

PENGAJARAN KOSAKATA BAHASA INGGRIS MELALUI *ACTIVE LEARNING*

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ABSTRAK

Tujuan dari penelitian ini adalah untuk meningkatkan kualitas pembelajaran kosakata bahasa Inggris dengan topik warna, makanan dan minuman, bagian tubuh, dan keluarga melalui Pembelajaran Aktif di kelas satu (kelas 1b) dari SDN Banjaran, Tasikmalaya. Penelitian ini dilaksanakan dengan menggunakan metode proses siklus, yaitu siklus I dan siklus II. Hasil penelitian ini menunjukkan bahwa siklus I terdiri dari aktivitas guru dalam pelaksanaan Pembelajaran Aktif sebanyak 80% dan suasana kelas sebanyak 65,15%. Hasil yang dicapai oleh siswa sebanyak 7,64 untuk rata-rata worksheet, 8.68 untuk tes formatif, dan 74% untuk hasil pengajaran analisis kosa kata bahasa Inggris. Pada siklus II, aktivitas guru dalam pelaksanaan Pembelajaran Aktif dalam jumlah sebanyak 90% dan suasana kelas sebanyak 89,15%. Hasil yang dicapai oleh siswa sebanyak 8,05 untuk rata-rata worksheet, 8.86 untuk tes formatif, dan 84% untuk hasil pengajaran analisis kosa kata bahasa Inggris. Dalam hal ini, jelas bahwa manfaat pembelajaran aktif dalam studi kosakata bahasa Inggris akan membantu kegiatan belajar siswa dalam menghafal bahkan menguasai kosa kata. Penelitian ini dilakukan dengan menggunakan media yang begitu dekat dengan kegiatan sehari-hari dan metode yang menarik siswa. Implikasi dari hasil penelitian diharapkan Pembelajaran Aktif meningkatkan kualitas pembelajaran kosakata bahasa Inggris di kelas satu SDN Banjaran, Tasikmalaya.

Kata kunci: kosakata, pembelajaran aktif, Penelitian Tindakan Kelas (PTK)

ENGLISH VOCABULARY TEACHING THROUGH *ACTIVE LEARNING*

ABSTRACT

The objective of this research is to improve the quality of learning English vocabulary with the topics of *colors, food and drink, parts of the body, and family* through Active Learning at grade one (class 1b) of the SDN Banjaran, Tasikmalaya. This research is implemented by using cycle process method, namely cycle I and cycle II. The result of this research indicated that cycle I comprises of the teacher's activity in the implementation of Active Learning as much as 80% and classroom atmosphere as much as 65.15%. The result achieved by the students as much as 7.64 for the average of worksheet, 8.68 for the formative test, and 74% for the result of teaching English vocabulary analyses. In cycle II, teacher's activity in the implementation of Active Learning in the amount of as much as 90% and classroom atmosphere as much as 89.15%. The result achieved by the students as much as 8.05 for the average of worksheet, 8.86 for the formative test, and 84% for the result of teaching English vocabulary analyses. In this case, it is obvious that the utility of Active Learning in the study of English vocabulary will help students' learning activity in memorizing even mastering vocabulary. The study is carried out by using media finding in daily activity and the method attracts students. The implication of the research result is hoped that Active Learning improves quality of learning English vocabulary at grade one of the SDN Banjaran, Tasikmalaya.

Keywords: vocabulary, active learning, classroom action research

INTRODUCTION

Vocabulary is a number of words in language (Oxford, 1995: 461). *It is a list of words or expression, which in arranged based on alphabet by enclosing their meaning* (Salim, 1998: 242). It can be concluded from the statement above that vocabulary is the basis of language, because it consists of words that is meaningful. Vocabulary is an important skill for speaking, writing, and reading as language skill, which have to be mastered by all students. However every child at elementary school, where they go through their first experience in studying English, finding difficulties when facing some different language aspects, such as style of writing, reading, and speaking.

