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The effectiveness of Teaching English Vocabulary: Use translation skills methods in three languages of English Department's classroom at Universidade Oriental Timor-Lorosa'e (UNITAL)

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Abstract: This text discusses the effectiveness of teaching English vocabulary by employing translation skill methods with three languages simultaneously in teaching English skills. This research analysis seeks to implement teaching techniques that utilize translation skills for the native speaker students in the English department of the Educational Faculty at Universidade Oriental Timor-Lorosa'e in Timor-Leste. The outcome of this writing focuses on teaching English to encourage the native language to adopt English as the primary foreign language in the country while mastering speaking skills and learning vocabulary, enabling students to excel in foreign language proficiency through their own efforts to secure employment both locally and with international organizations abroad. Bahasa Indonesia is primarily taught as an Asian language within the Asian region. Two students achieved the highest scores of 18-19; eight students scored lower, with scores of 16-17; and 18 students scored between 14-15 on the pre-test; 28 divided by 3 equals 9.33, and the post-test result is 18-19 are 8 students; the lower scores 16-17 are 15 students; and the lowest scores are 14-15=3, so the result is $26:3 = 8,66$. Concluding that the learning capacity of the students' results in very low scores indicates that efforts in teaching skill methods must be refined and enhanced for optimal techniques to teach foreign language skills. This suggests that the absence of effective teaching strategies can impact students' abilities in learning the foreign language most efficiently and effectively in the classroom learning.

Keywords: *Teaching, Translation, Analysis, Result*

INTRODUCTION

Vocabulary consists of words utilized in a language, literature, or scientific fields (Waite, 1998: 743), and it serves a crucial role as a fundamental element in acquiring English (Kamila & Susilawati, 2024). That is a component of language acquisition. Language serves as a tool for communication, enabling individuals and groups to interact with one another. Language is certainly an essential instrument for communication. It enables people to express feelings,

thoughts, and concepts, enhancing communication in different situations—whether personal, professional, or cultural. Language serves as an element of cultural practices, reflected in the dialect and idiolect that native speakers use within their local area to convey messages and exchange ideas with both individuals and larger communities. As noted by Smith (Smith, 2004), language consists of words utilized in a commonly accepted manner for communication; it is a system of words specific to a community or nation. Language serves to convey an individual's thoughts to either one person or a group of people (Major, 2006) etc.

Instructing English vocabulary can be interesting and successful with appropriate techniques. Facilitate the learners' comprehension of the English language instruction in the classroom effectively. English is a non-native language; however, it is crucial for every nation globally to acquire new global competencies and engage in interactions for political purposes as a lingua franca, as well as for business or commercial negotiations. (Neuman & Dwyer, 2009: 385) vocabulary denotes the terms necessary for effective communication: words used in speaking (active vocabulary) and words understood in listening (receptive vocabulary). Instructing English Vocabulary is a highly effective method for engaging learners participating in English instruction in the classroom. Moreover, the topic helps the students to effortlessly remember the extra vocabulary that they acquire. The most easily of understanding if the students are provided the translation of the language into local languages or first language everywhere. Teaching a language must be assisted by the first language use translation method to be given deep understanding in understanding and receiving a second language from a teacher to the learners.

Teaching English vocabulary aims to enhance comprehension in learning English, as these words are essential in expanding students' abilities to acquire new vocabulary daily from their instructor. Words and language, as essential components of human identity, are intriguing topics. Expressing our happiness, anxieties, views, dreams, desires, inquiries, expectations, emotions—and the rare threat or offense—is a crucial part of being human (Katamba, 2005). In this context, students are instructed to understand and retain a wide range of additional vocabulary that matches their skill levels. More vocabulary leads to a wealth of abundant words in their memories, enhancing their learning to master English words in their routine practices.

Vocabulary consists of components in a list of words that serve as significant elements in communication, typically marked by spaces surrounding them in written or printed form; communication, distinct from activity; an individual's commitment or guarantee; (either singular or plural) a statement made, comment, dialogue; (in plural) lyrics of a song or a performer's lines (Mayor, 2006) and (Waite, 1998); (Hornby, 1995); (Smith, 2004). A life absent of words would be a terrible deprivation. It aims to provide you with an understanding of English word formation, the origins of English vocabulary, and how we mentally store and access words (Katamba, 2005).

