DEVELOPING STUDENTS' VOCABULARY THROUGH ACTIVE LEARNING STRATEGIES AT FIRST GRADE OF MAN

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui apakah pelaksanaan 3 strategi *active learning* dapat membantu siswa dalam mempelajari kosakata dan mengetahuiefektivitas 3 strategi *active learning* dalam proses pembelajaran kosakata . Hasil dari siklus 1 penelitian menunjukkan bahwa kesulitan siswa berada dalam memperhatikan dan kesulitan untuk menghafal kata-kata baru, mereka merasa malu untuk mengekspresikan ide mereka. Hasil dari Siklus 2 siswa memperhatikan dan bisa menghafal kata-kata meskipun masih banyak siswa yang tidak bisa mengekspresikan ide-ide mereka. Pada siklus ke-3 peneliti menyelesaikan masalah sebelumnya dengan menerapkan strategi pembelajaran yang lain dan hasilnya siswa mulai untuk mengekspresikan ide mereka.

The objective of research is to find out whether the implementation of 3 strategies of active learning approach can help students to study vocabulary and also the effectiveness of 3 strategies in active learning approach in teaching vocabulary process. The result of the 1st cycle of the research showed that the students' difficulties were in paying attention and hard to memorize the new words, they are also embarassed to express their idea. While in the 2nd cycle the researcher resolve the previous problem by implementing the different way in the learning strategies, and the result the students were paying attention and could memorize the words even though there were still many students who could not express their ideas. In the 3rd cycle the researcher resolve the previous problem by implementing another learning strategy and the result the students were start to express their idea.

Keywords : *active learning, student centered learning, vocabulary*

INTRODUCTION

Language is an important tool of communication. Nowadays, it has become a need for us especially young generations for mastering it; not only Bahasa, but also foreign language such as English. Considering English is a global language, there are four components of language skill that we need to master. One of the components is vocabulary. Rivers (1981:462) states that it would be impossible to learn a language without vocabulary. To master the language, all the components and skills should be learned well. The more number of vocabulary student acquire, the more change they succeed in communication.

Vocabulary is the set of words that familiar with in a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. The English language has a very large vocabulary, between 450,000 and 750,000 (Stahl, 1999; Tompkins; 2005) Students must learn 3000 words per year, but only 400 words a year are directly taught. Now days, many learners are difficult and not interested to learn vocabulary.

There are several studies in teaching strategies to learn vocabulary, Edelman Concha Pique (2000), reveals that vocabulary learning by turning the classroom into a positive and fun learning experience, making language both more significant and more memorable. It also encourages students to be active, enthusiastic, and animated.

There are many ways of teaching vocabulary, such as teaching vocabulary through games, songs, and so on. But here the researcher chose some activities from Active Learning method. These activities are simply that having a student's engage in some activity that forces them to think about and comment on the information presented. Students won't simply be listening but will be developing skills in handling concepts in our disciplines. They will analyze and evaluate information in discussion with other students through asking questions.

From the explanation above, the researcher is interested to investigate students' participation in learning vocabulary. The researcher wants to know the students' participation in learning vocabulary and whether or not the students' participation can be improve by using Active Learning.

Dealing with the issues presented in the background, the research questions in thisresearch are:

1. How can active learning strategies improve the process of learning vocabulary

2. How can active learning strategies improve the participation of students to learn vocabulary

3. How is the step of active learning strategies to help students to study vocabulary

METHOD

The researcher examines the cause of the problems and finds the solution with using the cycle of action research. Researcher made lesson plan and vocabulary

test, and observe students' activities in teaching and learning process at the first pre-research cycle to get the data of the class. After that, the researcher and teacher discussed the observation result during teaching and learning process and learning result (vocabulary test) to find the problem in learning process.

