THE USE OF VOCABULARY BASED ON READING TEXT AT THE SECOND YEAR STUDENTS OF MA AL QODIRI

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ABSTRACT

Berbagai jenis permainan dalam proses belajar mengajar di kelas khususnya dalam mempelajari kosakata bahasa inggris yang berkaitan dengan teks bacaan. Oleh karena itu berdasarkan hal tersebut maka penulis telah memilih jenis – jenis permainan yang sesuai dengan tingkatan siswa dan kemudian penulis telah menyeleksi enam jenis permainan di dalam kelas dan diterapkan enam permainan tersebut di kelas. Karena kurangnya kosakata siswa yang berkaiatan dengan derivatif, idiom, sinonim, antonim yang terdapat pada teks bacaan, maka peneliti mengembangkan strategi belajar siswa pada teks bacaan yang menarik, menyenangkan dan menantang yang di sebut permainan berbasis kosakata melalui text bacaan guna meningkatkan kosakata siswa di kelas dua MA Al Qodiri Jember. Rancangan penelitian menggunakan Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dalam tahapan siklus yang meliputi perencanaan, implementasi, observasi dan refleksi, dengan analisis data yang menggunakan pendekatan kuantitatif.

Kata kunci: *vocabulary, reading*

INTRODUCTION

English is an international language. It is an important tool for connecting communication between nations in the world. English is not only a communication tool English speaker, but also as an integral tool of communication in the world. When we are in Mecca for Hajj, we will know how English is used as the first choice in communication among different nations and states, particularly when we meet traders who offer goods and they mostly use English to start communicating with people of different nationalities. As we know that most people who go to Mecca can probably speak Arabic, but in fact they still choose English as their means of communication. Furthermore, when we meet foreigners in Indonesia, we will definitely use English as the communicative language between nations. Most of them will also use English to us although most of them are not native in English, such as French, Dutch, and so on and so forth.

English is the international language and unifying language in the world, so in this case English should be implemented at the level of education not only in junior or senior high school but also in the college or University. Most of English learning applied in those institutions is vocabulary mastery subject.

That is the reason why the researcher conducted a study to increase the students' vocabulary mastery by using vocabulary based on reading text. Teaching one word at a time out of context is the worst way of teaching vocabulary. According to Smith, people assimilate new vocabulary words from context the first time they read them. Provided that the gist of the material being read is both

interesting and comprehensible. Within five more accouters, the word and its conventional meaning are usually firmly established in the mind of the reader." [1]

Vocabulary

Teach vocabulary before, during and after reading. Defining the meaning of a new word will occur, hear the teacher use the world, and observe how the word functions in the sentences in the classroom. The students will find many lesson and vocabulary building strategies that will enlarge student's word knowledge. [2]

Figure 6.1 Technical Classification of idiom alteration [4]
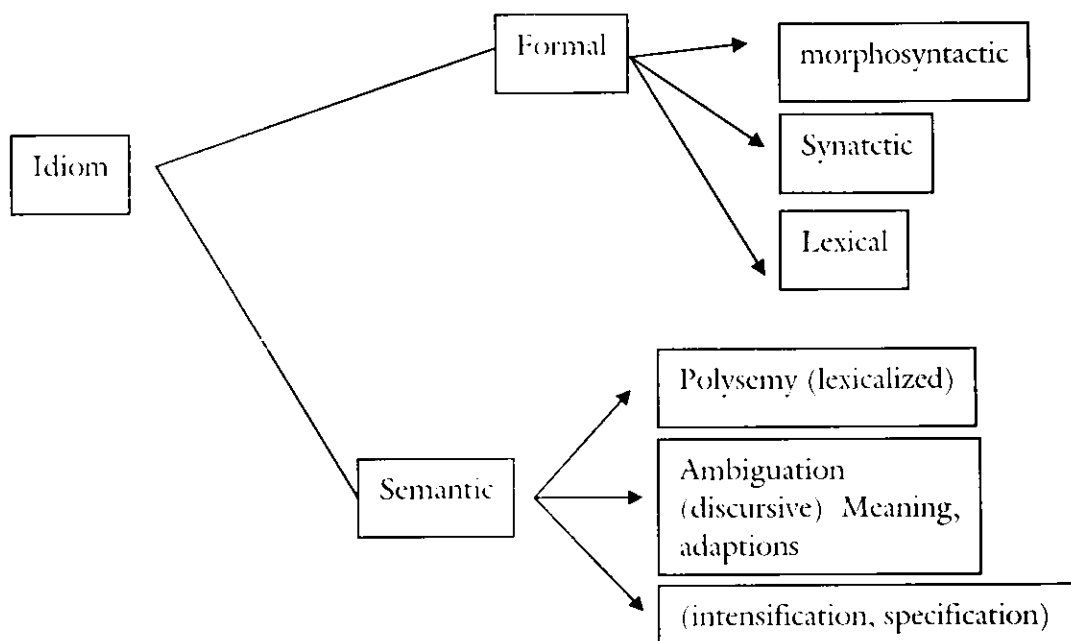
Idiom