Instructing (teaching) in English as a Second Language (ESL) includes different techniques to assist non-native individuals in mastering the language efficiently. An ESL teacher in a classroom must first possess mastery in English skills, including speaking, writing, reading, and listening. This initiative aims to assist learners in quickly and effectively grasping English as a foreign second language proficiency skills within the school's curriculum, a practice established during the Indonesian occupation in East Timor from 1978 to 1999. Following East Timor, referred to as Timor-Leste recently, the English language is documented in the RDTL Constitution (2002: 51), article 159, stating, "Bahasa Indonesia and English are utilized as working languages in public administration alongside the official language." English plays a significant role and function in East Timor, being integrated into the education curriculum since 2000, covering junior high schools and higher education institutions.

The inclusion of English in the National curriculum builds upon the previous curriculum established by Indonesia (Silva, 2023). Most subjects included and documented in the national curriculum are from Indonesia's previous curriculum, even though the government of Timor-Leste, prior to the Ministry of Education of East Timor, integrated the ECTS (European Curriculum Accumulation Transfer System) (Quinn, 2023) with Indonesia's former curriculum.

Literature Review

a. Theoretical Framework

The extent and richness of vocabulary significantly influence learners' abilities in listening, speaking, reading, writing, and translation (Gao, 2021), making vocabulary instruction especially crucial. The outlook on English vocabulary in teaching and learning can be bleak at times. Teaching vocabulary can be difficult, yet there are successful strategies to enhance engagement and effectiveness. A teacher who is a native speaker of a first language and teaches English vocabulary employs various methods: pronunciation, translation, spelling, and sentence formation based on grammatical structures. This approach enhances the effectiveness of teaching English vocabulary while adhering to the systematic structures of Basic English grammar.

English teachers face several issues when teaching vocabulary: the primary issue is that educators typically rely on the grammar translation method (Soanes & Stevenson, 2003), which emphasizes grammatical explanations and sentence structures but neglects vocabulary origins. Many words derive from Latin, French, and Greek, as in the cases of terms like 'terrorism,' monogamy, and polygon, which often go unexplained.

Words are known as "the fundamental units of language." These are powerful instruments for constructing and shaping the words, phrases, and sentences by utilizing the vocabulary. We require a thorough generation of the terms so that we can choose the precise tools for the task as we would for any other endeavor we engaged in. (Barotova, 2020) extends the arguments that an effective vocabulary is one that (a) meets our needs, (b) boosts our self-confidence, (c) helps us comprehend, (d) is diverse, and (e) is precise.

The theory of constructivism was initially proposed by Swiss cognitive psychologist Piaget in the 1960s, (Gao, 2021), highlighting the cognitive principles involved in the human learning process from a distinct viewpoint. In the later part of the 20th century, through the continued endeavors of Piaget, Dewey, Vygotsky, and various other academics, constructivist ideas were continuously refined and evolved, eventually leading to a comparatively established theoretical framework. The two fundamental core views of constructivism are activity theory (Leont'ev, 1981) and the domain of recent evolution (Vygotski, 1930).

According to Barotova (2020), vocabulary refers to the collection of lexical items within a language, which is also known as 'lexicon'. The word lexicon became recognized in English in the early 17th century, referring to a book that compiled a collection of words and their meanings from a language, organized in alphabetical order. The phrase originates from the Greek word 'lexis.' Additionally, it has acquired a more abstract meaning, particularly in linguistics, referring to the complete collection of meaningful elements in a language not just words and phrases, but also components of words that convey meaning, like prefixes and suffixes.

Types of Vocabulary

There are various categories of vocabulary within the process of learning English. Grasping the various categories of vocabulary can improve education and learning. When acquiring vocabulary, regularly clarify what students intend to express so they can utilize it for constructing

sentences. Several distinct kinds of vocabulary exist, such as speaking vocabulary, reading vocabulary, writing vocabulary, and listening vocabulary.

Speaking vocabulary - this is a productive vocabulary conveyed to the person who is listening. Talking Vocabulary refers to the words we utilize during spoken communication. Productive vocabulary is solely utilized by the speaker when he or she articulates their thoughts or concepts verbally. Words that a teacher can express to the students can be actively utilized in speaking or writing by using their own phrases, as what the speaker conveys is something they understand well through their own proficiency in the English language. For instance, when the speaker utters the word 'ceremony', he or she comprehends the meaning of 'ceremony' (Kamila, Supardi, Susilawati, 2024). A person's speaking vocabulary is quite restricted: the majority of adults utilize only about 5,000 to 10,000 words for all their discussions and directives. This figure is considerably lower than our listening vocabulary likely because of convenience (Montgomery, 2007).