This research was done by researcher and the English teacher. The researcher acts as teacher who teaches and tries to revise also reflect the mode using a new way to develop students' ability and the English teacher act as the observer. The result of vocabulary test and the observation had been discussed together to decide whether or not the next cycle needs to be done and what should the researcher do to develop the model to become an effective one.

The researcher used the procedure of action research design suggested by Arikunto (2006:16), the research procedure in action research consists of planning, implementing, observing, and reflecting. Therefore the research is designing as follows:

1. **Planning**

   Based on the students' vocabulary problem in the classroom, the researcher prepares the lesson plan and selects the material based on syllabus. Then, researcher also prepares observation sheets and vocabulary test for the students.

2. **Implementing**

   The researcher implements the material by using Active Learning method in teaching English vocabulary. The teacher teaches about how students can be more active in the classroom for following the learning process and

they can easy to understand about the material. The researcher observes the situation in the class and makes some necessary notes.

3. **Observing**

    Observation was done by the researcher and collaborator during the teaching and learning process. The researcher observes the students' activities and then the result of the observation is filled into the observation sheet.

4. **Reflecting**

    The researcher and the teacher discuss about the strengths and the weaknesses of the implementation of Active Learning process. Therefore, the researcher and the teacher can determine what should improve for next cycle.

The research develops the model by set a model in the classroom and then first the researcher did pre-research to find out the problem and the difficulties that happen in the classroom and make students less of motivation to study vocabulary. After doing pre-research and collect the data, the researcher revised the model of teaching and reflecting to the classroom. In this cycle, or we can call first cycle the researcher tried to fix out the problem with plan a new concept of learning and try to accomplish the learning process. In this cycle too, the researcher still find out the problem and still collect the data to find out whether the model still need to be revised or not. Because in this research, researcher try to make an effective learning process with doing revisement and accomplish the model to be an effective learning process which can make students are motivated in learning vocabulary.

This action research had 3 cycles, first is pre-experiment which is the researcher made the first model that implemented in learning-process. After that the researcher collected and analyzed the result of the model and the model improved on the final step of this cycle. Next cycle, the model that has been improved had applied in this cylce, first cycle. Gathered the result and being analyzed this model also be improved again. After all cycles have done, in second cycle the researcher will get new model that have been improved in the previous cycle.

To measure whether this action research achieves the target or not, the researcher determines the indicator dealing with the learning product and learning process.

In analyzing the data, the researcher classifies the data into two categories, those are: the data of learning product and learning process. The researcher analyzed the data and do reflection based on them. From the analysis of model and the reflection, the researcher got the weakness and strengths from the first cycle. Beside the researcher know what should improve or the next cycle.

RESULT AND DISCUSSION

The researcher used observation sheet's cycle and vocabulary test to collect the data. The whole result of the students' score and observation in the experimental class was explained below :

Table 1. The result of observation students's activities

No.	Students' Activity	Cycle 1	Cycle 2	Cycle 3

1.	Pre activity
	  1. Interested in opening class
	  2. Responding to
		Crowded and Uncontrolled because some students still	Crowded and some students still talking	Paying attention and under controled because they are

	the topic	busy with themeselves	with others	curious about the material

2.	While Activity
	  3. Paying attention to the teacher's explenation
	
	Questioning and Brainstormming
	  4. Responding to the teacher's question about the topic
	  5. Actively involved in the exploring steps
	
	Analyzing skill
	  6. Following teacher's instruction
	  7. Presenting their result of their own work in front of the class
	
	Pro and Co Grid
	  8. Giving comment and suggestion
	
	Evaluation
	  9. Able to evaluate what they have been done in learning process
		There are some students who pay attention to the explanation, but there are also some students still keep chating with their friends. While some students can share their idea, but there are students who cannot share the idea because of their lack of vocabulary. The situation became crowded because of the students are complaining when they should do the task by himself/herself.	Some students are paying attention and some students still busy with their acivities. But when the teacher ask them some questions they start to respond and involved in discussion. When the teacher ask them to make a pair-work they are paying attetion to it and actively did the work with their partner. When the pro and cro grid phase they started to ask about their friend's work	They are undercontrolled and became more condusive than the last meeting, they are also responding the teacher's questions even there were still students who speak in Bahasa but they were follow the rules and get involved.

