

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH DISCUSSION STARTER WEB OF THE ELEVENTH GRADE

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Abstract

Vocabulary is one of the essential aspects of learning English. Many students have problem to master vocabulary when they want to learn English. This research aimed to know whether discussion starter web can improve students' vocabulary mastery and active participation of the eleventh grade at SMAS Baitul Arqam in 2018/2019 academic year. In this research, the researcher used classroom action research (CAR). This research was done in two cycles which included of planning, acting, observing and reflecting. The subject of the research was the eleventh grade students at SMAS Baitul Arqam consisting of 20 students. The research instrument used were vocabulary test, observation checklist and field notes. This research found that in the first cycle, the test result of the test was only 60% or 12 of 20 students who get ≥ 70 , and 40% or 8 of 20 students ≤ 70 that did not achieve the target score, and the average result of students' active participation was 55%. It showed that the requirement of at least 70% students' active participation did not achieve the target criteria that were 70%. Thus, the first cycle was failed, then the researcher did the next cycle. In the second cycle, the result of the test was 75% or 15 of 20 students could get ≥ 70 and 25% or 5 of 20 students got ≤ 70 and the average result of students' active participation was 75%. It showed that the requirement of at least 70% students' active participation in teaching learning of vocabulary mastery through discussion starter web had been fulfilled. It indicated that the result of observation cycle 2 had been achieved the target requirement that was $\geq 70\%$. The result of vocabulary test and observation checklist was successful, and it did not need to continue to the next cycle.

Key words: vocabulary mastery, discussion starter web, active participation

Introduction

One of the problems that are Commonly Found in Learning English is vocabulary mastery. Meyer (2006, p, 5) "Students must use a word between six and fourteen

times before they are capable of using it independently". Students need to learn vocabulary repeatedly in order to master it. According to Wilkins in Thornbury "without grammar very little can be conveyed,

without vocabulary nothing can be conveyed” (2002, p.13). This shows us that vocabulary is an essential part to be learned in order students are able to learn English from the basic content to develop other parts of learning English. Therefore, vocabulary is being one of the main concerns for teachers in school to be mastered by students. To understand English, vocabulary is really important for students. Vocabulary mastery is used to express students’ idea and understanding what other people saying.

This research focused on the vocabulary mastery of students in learning English using discussion starter web strategy. This research was conducted in SMAS Baitul Arqam of the eleventh grade students’ in 2018 – 2019 academic years. The preliminary study is done for getting the information of the school. Based on the interview with the teacher, most of students are really difficult to learn English because they do not have good understanding in mastering vocabulary. This problem also can be seen from their low score of English subject in the class. The minimum standard of the score is 68, and it is categorize the highest score in this school. There are 19 students have score under 68 and only 6 students get score at least 68 and more. The teacher also told that students were not active in teaching and learning process.

Because of that problem, the teacher should use the effective strategy to teach vocabulary. Discussion web was expected to increase students’ vocabulary mastery. Based on Preszel (2006, p.7) discussion starter web is one of the effective strategy to improve

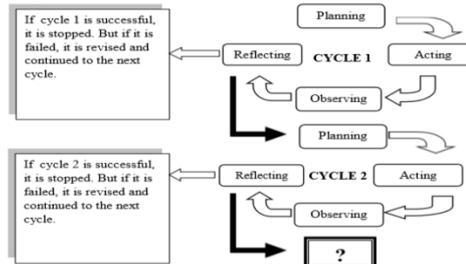
students’ vocabulary mastery which gives students opportunity to use their background knowledge of vocabulary term and concept. Based on Alvermaan (2017, p.94) stated that discussion web is a collaborative strategy design to include all students active participation in class discussion. This strategy stimulates students to be active in the class.

The previous research was done by Mardiyanti (2013) about: discussion web strategy: a strategy toward comprehension”. The researcher found that there was significant improvement in reading skill. It proved that discussion web strategy can give contribution achievement to the students reading in exposition text. This means that the use of discussion starter web also improved students’ vocabulary mastery through reading.

Method

In this research, the researcher used classroom action research (CAR). This research was done in two cycles which included of planning, acting, observing and reflecting. This research was done in two cycles which included of planning, acting, observing and reflecting. This research aims to know whether discussion starter web can improve students’ vocabulary mastery and active participation. According to Arikunto (2010, p.131) Classroom Action Research (CAR) is a study of learning activities in the form of the action, which deliberately appears and occurs in a class. This means that CAR is a study used by the researcher in a class or in the school where she or he cooperatively teaches the students by focusing on the improvement of learning process and practice.