Reading vocabulary refers to the vocabulary recognized and acquired by a reader while engaging with a topic or a book through cursory reading. Terms that students identify and comprehend when they listen to or read them. For instance, when a reader encounters challenging words while reading, they may look up their meanings in a dictionary; for example, the word 'superficial' mentioned in a reading should come from the top to the bottom of the text (Montgomery, 2007). Enhancing the reading vocabulary can greatly improve the understanding and pleasure derived from texts.

Listening Vocabulary: The terms we perceive and comprehend. Beginning in the uterus, fetuses can sense sounds as soon as 16 weeks. Additionally, infants are attentive during all their awake time – and we keep acquiring new vocabulary through this method throughout our lives. By the time we become adults, nearly all of us will identify and comprehend around 50,000 words. (Montgomery, 2007); (Stahl, 1999; Tompkins, 2005) Kids who are entirely deaf do not receive exposure to a listening vocabulary. Rather, if they have signing models in their home or educational settings, they will be exposed to a "visual" listening lexicon.

The number of words represented is significantly lower than a hearing child's incidental listening vocabulary. In the writing vocabulary, a student can express their assignments using their own words, phrases, or sentences. A student can act as a writer for their own task and utilize their productive words, phrases, and sentences through their own statements actively and effectively. The words we can spell have a significant impact on our writing vocabulary (Montgomery, 2007); (Kamila, Supardi & Susilawati, 2024). Vocabulary commonly used by individuals who report news in the media (journalists) in their daily updates to the public and by authors of books. Enhancing the writing vocabulary is an excellent method to boost certain communication abilities for writers. When reading, a child with hearing will articulate all the phonemes associated with a word to pronounce it.

The methods of Teaching Skills

a. Communicative skill teaching methods

The most effective methods for teaching vocabulary are: a. Get the material ready for instruction and present the topic to the learners; b. Rewrite the vocabulary on the board whether it's black, white, or green that the students occasionally find unclear. The English teacher is expected to use pronunciation with each word, clearly repeating the sound multiple times. And thoroughly explain to them using effective communication techniques. The instruction is also more profound and professional in vocabulary teaching. An English teacher can instruct in three

languages simultaneously. Enhancing communicative abilities (LittleJohn and A. Foss, 2009) can significantly improve personal and professional relationships. Farahani (2012) contends that vocabulary is widely seen as the primary means of communication. Instructing vocabulary across various tenses, such as:

Table 1: List of three languages lexically

English	Tetun	Bahasa Indonesia
[1] Play	Halimar	bermain
[2] Work	Halo	Kerja, bekerja
[3] Prepare	Halo hodi hein	Persiapan
[4] Learn	Aprende/estuda	Belajar
[5] Listen	Rona	Dengar, mendengar
[6] Rent	Seba, aluga	Sewa, menyewa
[7] Broken	Harahun ona	Telah memecahkan

Table 2. Vocabulary word structures in the sentences of three languages:

English	Tetun	Bahasa Indonesia
[8] He <i>plays</i> soccer.	Nia halimar bola ain.	Dia bermain bola kaki.
[9] I <i>worked</i> at home yesterday.	Ha'u halo servisu iha uma houriseik.	Saya bekerja di rumah kemarin.
[10] They will come to my office in the early morning tomorrow.	Aban sira mai sede dadeer san	Besok mereka datang dini hari.
[11] We learn English everyday.	Ami aprende lian Ingles loron ba loron.	Kami belajar bahasa Inggris setiap hari.
[12] The students <i>listen</i> to the lesson to the audio video.	Estudante sira rona lisaun ba video audio nian	Para murid mendengarkan mata pelajaran pada video audio.
[13] She <i>rented</i> the house last year.	Nia aluga uma ne'e iha tinan kotuk.	Dia menyewa rumah itu tahun lalu.
[14] John has broken the glasses.	João harahun ona kopu sira ne'e.	John telah memecahkan gelas-gelas itu.

Additional explanation: Why the verbs are ended with **s** and **ed** and some verbs are not any additional letter s, ed, d etc.?