3.	Post activities Able to summerize the material by respondng the teacher questions	Some of students can answer the question from the teacher about what have they learned that day.	Some of students can answer the question from the teacher about what	Some of students can answer the question from the teacher about what have they learned that day.

| | | | have they learned that day. | |

Table 2. The Students' Vocabulary Score

No	Score	Cyle 1		Cycle 2		Cycle 3	
		F	%	F	%	F	%
1	85-100	1	3,3	6	20	10	33,3
2	75-84	3	10	4	13,3	8	26,6
3	65-74	5	16,6	16	53,3	9	30
4	55-64	7	23,3	4	13,3	3	10
5	35-54	14	46,6	-	-	-	-
	TOTAL	30	100	30	100	30	100

Based on the table, in the first cycle, it shows that there is only 1student (3.33%) who reach score 85-100 in vocabulary test. This students was good in finding and matching the meaning of the vocabulary because his schemata of the material. The table also shows that there are 3 students (10%) who reach score 75-84. Some of them still made a mistake in understanding the meaning of few words that they rarely heard.

In addition, there are 5 students (16,6%) who score 65-74 and 7 students (23,3%) who scores 55-64. These students made several mistakes in matching new wordswith the synonym.

Besides that, there are 14 students (46,6%) who score 35-54. It means that these

students were poor in vocabulary. Misused of some words because of limited vocabulary and some of them are students who not paying attention and sit in back.

While in the cylce 2 , it shows that there are 6 students (20%) who reach the highest score which is 85-100. These students were almost perfect in doing the part of synonym- antonym and also complete the blank meaning.

The table also shows that there are 4 students (13,3%) who score 75-84. These students could do the describing the meaning. Meanwhile, there are 16 students (53,3%) who score 65-74. It means that these students were quite good in describing meaning but the weaknesses whether in synonym and antonym.

Last, in the last cycle, which is cycle 3, The table above shows that there are 10 students (33,3%) who reach the highestscore between 85-100. These students were almost perfect in the test because they are really pay attention in collecting the new vocabulary.

The table also shows that there are 8 students (26,6%) who score 75-84. These students could do the complete the dialogue and also explain about the direction.Meanwhile, there are 9 students (30%) who score 65-74. It means that these students were quite good in doing the testbut still had some weaknesses in some new words

In addition, there are 3 students (10%) who score 55-64. These students still madeseveral mistakes when showing the direction and also completing the dialogue. Fortunately, in this cycle there were no students who score 35-54.

The result showed that 3 strategies of Active Learning proved can help the students to study vocabulary.

Improvement of students' participation to learn vocabulary

As shown in observation sheet for cycle 1 – 3 there are progression between their participation in cycle 1 – 3. The success of the learning process was determined by students' activity

Table 3. The Development of Each Cycle

No.	Students' Activity	Cycle 1	Cycle 2	Cycle 3
1.	Pre activity 10. Interested in opening class 11. Responding to the topic	Crowded and Uncontrolled because some students still busy with themeselves	Crowded and some students still talking with others	Paying attention and under controled because they are curious about the material
2.	While Activity 12. Paying attention to the teacher's explenation Questioning and Brainstormming 13. Responding to the teacher's question about the topic 14. Actively involved in the exploring steps Analyzing skill 15. Following teacher's instruction	There are some students who pay attention to the explanation, but there are also some students still keep chating with their friends. While some students can share their idea, but there are students who cannot share the idea because of their lack of vocabulary. The situation became crowded because of the students	Some students are paying attention and some students still busy with their acivities. But when the teacher ask them some questions they start to respond and involved in discussion. When the teacher ask	They are undercontrolled and became more condusive than the last meeting, they are also responding the teacher's questions even there were still students who speak in Bahasa but they were follow the rules and get involved.