Have a fun with the idiom in order to fully understand the language. It is necessary to know the languages idiom. If you try to figure out an idiom's meaning word by word you will end up perplexed. [3] The following is scheme for the technical classification of idiom variation phenomenon.

[1] Frank Smith.1998. *The book of Learning and forgetting.* Teachers College Press
[2] Laura Robb. 1999.*EasyMini Lesson For Building Vocabulary.* USA New York. 11
[3] Ibid. 17
[4] Ibid

Derivative or word formation

Word formation in English can be used as a text book for a course on word formation (or the word formation parts of morphology courses) as a source book for teachers, for student research project, as a book for self–study by more advanced students (e.g. for exam preparation), and as an up to date reference concerning selected word formation processes in English for a more general leadership. [5]

The part of word which an affix is attached to is called base the term "stem" is usually used the bases of inflections, and occasionally also for bases of derivational affixes. The term "root" is used when we want to explicitly refer to the indivisible central part of a complex word. The derived word is often referred to a derivative. [6]

Types of Word Formation Processes
Synonym

Synonyms are words that are similar or have a related meaning to another word. They can be life-savers, especially when you want to avoid repeating the same words over and over. Also, sometimes the word you have in mind might not be the most appropriate word, which is why finding the right synonym can come in handy. [7]

Antonym

Antonyms is a word which are opposite in meaning to other words such as light and dark, deep and shallow, tall and short.

Games Activities

The following vocabulary game formats are suitable for his high school students, namely:

a) Running Dictation
b) Snow Ball throwing
c) Fortune Cookies
d) Fortune Teller
e) Guess- That-Word graphic
f) Illustrated idiom

The above vocabulary games were applied in the learning process, because those games could be attractively applied in pairs as well as in groups.

1. Running Dictation[8]

The steps of applying running dictation are:

a. Stick ready text in a possible place like on the wall, on the three or floor etc
b. Prepare a place for secretary of the group with a radius of a circle is about 25 meter from ready text
c. Student classified into a group
d. Every group has a leader and secretary
e. The leader watches closely and manages his or her group and find where does the ready text has been put
f. Every leader of the group announces to his or her own group where does the position of the text could be found
g. The first runner of the group read the text then it is read like dictation to the secretary of the group. Then it is done and continued by the second runner, third runner and soon
h. The secretary write down every sentences based from the runners
i. The best group will get the best score
j. The result text which was written by secretary based from the runners must be the same with the ready text

2. Snow ball throwing[9]

The steps of applying running

[5] Ingo Plag. 2003. *Word Formation in English.* The Press Syndicate of The University Of Cambridge, 2

[6] Ibid, 11

[7] Franziska Hofman.209.*A Semantic Study of appointment and Engagement.* ISBN 978-3-6430-43150-2

[8] Fery Adenan. Puzzles and Games for Students of IKIP. (Kanisius. 1983).

[9] ibid

dictation are:

a. Teacher explains the material
b. Teacher makes a group and every group decides who is the leader
c. Teacher explains the material to every leader of the group
d. Every leader of the group return to their group and gives the explanation to their friends on his or her group like what the teacher do
e. Every students is given one work paper sheet to write one question, it is about the material which has already explained by leader group
f. Then one work sheet paper is made like ball then it is thrown from student into other students in every different group.
g. After another student gets one ball of the one work sheet / one question has a chance to another students to answer a question
h. Student has to do the same like what his or her friend does
i. One question has a chance to another student to answer a question in a work paper sheet
j. The work sheet is made like a ball
k. Evaluation
l. Closing

3. Fortune cookies[10]

Description: student use vocabulary words to create one – sentence fortune similar to one found in Chinese fortune cookies.

Material:

a. Chinese fortune cookies
b. List of vocabulary words
c. 5 strips of paper (1 ½ x 5) per student
d. Container (e.g. hat, bucket, paper bag)
e. Then pass the now full container around again and have each student

take out the same number of fortunes she put in (some students may not complete all five fortunes)
f. After student have read their fortune, initiate discussion about the fortune (e.g. who received a "gold" fortune? who did not like their fortune? What does your fortune mean?)