English subject at the elementary school in Tasikmalaya is a part of local curriculum. According to 1994 Curriculum, *English is given for the first time at elementary school as one of effective lessons in local curriculum*. Students of elementary school usually have a tendency to know something and an enthusiasm to learn a new thing, which is related to their surroundings. One thing that must be remembered, that every child builds their understanding based on experience and acts a good imitator. Perhaps learning English subject at elementary school will help them to find an early description and a sense of interest to learn more deeply in the next level (Junior High School).

But in fact, English vocabulary of students at grade 1 of elementary school needs to be improved a lot. It is found from their achievements that show lower than the average 60 as successful standard. It is too apprehensive, whereas English as international language that is taught in every year. If the problem hasn't been solved, it will give at least three effects. Firstly, they are psychology effect; students do not have any motivation to study, they are afraid of learning English as they consider English is a difficult lesson. They are afraid or unrespectable to their teachers, even at the time they do not want to go to school any more. The next effect is academic. Students

will find difficulties in learning English or other materials like tenses, reading, writing, speaking, and listening. Finally, the social effect gives difficulties to students in solving daily problems. For example, they cannot mention objects pointed in English.

Mihaly Csikzantmihalyi in Flow (1990) described *the attention as mental and emotional energy*. Flow is aware condition in which someone is lost in an activity, so he does not feel the time passed. Flow can be experienced easier when students experience something called Dan Rea by term "*serious-fun*". Educator can support *Serious-fun* by having a high quality target of learning result and managing classroom activities that occupy students. Active Learning emphasize on *serious-fun* can help students to pay attention, improve their desire to study, and manage the atmosphere in order Flow experience happened.

In this case, teachers need to find strategies to encourage students in order to proper learning habit that can lead to successful learning. Hopkins (1993) said "Teacher is not only demanded to master materials and present them correctly in front of the students but also is demanded to be able in assessing their work". This ability is correlated with Classroom Action Research (CAR) or Penelitian Tindakan Kelas (PTK). According to Carr and Kemmis (1991), CAR is a research which is done by teachers in their classrooms through reflection with the aim to evaluate their work as teacher in order to leave negative learning and create positive learning perfectly. There are four components in doing CAR (Kemmis and Taggar, 2006: 22). First, *planning*, it is an action done to improve or attitude changing as solution. Second, *action*, it is what teachers should do as the effort in repairing, improving or changing hoped. Third, *observation*, it is an observation toward the result or effect of some actions done by students. Forth, *reflection*, it means that the observer observe, look, and consider the result or action effect from some criteria. Based on this reflection result, revising in repairing toward first planning is done.

Students at elementary school, especially at grade one of SDN Banjaran, face some difficulties in reading English language, one of the difficulties is because English is a foreign language and the limited time provided in teaching English, so they can't recall much vocabularies. Whereas vocabulary is good to be taught to elementary school students, especially grade 1, to introduce them everything around them in English. So in this research, the researcher decides to take the single word as an appropriate material to be absorbed by elementary school students. As we know that in learning English, *there are four skills which should be mastered by students such as speaking, reading, listening, and writing* (Tarigan, 1990: 11).

That mastery of language skill especially English language needs sufficient vocabulary, in other word, that somebody's language will determine the quality and quantity of his or her skill. *"The quality of somebody's language skill depends on the quality and quantity of his or her vocabulary. More vocabulary somebody has, more possibly to master of language skill"* (Tarigan, 1986: 2).

According to that theory, the writer concerns to the improving of students' vocabulary with the right approach and strategy, they are apart of comment that will be achieved to the aim. The ways to make the students feels happy are from the approach and strategy that the teacher used to applied. *The teacher should motivate the students' interest on the subject matter, for instance, English language* (Sudjana, 1988: 39).

To solve the problem, a strategic thing that must be done is looking for the causes of the problem. Like an identification problem done by researcher with another teacher, reflection toward learning done is caused by several problems. Some of them are English learning is still teacher-centered include teacher explanation, giving an example of question, giving a task, and assessment. From the available time, the biggest allocation is still in teacher activities. By this learning model, so the role

of students and students involved in teaching learning process is in a small. Students listen portion just to teacher's explanation. Sometimes they answer and give their opinion, but time presentation for student's activities is still little. For example, when teacher is teaching about colors, students can memorize almost vocabularies well. But when teacher ask them to color a picture by certain color, they do it incorrectly. They succeed in answer the question is not from their comprehending toward the object and vocabulary taught, but through the explanation or knowledge transfer from the teacher. Learning model above causes impermanent comprehension. Teacher needs to retell the material that students have learnt if they will face the same problem. The impermanent comprehension they got, make them cannot implement it in their daily life. Whereas English will be faced as long as their education, and is suggested to be used in their daily activities.