	16. Presenting their result of their own work in front of the class Pro and Co Grid 17. Giving comment and suggestion Evaluation 18. Able to evaluate what they have been done in learning process	are complaining when they should do the task by himself/herself.	them to make a pair-work they are paying attetion to it and actively did the work with their partner. When the pro and cro grid phase they started to ask about their friend's work	
3.	Post activities Able to summerize the material by respondng the teacher questions	Some of students can answer the question from the teacher about what have they learned that day.	Some of students can answer the question from the teacher about what have they learned that day.	Some of students can answer the question from the teacher about what have they learned that day.

At the first meeting, the researcher greeted the students and asked their feeling that day, at that situation, the class was still crowded and a litte bit uncontrolled because they had just finished the previous lesson. It could be said that the first meeting could not run smoothly at the beginning of teaching learning process. It happened also in the next cycle, when they were talking each other, but it was better than the first cycle. In the cycle 3, the students were undercontrolled because they were waiting the material and curious about it.

In while activity, at the first cycle, the researcher start to introduce herself then asked back the students, the researcher started to give them a clue about the topic
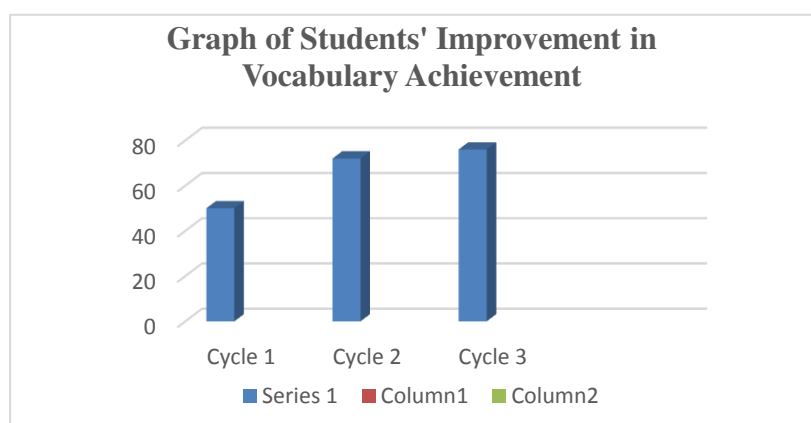
and some students respond it enthusiastically, because the topic seemed so familiar to them. In this phase, the researcher used Questionning and Brainstormming to find out the students' knowledge and guide them to explore more about their knowledge. But, the situation became uncontrolled when the researcher gave them a work but they need to do it by themselves, without group. They started complaining and it makes the class crowded. Based on that situation, in the next cycle the researcher changed the rules. The researcher ask them to have a discussion with their seatmate, so that it can help students to do the work and they can change knowledge and learn together. It help the situation became more condusive at the nexy cycle.

Start from the first cycle, in the post-activities the students are able to summerize the material by responding the researcher's question. Eventhough, there were still some students who used Bahasa and feel embarassed to speak up.

By this result, researcher has been said that 3 strategies of Active Learning can improve the participation of students to learn vocabulary.

Improvement of the Process in LearningVocabulary

As shown in the result from cycle 1-cycle 3, the students' vocabulary score is improved in each cycle. The mean score of cycle 2 (72) was higher than cycle 1 (50) and the mean score of cycle 3 (76) was higher than cycle 2. The improvement of students' vocabulary score from cycle 1-cycle 3 can be shown in the graph:

Graph of Students' Improvement in Vocabulary Achievement

80	
60	
40	
20	
0	

Cycle 1   Cycle 2   Cycle 3

■ Series 1   ■ Column1   ■ Column2

Based on the graph, the score has improvement from cycle 1 to cycle 3. It means that the researcher has been successful in finding an effective way in teaching vocabulary through Active Learning approach. The difficult things that make students get low score is when the students are afraid to share their idea because of they did not know how to use their vocabulary and also they did not know the difficult words that they never heard. That is why the students have low score and low participation in learning vocabulary. Because they think that to learn new vocabulary is really hard and they stop collecting the new words.