- The verbs are ended with 's' because the subject of a sentence is a singular third person, the verbs must be added with 's'. He plays soccer. If the noun or subject is plural like: the students listen to the lesson to the audio video, and the verb is not be added with 's' in present simple.
- Verbs are added with *d* or *ed* because they are verb 2 for past simple or verb 3 (past participle) of regular verb, in the verbs: worked and rented, these 2 verbs are past tense.
- The irregular verbs are changeable based on the time of speaking.

Regular verbs are: play-played-played; work-worked-worked; listen-listened-listened;

v1 v2 v3 ; v1 v2 v3 v1 v2 v3

[15] I play kites everyday - ha'u kalimar fapagio kada loron - Saya bermain layang-layang tiap hari;
 [16] Julio played guitar yesterday - Julio nalimar gitar houriseik-Julio main gitar kemarin;
 [17] You have played piano-Ita (ó) halimar piano tiha ona-anda telah bermain piano;
 [18] We work at home everyday- Ita servisu iha uma kada loron; Kita bekerja di rumah tiap hari;
 [19] They worked hard in the garden- Sira servisu ona iha jardim (houriseik)- mereka bekerja di rumah (kemarin);
 [20] Leo and Luci has worked – Leo no Luci servisu tiha ona- Leo dan Luci telah bekerja.

[29] Maria *has learnt* many languages – Maria *aprende tiha ona* lingua barak- Maria *telah mempelajari* banyak bahasa.

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METHODS

This research utilizes qualitative and quantitative techniques or a mix of methods for gathering data. Mixed-methods research (MMR) is an approach that integrates different methods to address research questions in an effective and ethical manner (Bryman, 2012; Creswell, 2015; Creswell & Clark, 2011), involving the gathering, analysis, interpretation, and presentation of both qualitative and quantitative data (Dawadi, 2021). This research study's method includes collecting the scores obtained from the pre-test and post-test administered to university students. A total of 26 students finished the pretest before entering the English Department. A total of 28 students participated in the post-test, which was administered to Class B only as they entered Semester III. Fifty-two students from the semester III Vocabulary classes were chosen as respondents, comprising 26 from Class A and 26 from Class B, in the English Department of Faculdade Ciência da Educação, Universidade Oriental Timor-Lorosa'e. Of the 83 students, 54 are selected as respondents or samples for the participants in the pre-test and post-tests. A pre-test and post-test are administered to evaluate students' proficiency in grasping their essential skills in learning the English language.

RESULTS AND DISCUSSION

Result

The discovery of teaching English vocabulary using three languages is crucial for teachers dealing with students from diverse linguistic backgrounds in a country like Timor-Leste. Teachers need to be flexible with their teaching methods when translating from a native language to foreign languages. The abilities of an English language skills instructor should align with native language expertise in effectively teaching the language as a second foreign language in the academic environment. Enhancing and developing students' capabilities in acquiring English as a second foreign language serves as an extra skill for native speakers of first languages like Tetun and Bahasa Indonesia as their second foreign language.

English is the primary foreign language in the country, and students must master speaking skills alongside vocabulary to effectively dominate this foreign language, which will aid them in securing jobs both locally and in international organizations abroad. Bahasa Indonesia is primarily taught for learners to facilitate communication at land borders, and since Indonesia shares a neighborhood with East Timor, it is also considered part of the Asian language landscape in the region. As a result of learning English, many young individuals in the country find jobs with foreign organizations abroad. They secure employment overseas through bilateral cooperation agreements by signing MOUs (Memoranda of Understanding) between countries like Australia and Timor-Leste, and Timor-Leste and South Korea, among others (Silva, 2024), facilitated by SEFOPE (Secretária do Estado Formação de Emprego), the Secretary of State for Employment Training.

Data Analysis

The study's data analysis aims to evaluate the students' capacity levels in understanding Basic English skills, as the researcher is aware that they possess limited skills prior to entering the English Department due to their participation in some English courses outside the academic institution. The English language institutions in the area include Leli (Lorosa'e English Learning Institute) and SOLS (Science of Learning Systems), along with various private English courses situated in Dili. Pretests and posttests are given to assess the learners' proficiency in English skills

as a foreign language before and after they enter the educational institution (I-Tech, 2007) (Magdalena, Annisa, Ragin & Ishaq, 2021).

