign vocabulary. Moreover, (Alhadiah, 2020) EFL learners' experience of a MALL-based vocabulary learning tool by utilizing Quizlet. The findings showed that students demonstrated positive attitudes towards Quizlet. Meanwhile, Saleh & Ahmed Althaqafi, (2022) conducted a research on the effect of using educational games as a tool in teaching English vocabulary to Arab young children. The study found that using educational games as a teaching strategy with young students boosted information absorption and retention and gave students a chance to understand how their learning was used in the real

world. The study recommends using educational games in a more inventive way when teaching vocabulary to young students.

Teaching vocabulary inside the classroom is not just learning without rules. Of course there are several rules that must be implemented in teaching vocabulary inside classroom. Discussing about rules in teaching vocabulary in EFL classroom, the instruction of the teacher cannot be separated. A study by (Subon, 2016) discuss about the effect of direct vocabulary instruction on the contextualized word families on learners' vocabulary acquisition. The study revealed that some important implications for instructional practices, new knowledge in L2 vocabulary acquisition and recommendations for future research. Teaching with social context in instructional video facilitates second language vocabulary learning (Zhang et al., 2023). It can be inferred that instructional practice in vocabulary teaching is crucial for students. This conceptual article also discuss about the instruction in vocabulary teaching by utilizing Language Reactor Toolbox.

Through enhancing the new innovation, method and strategies in learning vocabulary, teacher of EFL classrooms can improve their students' vocabulary comprehension. Therefore, researches, concepts, innovations and strategies in vocabulary learning must be carried out throughout ELT world. According to (Oxford, R., 1990) as cited in Kafipour & Naveh, 2011) stated that to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transmittable to new situations, learners utilized language learning strategies.

As stated in the problem, hence, the purpose of this article is to give an innovation in vocabulary teaching using Language Reactor and to demonstrate teaching vocabulary using LR (Language Reactor). Therefore the following research questions are put in forth; How to teach vocabulary by utilizing LR, what are the advantages, and how to assess student's comprehension of vocabulary by utilizing LR. By answering those questions, the researchers aimed to give an insight for EFL teachers and provided innovative ways in teaching vocabulary. In addition, in creating a valuable insight of vocabulary teaching, therefore, this article used a conceptual design to give the concepts on how to teach vocabulary using LT. By providing the concepts, researchers hope that this study is useful for the EFL teachers to teach vocabulary in an interesting way, and overcome the problem that being faced. While the limitation of this study is focusing on designing language reactor toolbox on chrome extension for teaching vocabulary in EFL classroom. Furthermore, discussing about the previous study of this conceptual article, the researchers focus on the research by (Dizon & Thanyawatpokin, 2021) discuss about the effects of dual subtitles on Netflix to enhance vocabulary learning and listening comprehension. (Dizon & Thanyawatpokin, 2021) used LT as a tool to provide dual subtitles on Netflix. With utilizing LR, an interesting way in learning vocabulary learning is easily achieved.

Methods

This study used conceptual research design particularly in conceptual models and specifically using conceptual description. Jaakkola, (2020) reported that conceptual research article with modal approach. It is designed to build a theoretical framework that predicts relationships between concepts. A conceptual model explains how something works by revealing how earlier models, results, and potential outcomes link to the main construct. It can describe an event, an item, or a process. It can also identify difficulties that should be taken into account in its research. (Meredith, J., 1993 as cited in Jaakkola, 2020). Moreover, a conceptual model just examines the relevant concepts and relations that describe the phenomenon; it does not attempt to provide an explanation for why things occur (Meredith, J., 1993). Therefore, in the present article, the researchers provided the concept map of utilizing LRT for vocabulary teaching.