4. Fortune Tellers[11]

Description: In this hand – on activity, students make fortune tellers filled with questions about morphemes and vocabulary words. Students then use this visual tool to test each other's knowledge of morphemes and vocabulary.

Material:

a. List of Prefix, suffixes, and root words
b. List of vocabulary words
c. sheet of paper (8   1/2 x 11) per students
d. Scissors
e. Pen or Pencil

Directions:

a. Provide each student one "8 ½ x 11 "sheet of paper
b. Students fold one corner of the sheet of paper to the opposite edge to form a triangle and cut of the excess rectangular flap or paper
c. Students fold this triangle in half into another smaller triangle. When the triangle is unfolded, the square sheet of paper should have creases in the shape of an x running diagonally from corner to corner
d. Students fold each corner into the center of square (the center of the X)
e. Students flip the square over so that the folded sections are face down.
f. Students fold each corner of this side into the center
g. With this same section face up. Students fold the paper in half to form a rectangle and crease

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[10] Katie Salen. Rules of Play Games Design Fundamental. (Messachusetss Institute of Technology, 2004)

[11] ibid

h. Students fold this rectangle in half again to form a square and crease

i. Students open the square back up into rectangle

j. Students place their thumbs and index fingers all the way under the flaps and push up and in to create the fortune teller. The top of the fortune teller now has four triangular flaps, each one with a crease down the center, creating eight small triangular segments.

k. Students write a prefix, suffix, root word, or vocabulary word on each small triangular segment of the top flap on the fortune teller. All together, students should have eight words written on the top flaps of their fortune teller.

l. Students open up the fortune teller flat so that the segments insides the fortune teller are displayed. Each of the four exterior flaps has two triangular segments associated with it. On each of these segments, students write one question pertaining to the word on the corresponding top flap of the fortune teller.

m. Students lift up the interior segments to the questions underneath.

n. To play, Place students into pairs. One Students one word written on the exterior flap of his partner's fortune teller. The partner then opens and closes his fortune teller as many times as there are letters in the chosen word (e.g. for the prefix, pre, open and close the fortune teller three times)

o. The first student selects one of the four questions visible on the interior segments of the fortune teller and answers it. The second student then looks under the flap on his fortune teller to check whether his or her group member's answer is correct

p. If the answer given was correct, the student receives one point and goes again if the answer was incorrect. The turn goes to the other students

5. Guess – that- word graphic[12]

Description: student fill out a modified version of the model graphic organizer for each vocabulary word being studied and leave the space for the actual words blank. (The model graphic organizer consists of a word written in the middle and its definition, a characteristic, an example, and a non –example, a synonym, and an antonym for a vocabulary word. See the example at the button of this page in the next day, students guess the missing vocabulary words based on the attributes of each word listed of the graphic organizer.

Materials:

a. The model graphic organizer template

b. List of vocabulary words

c. Pen – or pencil

Direction

a. On the board or overhead projector, provide students with a completed the model graphic organizer. Use the example provided on this page or create one of your own explain that this graphic organizer consists of a synonym, an antonym, an example, and a non – example of vocabulary word written in the centre.

b. Distribute several graphic organizer templates to each student and have them complete one graphic organizer for each vocabulary word they are studying.

c. Have students number their graphic organizers and create an answer key on separate sheet of paper.

6. Illustrated idiom[13]

Description; Idioms are command statement that are used on a daily basis. Idioms are unusual. However, in their intended meaning is often completely different than their literal meaning. This can lead to great confusion for anyone who is

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[12] ibid

[13] ibid

not familiar with the true meaning of an idiom he has encountered. In this activity students are acquainted with commons idiom and draw illustration of the literal of these counter intuitive expressions.

Material

a. List of idiom
b. 2 squares of paper
c. Markers, crayons, colored pencil

Direction;

Define the word idiom for the students

a. Definition: a phrase or sentence that has a different meaning from what its words literally or actual mean .Meaning from what its words literally or actual mean.

b. Example: Hold your horses do not actually mean to hold on to the animals. It is an idiom that means to have patience

c. On the board or overhead projector, provide students with a list of idioms. Discuss with the students the rule meanings of these idioms.

d. Distribute the square of paper. Students choose one or two idioms from the list and draw an illustration of the literal meaning of each idiom discuss with the students somewhere on their illustrations students also write a brief description of the intended non – literal meaning of their idiom.

e. When students have completed their illustrations collect and display them as a patchwork quilt

f. Challenge students to come up with their own idioms or to go on the internet, find unusual one, and present their interpretation to the class.