Active Learning is an effort in education and learning revolution. Although this approach is new, actually this concept has been improved in years, but its implementation in our schools is new. This fact causes the difficulties in defining Active Learning. Gulo (2002) told that *"Active Learning adalah pendekatan pembelajaran dengan melibatkan aktifitas siswa secara maksimal dalam proses belajar baik kegiatan mental intelektual, kegiatan emosional, maupun kegiatan fisik secara terpadu"*. Conny Setiawan (1990) defines Active Learning as *"Cara belajar siswa aktif yang mengembangkan keterampilan memproseskan perolehan"*. Learning through Active Learning approach demands in three components and its supporter, they are performances of students', teachers', and classroom. Students in Active Learning are suggested to get learning experience directly. For example when the teacher is going to teach about fruits, students are asked to bring one of their favorite fruit. So when they learn the word "banana" and they know what banana is, their memory will be survive in long time when they get it

themselves and experience it directly. By this activity, students' curiosity and thinking creativity can be improved.

So to get the best mastery in English vocabulary, it is needed English learning students-centered approach. Students get learning experience that is packed in enjoy atmosphere so it can dig the potential up, students' creativity and they are hoped can implement it daily life. Because when they only heard in learning, they will forget, when they see, they will remember, and when they do, they will understand, and those are in Active Learning.

RESEARCH METHODOLOGY

1. The location and time of research

This research is done to the students at grade 1 of SDN Banjaran, Kp. Banjaran Desa Linggaraja Kecamatan Sukaraja Kanupaten Tasikmalaya.

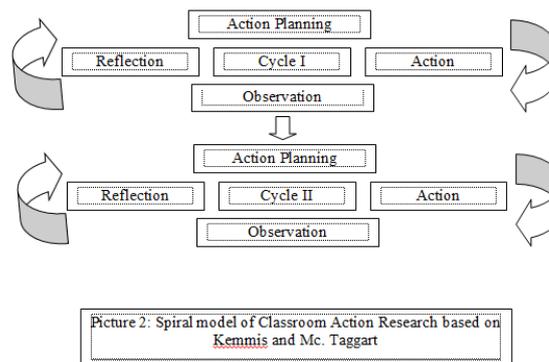
The research is held in semester II of 2009 / 2010 year; on March till June 2010.

2. The method and design of action intervention

This kind of research is *Action Research* which is proposed to repair affectivity and efficiency of education practice. Reminding this action research is done in the class, so the method used in this research is method of *Classroom Action Research*(CAR).

The implementation of this research based on progressive program in SDN Banjaran by the number of English time 2 hours in a week.

Design of action intervention or research cycleplanning uses Kemmis model and Mc. Taggart which is include some steps 1. Planning, 2. Action 3. Observation, 3. Reflection. So the activity in this research through certain steps and cycle such as the picture below:



Picture 2: Spiral model of Classroom Action Research based on Kemmis and Mc. Taggart

3. The subject of research

The subject of this research is students of grade 1 of SDN Banjaran, Tasikmalaya consist of 25 students. Consist of 12 male students and 13 female students. The assistant researchers of this research are two regular teachers of grade one, Mrs. Een Nuraeni, S.Pd.I and Mrs. Nani Rohaeni, S.Pd.I which do the observation when researcher implements the learning.

4. The role and position of the researcher in research

The role of researcher in this research is the main doer, so in pre-research she does the reflection toward English learning process in class, and then make an action planning will be done in class where she teaches.

As researcher position in this research is main doer, she implements directly what will be improved in the class. She feels and does the reflection from the learning done in order to support her to do every step of the research. Beside that, she writes a report which makes everything done and observes the research closely. In doing all of these, she is helped by school's head master and teachers.