Findings And Discussion

Conceptual Model Development

As mentioned earlier, the primary focus of this conceptual article is to design Language Reactor Toolbox as a tool for teaching vocabulary in an EFL classroom. By utilizing conceptual article research design, some innovations are found. In this section, the researchers introduced the features in Language Reactor Toolbox, steps in teaching vocabulary using Language Reactor Toolbox, and assessment in vocabulary teaching using Language Reactor Toolbox.
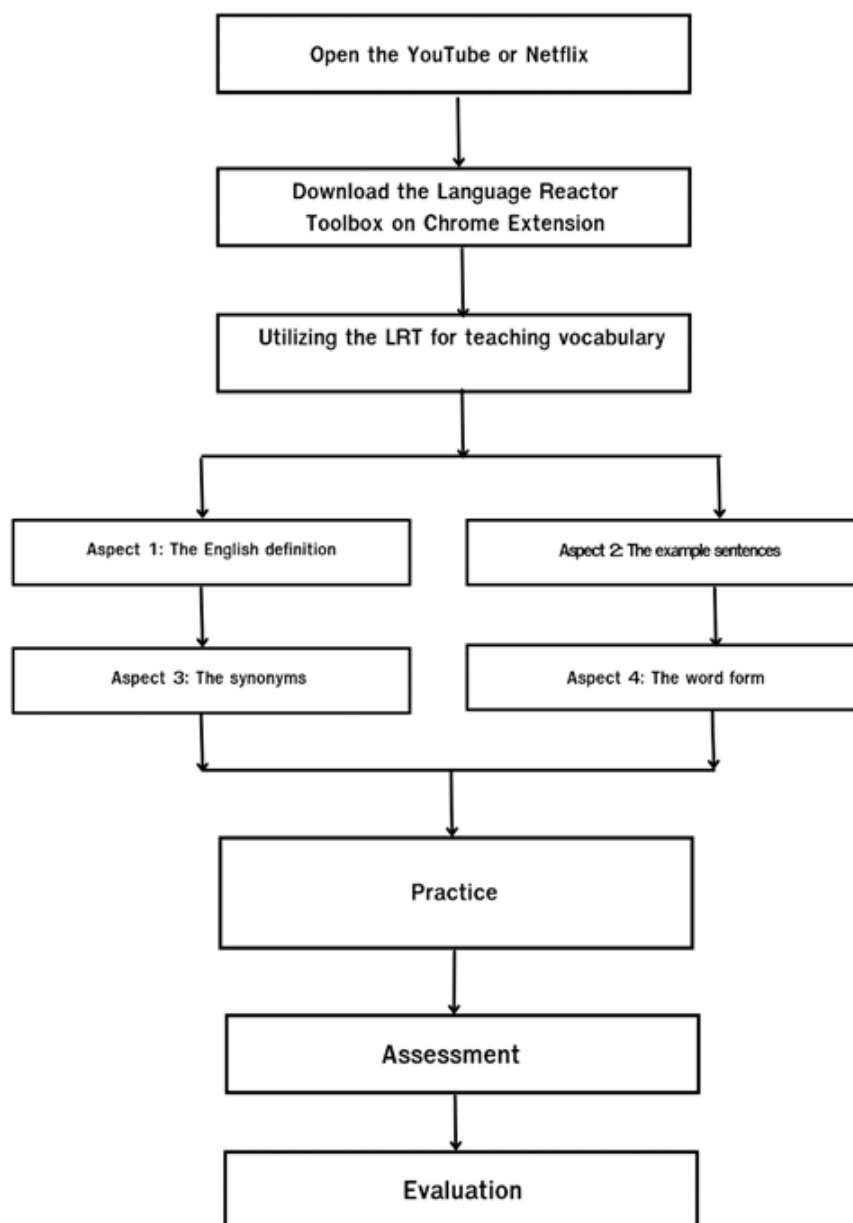
Exploring the Features in Language Reactor Toolbox

Language Reactor, formerly known as 'Language Learning with Netflix' is an effective toolkit for learning languages. It makes easier for you to find, comprehend, and learn from native materials (*Language Reactor*, n.d.). Language Reactor Toolbox provides some useful features that can be used in vocabulary learning. Those features are Netflix Catalogue, YouTube Catalogue, Turtle Tube, Video File, text, chat bot, Phrase Pump, Saved items. The first is Netflix Catalogue. Language Reactor Toolbox provides a special catalogue to help us to find Netflix titles with high quality subtitles in the language we study. The second is a feature called YouTube Catalogue. It is designed for helping us to find good channels to study with. The third is Turtle Tube. On this feature, Language Reactor categorizes videos based on the vocabulary's level of difficulty.

Using Language Reactor Toolbox for Teaching Vocabulary

There are 6 steps in teaching vocabulary using language reactor. But before the teaching is begun a teacher must know the vocabulary level of the students. Exploring the vocabulary level of the students will help us to decide which video we should use to teach the students. A teacher can use classification such as beginner, intermediate, and advance. He or she may choose which level is the most dominated in the classroom. After investigating the level of vocabulary of students, teacher may choose a video as a material for teaching and learning in the classroom. A teacher begin to select which vocabulary that he or she will use as material for teaching. If a teacher has prepared all of the teaching preparation, a teacher can begin the teaching by utilizing LRT.