a. Pre-test

To thoroughly understand the students' abilities, the academic department develops and implements a pretest that can aid in evaluating their existing knowledge and pinpointing areas needing enhancement. An assessment to gauge the readiness of students for advanced education (Smith, 2004). Pretest is also referred to as a preliminary assessment. Pretest in this context refers to the preparation of students to undergo assessments prior to beginning study activities for their forthcoming academic endeavors at an organizational institution, aimed at determining their skill levels or capacities (Merriam Webster, 2025). The ratings are provided according to the European scoring system. The outcome in the subsequent tables is as follows:

$$\bar{x} = \frac{\sum x}{n}$$

$\bar{x}$ = Mean or exbar
 $\sum x$ = Tabulation of each data
 n = The amount of data

Average: $\bar{x} = \frac{\sum x}{n} = \frac{2+8+18}{3}$
 $\bar{x} = \frac{28}{3} = 9,33$

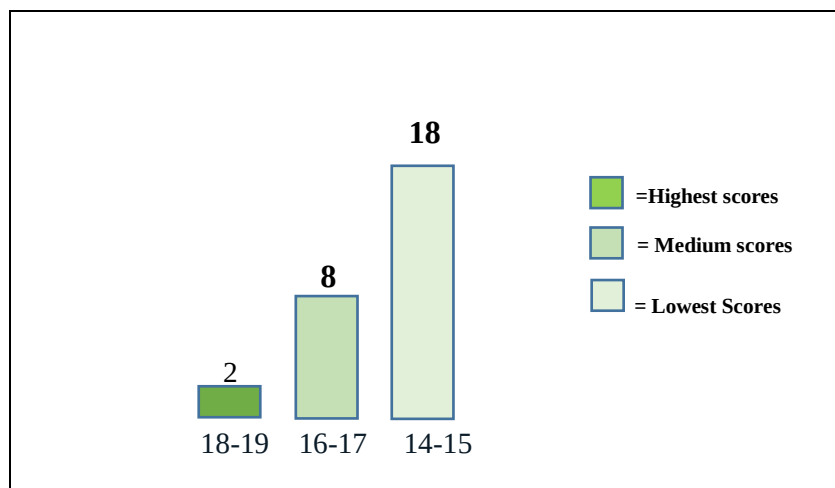
The observation scores range from 18 to 20 for the highest scores, while the medium scores are 16 to 17, and the lowest scores range from 15 to 14, based on the analysis of European Scores systems. The researcher utilize the ideas of Riduwan & Akdon (2008: 28) and Wahyuning (2021) to examine the score data analysis according to the statistical formulation provided by Riduwan and Akdon for analyzing the outcomes of students' capacity levels in the evaluation of pre-test and post-test results.

a. The result of the pre-test

Table 3: The result of the pre-test students

S/N	Examination Scores	Frequency
	18 -19 = A	2 = A: Highest scores
2	16-17 = B	8 = B: Medium
3	14-15 = C	18 = C: Lowest scores
	Total	28: 3= 9,33

The highest scores of class Pretest students are: 18-19 = 2 and the lower scores are: 15-16=8; and the lowest scores are: 14 -15=18. The conclusion is the 2 students are ≥ 8 and 18; and the 2 students ($2 \leq$) than 8 and 18 students.



b. The result of Post-test

Creating a post-test is essential for evaluating students' understanding after instruction. The result of evaluation is insert in the tables and graphics above and below:

$$\bar{X} = \frac{\sum X}{n}$$

$\bar{X}$ = Exbar
 $\sum X$ = Tabulation of each data
 n = The amount of data

$$\text{Average: } \bar{X} = \frac{\sum X}{n} = \frac{8+15+3}{3}$$

$$\bar{X} = \frac{26}{3} = 8,66$$

Table 4: The result of the post-test of the students

S/N	Examination Scores	Frequency
1	18 - 19	8 = A: Highest scores
2	16 - 17	15 = B: Medium
3	14 - 15	3 = C: Lowest Scores
	Total	26:3 = 8,66

The highest scores of class 17-19 = 8 and the lower scores are: 16-17= 15; and the lowest scores are: 14-15=5. ($15 \geq 8$ and $3 \leq 8$ and 15).