5. The steps of action intervention

Cycle 1

1. Reflection

Teacher does the reflection toward learning done, consist of how the teacher teach is, how the students learn is, how the atmosphere of class is, and think the way to repair them.

2. Action planning

Make a lesson plan by implementing Active Learning.

3. Action implementation

Teacher implements English learning by using Active Learning

4. Observation

Head master and another teacher observe and evaluate the learning which is doing by researcher.

5. Reflection

Teacher (researcher) investigates evaluation and observation result to decide the next step.

Cycle 2

1. Action planning

Researcher makes improvement planning based on reflection and observation result.

2. Action implementation

Teacher teaches based on improvement planning I made.

3. Observation

Observing and evaluating the improvement of implementation.

4. Reflection

Investigating evaluation and observation result to decide the result got during the research (in two cycles).

6. Aims of action intervention

The success aiming to every action done in English learning by implementing Active Learning approach is oriented to:

1. The improvement of students' English vocabulary mastery.

2. The improvement of learning result. In this case success standard is 80% get the score up to 60 in every cycle.

7. Data and collecting data

a. Data

Data is taken from data of observing action and research data. Data of observing action is data that is used to control the suitable action implementation with action planning in this case the learning by using Active Learning. Whereas research data of students' English vocabulary mastery is data about research variable; learning results. The data is used for the necessity of research data analysis to get the illustration of the improving of students' English vocabulary mastery.

b. Resource of data

Resource of data in this research divides into two parts; assistant researcher action data is English learning process in grade 1 by using Active Learning and resource of research data; the learning result of students of grade 1.

8. The technique in collecting data and instrument used

The collecting data done by using implementation learning instrument includes the observation of teacher teaches, students study, and class atmosphere which is related to learning implementation by Active Learning. Beside that, the instrument used to collect research data about students' English vocabulary mastery is test instrument. The test learning result refers to curriculum 2006 and the book used is Active English. The test learning result is 10 multiple choice questions.

9. The technique of validity

Triangulation is used to check data validity. Triangulation done by resource, compare what the researcher feels with the assistant researcher idea. That refers to research toward students' English vocabulary mastery and try-out test to look the students' learning result.

10. The analysis of data and interpretation of analysis result

The analysis of researcher data done by looking students involved when learning process, teacher attitude in learning implementation, and students' learning result. By implementing Active Learning approach is hoped that students can be more active in learning process. Teacher in learning is not the only one resource of study but can be friend and partner for students. So students can master English vocabulary well.

RESEARCH FINDINGS AND DISCUSSION

Cycle I

From the result analyses of cycle I, so the result gotten was the researcher who was a teacher in this case was lack of open-self and could not appear students' initiative

and creativity yet. The researcher was also lake of involving all students in group learning, because only some students were enthusiastic and did what had been commanded well.

Beside that, teacher's tense was looked in learning and high level of anxiety in students' vocabulary mastery. It was looked from teacher's attitude that was soonest in helping students; teacher was lake of giving students opportunity to communicate with others. So by those attitudes gave the effect of students' tense too. Learning atmosphere did not please enough so students' initiative and curiosity were not dug up well. And it was still looked the tense and hurried in doing learning.

In other word, the learning which should be centered on students was still dominated by teacher although in a small scale. There were two things hoped in Active Learning; learning was students centered and students did the learning happily. Beside that students were hoped to do their activity alone, solve the problem, and could reflect the activity done. Teacher's role was only as motivator, gave the clarification of material learnt.

The result of teaching-learning process was 7.64 for worksheet average, 8.68 for formative test, and analyses of teaching English vocabulary as 74%, those numbers had not reach successful standard determined by researcher, so cycle II was needed to be able in improving teaching English vocabulary through Active Learning.

Cycle II

The attitude and activity of students and teacher in learning was describing learning process through Active Learning. Students' curiosity was growing up. The interaction and communication were looked not only between students and teacher but also among students. Beside that students did learning activity happily. There were also the harmonious among abilities; social, emotional, and intellectual. So it would dig students' potential up.

The allocation was getting centered on students and teacher gave stimulus in order students had motivation to activate in learning, were sportive, and were motivated to be able in repairing the mistake to reach the better mastery of vocabulary. From the activities done in four meetings in cycle II were looked students' and teacher's activity hoped.