This approach can help students to share their idea, gain some new words and change their knowledge with their friends. So, they will get new vocabulary from their friends .

The Step of Active Learning Strategies to Help Students to Study Vocabulary

When 3 strategies of Active Learning model was being implemented, the students' participation improved in each cycle. The explanation of the 3 strategies of Active Learning to help students to study vocabulary is as follow:

A. Questioning and Brainstorming

The application of Active Learning phasecould facilitate the students to be active in every phase of learning.Started from the phase of questioning and brainstorming where the students were guided by the teacher to express what they have known about the topic given, it helped them to activate their existing.Even they still had difficulties and made some mistakes in pronunciation.

In this case, the researcher had used modeling as a technique in giving examples how to speak correct and use appropriate pronunciation. It was helpful for the students to learn by imitate what the teacher's done and they will put their focus on the model (teacher), because the model provides needed information. As Harris (1983:77) stated that modeling can be an effective classroom technique so that the students can learn by watching us. Besides, the students will also know how to do the task by what the teacher already gave the examples for them.

B. Analyzing skill and a-pair-sharing

For the next phase the researcher had used pair-sharing to analyze the material. The researcher assumed that this technique was helpful to improve students'vocabulary because they will change-knowledge with their pair.Harmer said (1984:97) defines that grouping is one of the ways to deal with bigger class besides to make students free to express their idea with their own friends before presenting it in front of the class. It is important that teachers are being good at managing and facilitating discussions by providing guiding question to lead them to do the discussion.

In addition, from the students' observations sheet in analyzing and pair-sharing phase, it was found that the students felt free to express their idea.

C. Pro and Grid

At the first time the researcher asked student to give their suggestion and comment to their friends that gave their result and perfomance in front of the class, but only 2 students who brave to share their idea and gave suggestion to their friends performance. But in the next cycle researcher start to make a "rule" that all of students should share their idea with give suggestion or comments to their friends. From cycle two, there are 7 students that gave their comment or appreciate to the students who presented their job and for the cycle 3 almost all students who gave comments and suggestion to the performance. Based on this result, the participation of students to join the class increased. Some students who have low vocabulary start to learn and collect new vocabularies from practical and from their partner.

CONCLUSION

1. 3 strategies of ACTIVE LEARNING model can be used to help the students to study vocabularythe learning product. It is proved by the data from students' vocabulary testthat improved from cycle 1 until 3.

2. In learning process, the improvement also occurs in students' participationwhile doing the teaching and learning process. It can be seen from the result of observation sheet which shows that from cycle 1 tocycle 2, the students who did not pay attention to the teacher and not involved in certain steps of learning started to pay attention and become active, also brave in sharing his/her idea while doing brainstorming and analyzing. From cycle 2 to cycle 3, the students who are passive become more active and most of them has involved in every stage of learning.

SUGGESTIONS

Based on the conclusions, the researcher puts forward the following suggestions:

1. English teacher of senior high school should consider implementing 3 strategies of Active Learning model in teaching vocabulart to help students collect their vocabulary and learn about vocabulary, students' participation during the teaching learning process,As discussed in the previoussection, because this model can be used to make students actively involved in the learning process so it automatically improved the learning product.

2. English teacher should be creative in developing the implementation of thismodel to find an effective way of teaching. Because this strategies consists of some steps which requires more times in implementing the whole steps, the teacher has to be flexible in applying this model so the students will not get bored and the learning process will be more effective without wasting so many times.

3. For the next researcher who will apply this model in language learning, it ishoped that this research can contribute as a reference in developing each phase of Active learning model, also in developing this model to be used in other skills, i.e. reading, speaking or writing.

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