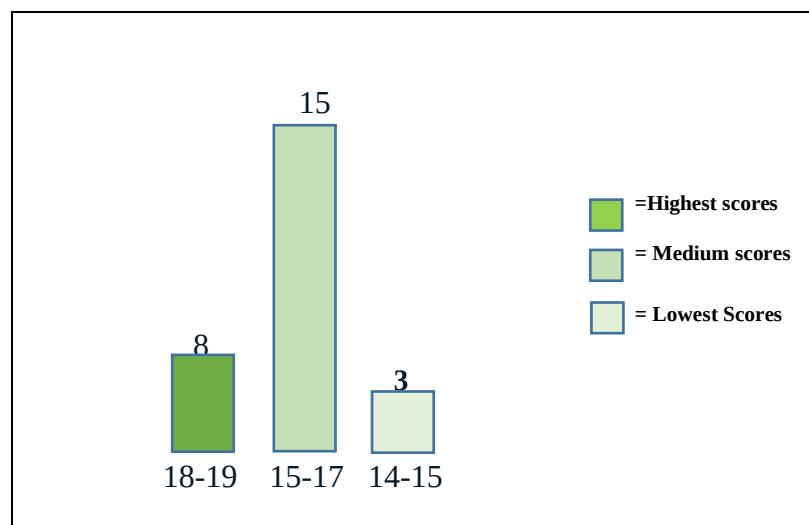
The European scores systems are:

A= 18-20;

B= 15-17;

C= 13-14;

D= 10-12;



Graphic 2.

Table: The students are used as sample or respondents for this research

Name of academic School	Students	Lecturers
English Department of Educational Faculty:		2
Class A-Vocabulary	26	
Class B- Vocabulary	26	
Total:	52 students	2

Conducting pre-tests and post-tests on the data in both directions will provide insights into the participants' evaluations, revealing what they learned from the training (e.g., individuals with high or low prior knowledge) and highlighting the training areas that were most beneficial for the entire group. (I-TECH, 2007).

Discussion

Essentially, humans possess weaknesses and limitations, which is why individuals should strive to acquire more knowledge and skills for their own benefit, as stated by the English philosopher John Locke (1632 – 1704) (Kleinman, 2013). Locke contends that experience and knowledge are acquired solely through others. In this context, an English teacher must proficiently master the subject they teach to their students, particularly when teaching English as a foreign language in schools, similar to how Bahasa Indonesia employs translation skill methods.

East Timor, currently referred to as Timor-Leste, is consistently achieving a decrease in unemployment within its borders by providing job opportunities for the youth to work abroad, establishing bilateral and multilateral agreements for future collaboration, and plans to send more young workers to New Zealand in October of this year (Media, Tatolli, 2025). Studying English offers a global advantage to individuals' worldwide, enabling personal development alongside economic benefits such as easier job acquisition, enhanced skills and knowledge, and higher monthly salaries through daily vocabulary expansion in school activities. Studying English is essential and vital since English serves as a lingua franca for possess the impact of political factors in communication to address various challenges like business negotiations as well as political resolutions for addressing political issues in numerous nations globally, such as the involvement of the UN Mission in Timor-Leste to carry out the popular consultation for the general election on August 30, 1999 (Quinn, 2023). Learning is fundamentally the acquisition of knowledge, known as epistemology; humans inherently pursue opportunities to learn about different aspects of life to enhance themselves through education for improving their own skills.

Education is a social development matter within the social framework of community groups. Schools serve as venues for acquiring and accumulating knowledge, transforming the empty into awareness and the unknown into understanding (Talcott Parson) in Hoy (1982). The aim is to enhance and expand the abilities for personal advancement and prepare for future tasks.

CONCLUSIONS AND RECOMMENDATIONS

Teaching English in every school is a crucial factor for all learners to be able to work both within the country and in foreign nations abroad. The goal is to secure a well-paying job that supports the worker's family's future growth in the country after completing their mission overseas for several years. The surplus of youth unemployment in the nation's region has prompted the government to collaborate in creating job opportunities for local youth by aligning with international workforce recruitment for foreign companies in other nations. This is facilitated through bilateral and multilateral agreements by signing a Memorandum of Understanding (MOU), which represents the commitment of government entities to assist and support their fellow citizens in addressing the country's economic challenges.

The laborers are anticipated to go back home after several years of work in overseas nations. They work to secure and enhance their family's financial support for their household in the country. It is challenging for a new country like Timor-Leste, having just gained freedom, to emerge from a difficult past filled with hardship while managing and overseeing the youth effectively. That is a situation where the new country and the old country exhibit differing conditions of life for people in each country worldwide.

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