The result gotten from teaching-learning process was 8.06 for worksheet average, 8.86 for formative test, and researcher's analyses on formative test result that described students' vocabulary mastery as 84%, the whole reached the standard hoped by researcher.

Interpretation of Analysis Result and Discussion

According to the data gotten in learning action of English vocabulary using Active Learning, it showed the improvement of students' vocabulary mastery. Observing the result of action intervention done by researcher through dividing action into cycle I and II, its result observation described the improvement of percentage in SDN Banjaran students' vocabulary mastery with 7.9 for worksheet average, 8.67 for formative test, 84% for observation of teacher's attitude, 77.15% for observation of classroom atmosphere, and 80% for the observation of students' English vocabulary mastery. Looking at the result gotten, it proved that learning approach could be used to improve elementary school students' English vocabulary mastery; it was looked from score improvement, the percentage of observation of learning action, and English vocabulary mastery in each learning cycle. From the explanation of cycle I and II, it could be said that learning process in cycle I was still influenced by teacher's attitude that was lake of open-self, tense, giving the strengthen so students' attitude in learning was influenced. Learning situation was also boring and it caused students could not improve their activity well.

Because teacher had been trained more in cycle II in doing learning through Active Learning, the tense and anxiety of

learning target were decrease. Learning situation was more vivid. In cycle II learning situation described the principles and characteristics of Active Learning. When teacher had given open-self attitude, the width and full trust to the students, they would more believe in their potential so they were able to dig up and develop it. Students could learn well, solve their problem, and apply what they had in their daily life. The implementation of such approach was not separated from teacher's effort in developing innovation and creativity in making learning plan and process in using Active Learning approach.

CONCLUSION, IMPLICATION AND RECOMMENDATION

Conclusion

The observation result showed the result of students' vocabulary mastery through Active Learning was able to involve the ability of social, emotional, and intellectual in harmony so it could appear students' potential, stimulate to think, and learn in solving problem alone. Beside that, there was a significance improvement of students' ability when teacher gave the trust and open-self in learning. Students' more enjoyed the learning and followed it enthusiastically and happily, so students' mastery was better.

Beside that, the good students conditioning and choosing correct method with the material that would be presented by paying attention on grade one students' characteristics and individual differences, would appear good communication and interaction between students and teacher and among students. By this condition, students would be able to present the information they got to others and train their bravery and self-confidence.

Learning through Active Learning could improve students' mastery because basically children learned and worked or did activities, because work was demand of children statement. What children got through working activity, searching, and finding their selves would not be forgotten easily. Students would be very happy if they were given the opportunity to distribute their

working ability. By Active Learning, students could know and develop more their potential and capacity fully. They also had ability in thinking regularly and critically, and solving their daily problem. They were more creative in digging, searching, and developing useful information for them. It was proved by the observation held. By 77.25% of students' activities, it meant that more than a half of students did the activity in learning and it showed the improvement of students' English vocabulary mastery. Students with good mastery could be a tutor of their friends, so it could help the improvement of students' English vocabulary mastery. Even less when students' activities in learning reached more than 90%-100%, so the students' English vocabulary mastery would improve more.

Implication

Actually Active Learning approach was suitable with learning goal that would be reached to the elementary school students of grade one. Because in this age, students wanted to move, communicate, and interact was still big enough. By implementing Active Learning, it gave students to be creative in learning alone, stimulating their thinking and they could reflect and want to present their best. The implemented Active Learning was suitable with elementary school students' characteristics, especially at SDN Banjaran.

Recommendation

The result gotten in observation conclusion showed one of suitable ways to look and know directly the weakness either from students or teacher. Because of that, the researcher recommends:

The educator

- to use Active Learning in teaching-learning process, because it was suitable with elementary school students' characteristics.
- to repair their work by developing teacher's creativity in arranging learning.
- The head master to give teachers motivation, support, and guidance in

- order they are able to implement Active Learning.

The instance and government

- to give the support by providing means of education and its infrastructure based on the necessity.

The university students and readers

- to follow this paper up by doing observation to get more accurate data.

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