RESEARCH METHOD

Data Collection method constituted qualitative as well as quantitative research. Researcher considered it very essential for the teacher to apply this research since it would be beneficial for teachers as well as students in learning.

The researcher comes to a conclusion that the data collected in this research are in the form of words and this research is, once again, collaborative between qualitative and qualitative research.

The instruments used were:

- **Observation**: It is used to identify the strategies used by the teacher in teaching English classroom assessment that include the teaching techniques and the learners 'activities. In conducting the observation, the role of the researcher is an observer in which she sat on the back seat observing and doing note taking about related events that occurred in the classroom. Researching and clicking on the observations of researchers following the learning process of students both in class and outside the class. Researcher followed and examined six learning strategies that had been applied by English teacher in the classroom.

- **Field Notes**: It is made in order to describe the teacher' and learners' activities in the classroom, the data can be written in form of field notes. Specifically, the data obtained was focused on the techniques that were used by English teacher in assessing the student's achievement. Within six learning strategies applied by the English teacher in the classroom, she was giving out different materials between strategies one another so that there are more than two different readings on the topics that have been given to students in class.

- **Questionnaires**: Respondents were also used in this study in order to get information about teaching reading English classroom assessment integrated with other skills especially in English class MA Al Qodiri Jember. The questionnaires were used to identify the student's perspectives in relation with the teaching techniques

that were used by the English teacher. There are two questions that must be answered by the students and the forms of questions are essay. The questions include the reasons students chose their preferred strategy from the six strategies.

- **Interview:** Interviews given to MA Al Qodiri Jember English teacher is intended to get information on what types of learning strategies she used in the classroom. Besides that, the research tends to ask to the teacher about students' achievement in vocabulary such as the students' ability to comprehend related with the new vocabularies, related vocabulary - new words contained in the text reading, but it is also a matter of how it relates to their grammar knowledge including the students' derivative, idiom, synonym, and antonym.

RESEARCH FINDING AND DISCUSSION

Implementation of six methods needed evaluating to see whether it had good impact on the language learners' vocabulary. Here was the research finding carried out through cycle 1 conducted by the researcher at MA Al Qodiri Jember.

Having identified the problem of writing deficiency among the students, then the researcher started the research procedure with planning, implementation, observation and reflection. It was conducted from 31st August 2013. This constituted the first cycle. The cycle

consisted of six sessions. The first session was conducted from 14th September 2013. The second session was conducted was 21st September 2013, the third session was conducted on 5th October 2013, the fourth session on 19th October 2013, the fifth session on 26th October 2013 and the sixth session on 02nd November 2013.

As stated above that the class which was consisted of 24 students, each of whom was interested among six methods on the vocabulary in the texts and exercises. The vocabulary teaching by using six methods ware performed in class until six meetings. Then, the methods were combined with varieties of games which were concluded in six methods.

The scores of students' vocabulary test achieved based on *Chi squared count*. In this case, the data was obtained from questionnaire and observation technique. The researcher analyzed and evaluated the data then drew a conclusion after the implementation of the first until six sessions.

Here is the result of the findings:

No	Method	Count
1.	Running Dictation	= 11 students
2.	Snowball Throwing	= 4 students
3.	Fortune Cookies	= 3 students
4.	Fortune Tellers	= 3 students
5.	Guess-That-Word Graphic	= 2 students
6.	Illustrated Idioms	= 1 student

Learning Method	F_o	F_h	$F_o - F_h$	$(F_o - F_h)^2$	$\dfrac{(F_o - F_h)^2}{F_h}$
1. R.D	11	4	7	49	12.25
2. S.T	4	4	0	0	0
3. F.C	3	4	-1	1	0.25
4. F.T	3	4	-1	1	0.25
5. G.T.W	2	4	-2	4	1.00

6. IL-IDIOM	1	4	-3	9	2.25
	24	24	0	64	16

Based on the results findings, Running Dictation method was the choice of most students in learning vocabulary. It could be seen that only one student who chose the Illustrated Idioms method that Chi squared count was only about 2.25. Only two students chose Guess – That – Word Graphic method that Chi squared count was only about 1,00. Only three students chose Fortune cookies method that Chi squared count was only about 0.25. Four students chose Snowball Throwing method that Chi squared count was 0 and eleven students chose Running Dictation method that Chi squared count was 12.25.

CONCLUSION

It turns out that the price of Chi squared count is greater than the price of Chi squared table (16> 11,070), so Ho is rejected and Ha is accepted. This means the chances of students of class XI MA Al Qodiri to choose six different models of learning is not the same. The sample data turned Snowball Throwing that got the lowest opportunity to be selected by students in class XI MA Al Qodiri.

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