This classroom action research will be done in a cycle model consists of four stages those are: 1. planning the action, 2. implementing of the action, 3. observing the classroom, 4. reflecting of the action. The second cycle will be done whether the result of the first cycle doesn't achieve the target of the score that is 68.



(Adapted from Kemmis and Mc Taggart in Arikunto 2013, p.137)

The planning stage means before doing the research the researcher prepares the lesson plan and the material that will be used. The material chosen is explanation text. Implementing means that how the researcher does the strategy in teaching and learning process. Observing is done during the teaching and learning process using the research instrument those are observation checklist and field notes. The last stage is reflecting which means in this stage the researcher and the observer will analyze the activity and calculate the data. The data found is students vocabulary score, the result of observation checklist and the result of field notes. To measure those three data uses this following formula: $E = \frac{n}{N} \times 100\%$ (Adapted from Ali: 1993, p.186).

This research is done cooperatively by the English teacher as the observer. To know whether the result of the students' vocabulary mastery and active participation have been achieved or not, the criteria of the success is 70 % of the total

students fulfill the vocabulary standard score. From the process aspect, a student is considered as active students if she/he meets at least three criteria from five indicators provided in the observation checklist. Then, the action can be successful if at least 70 % students involved in teaching and learning process.

The research instruments used in this research are vocabulary test, the observation checklist and field notes. The vocabulary test is in the form of multiple choices that consist of five options. The observation checklist has five indicators to know whether the students are considered as active or passive students. Field notes are used to record the activity during the teaching and learning process.

Result and Discussion

In cycle 1, there were three meetings in the first cycle. The first cycle was held on 17th of June until 19th of June 2019 at 08.00 – 09.30 for each meeting. This cycle covered four stages of activities namely (1) Planning, (2) Acting (3) Observing and (Reflecting). The material chosen is explanation text. The result of students' vocabulary is only 60% or 12 of 20 students, who get ≥ 70 , and 40% or 8 of 20 students who get ≤ 70 that did not achieve the target score. Then, the researcher continues to the next cycle.

The researcher and the observer did reflection cooperatively. There was some revision to do in the research done in cycle 1. The revision done is provided in the table below:

The activity of discussion web in cycle 1	The activity of discussion web in cycle 2
The researcher gave students general theme or topic.	The researcher gave students the specific theme or topic.
The researcher did not allow students to use dictionary.	The researcher allowed students to use dictionary.
The researcher gathered students in a group of discussion web based on the theme or topic that they find.	The researcher directly gathered students in a group of discussion with to create the discussion web.
The researcher often used English.	The researcher used bilingual in explaining the lesson and giving instruction

After doing the revision in the lesson plan, the cycle 2 was implemented. There were three meetings in cycle 2. The first meeting was done on 20th of June until 22nd of June 2019 from 08.00 – 09.30 in every meeting. The second cycle covered four stages of activities namely (1) Planning, (2) Acting (3) Observing and (4) Reflecting. In this cycle, some activity was almost the same, but it still there was some different instruction those were the theme given, group divided and the use of dictionary.

By modifying the activity, the result of the test was 75% or 15 of 20 students could get ≥ 70 and 25% or 5 of 20 students got ≤ 70 . This showed that some students could achieve the target score. It was ≥ 70 students achieved the target score.

References

It showed that discussion starter web can improve students' vocabulary mastery. This was supported by Dough Buehl (2009, p. 78) that the students have a framework to evaluate both sides of an issue or questions and they are encouraged to process opposing evidence before asserting their view points. In this cycle, the result proved that the percentage score had fulfilled the criteria of success. This improvement also could be seen from the field notes from the observer.

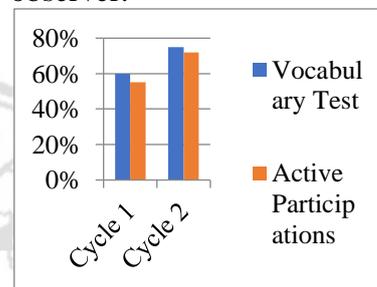


Figure 1. Percentage of Students' Vocabulary Mastery and Active Participations

Conclusion

Based on the findings of the result, the conclusions are below:

1. Discussion starter web can improve students' vocabulary mastery of the eleventh grade at SMAS Baitul Arqam in 2018/2019 academic year by creating web writing creatively.
2. Discussion starter web can improve students active participation of the eleventh grade at SMAS Baitul Arqam in 2018/2019 academic year by giving fun activity that make students enthusiasm in teaching and learning process.

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