The first step is a teacher ask their students to open the YouTube or Netflix. If the students have opened the YouTube or Netflix, then the second step is a teacher asks their students to open the chrome store and look for the chrome extension namely Language Reactor Toolbox. When students have already downloaded the LRT, then the third step is a teacher can begin the activity in teaching vocabulary using LRT. The materials in teaching vocabulary using LRT involve four aspects. Those are: 1. The English Definition, 2. The example sentences, 3. The synonyms, 4. The word form. After explaining about those four aspects to the students, a teacher conducts a practice of each aspects. A teacher can create the practice with various teaching method such as Jigsaw, Communicative Language teaching (CLT), Grammar Translation Method (GTM), Audio Lingual Method, etc. In addition, in assessing students' comprehension, the teacher can use the quiz containing questions about the English definition, the example sentences, the synonyms, the word form, and translation if needed. While in assessing pronunciation, the teacher may do the test orally. Through practicing and assessing the pronunciation, the students will have knowledge about sounds of the word. This is one of the advantages utilizing Language Reactor Toolbox for vocabulary learning. Because the students can learn how native speaker say it and the context of using it.

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Aspect 1: The English definition	Aspect 2: The example sentences
Aspect 3: The synonyms	Aspect 4: The word form

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Picture 1: Steps in Teaching Vocabulary

Advantages and Disadvantages

The advantage of using LRT in learning vocabulary is, of course, there are many features and access to varied vocabulary learning that make students engaged in learning and not bored. Moreover, LRT links to other various website of vocabulary learning. On the contrary, the disadvantage of using LRT is that a teacher has to really prepare what he wants to teach his students well, starting from selecting videos, selecting vocabulary and making a vocabulary list, which is a bit time consuming.
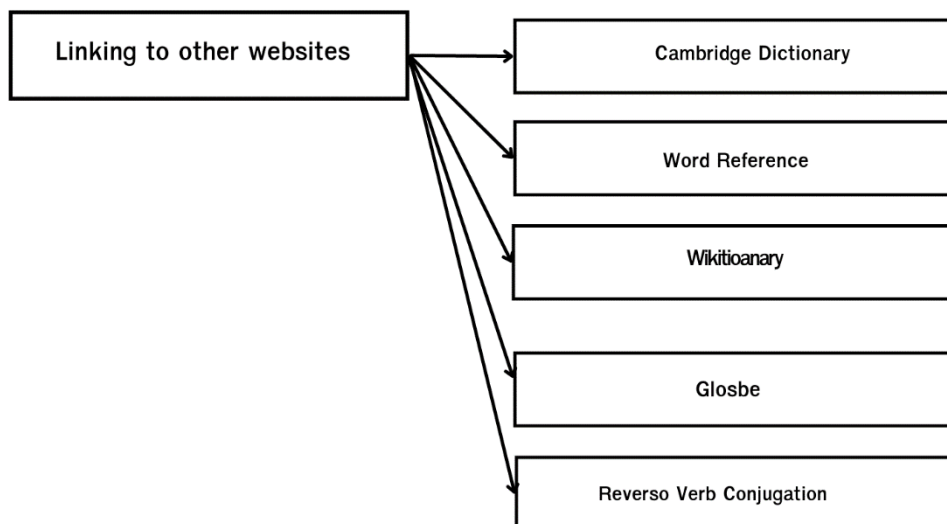
Picture 2: Links to vocabulary learning inside language Reactor.

Analysis

A concept is the object of a thought, it is not anything that is physically existing (Bastis Consultores, 2021). In addition, in the context of articles, research questions that offer new concepts tend to be philosophical in nature, meaning that they are not answered by providing facts or information about data.

Conclusion

By utilizing Language Reactor Toolbox, the teacher can overcome the problem of vocabulary teaching, particularly in students' boredom. The teaching steps are easy to implement and provide an interesting way in vocabulary learning. . Furthermore, in order to move forward with empirical study, a wide range of literatures must be read in order to gain insightful knowledge. Even though this is a conceptual paper, it is believed that the work will aid in providing supplement literature for researchers' reference as well as having a substantial impact on policymakers in the field of education and teachers. This study is also consistent with previous research.

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