

*INCREASING THE EIGHT GRADE STUDENTS' VOCABULARY MASTERY AND
ACTIVE PARTICIPATION BY USING ROUNDTABLE MODEL OF COOPERATIVE
LEARNING AT SMP 2 NEGERI BANYUWANGI*

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Abstract

This research was intended to solve the problems dealing with the students' vocabulary by using roundtable model of cooperative learning. The research design was Classroom Action Research. The area and subjects of this research were chosen purposively by using purposive method. The data were collected from observation, interview, documentation, and diagnostic test. The primary data in this research were collected from vocabulary test and observation. The result of vocabulary test was analyzed quantitatively. The result was that the percentage of the total number of the students who were active during the teaching and learning process in cycle 1 was 77.5%. The average score in cycle 1 was 79.65 or 77.5% students passed the minimum score. It proved that the use of roundtable model of cooperative learning could improve the students' active participation and mastery on vocabulary

Keywords: . vocabulary, roundtable.

INTRODUCTION

English is one of the compulsory subjects that need to be learned by students. There are four language skills in English learning namely listening, speaking, reading, and writing. In order to master English, students have to learn those four skills well.

Generally in English, when we are using the four language skills, we need to know the vocabularies to understand what is being listened, spoken, read, and written. According to Milton (2009:171), vocabulary knowledge ties into some language skills rather better than others that it can contribute more to some aspects of language performance in particular. Learning vocabularies allow us to acquire everything in language use, we may also have a chance to master the language.

According to Zimmerman (in Coady and Huckin 1997:5) vocabulary is central to language and of critical importance to the typical language learner. It means that, vocabulary is important to learn the language. Vocabulary contains meaning and may describe expression in order to use language properly. The learners may not be able to communicate, express, or share their idea if they only have small numbers of vocabulary. Tarigan (1989:2) says that the the quality of someone's language skill depends on his

quality and quantity of vocabulary mastery Once the students enrich their vocabulary knowledge, they also have a chance to learn well or even master the language.

Based on the explanation above, it can be concluded that vocabulary is a source of language in order to learn listening, speaking, reading, and writing well. Usually foreign language learners still have some difficulties to learn or memorize vocabularies, because they bound with their mother tongue in daily communication. This condition has been the main problem in foreign language learning especially English.

The result of the preliminary study by interviewing the English teacher of class VIII B showed many students still have difficulty in understanding English words. In class, students still gave their response at introduction section. However, when it came to material explanation, most students did not pay attention to the teacher. The teacher did not use variety of techniques in teaching and it made students reluctant to join English Class.

Moreover, the teaching technique in SMPN 2 Banyuwangi also influenced the result of students' English achievement. There are 3 teachers in SMPN 2 Banyuwangi for Class VIII and teacher of class VIII knew that his class had the lowest score of vocabulary. The teacher used only communicative learning to teach English. The English

teachers only used teacher's guide book to deliver material and asked the students to do exercises in students' guide book. The teacher seldom asked students to work in group. As a result, students felt depressed as they were unable to ask or share their difficulties during the teaching learning process.

To solve the problem, the researcher used an appropriate technique that would improve students' vocabularies and also to make them active, give them opportunity to share the idea and improve their vocabularies. The technique was known roundtable model of cooperative learning. Cooperative learning involve students into small teams based on any levels of ability in order to give more understanding about the subject.

Roundtable technique can be used for brainstorming the idea between students in a group they may also share their idea to other groups. Crandall (in Arnold 1999:230) states that students take turns giving answers, providing information or sharing ideas. Students will offer their ideas in written form, share one piece of paper and a pen then pass them to make students having contributions during activity. This activity will not only improve their brainstorming, but also develop their interaction with different backgrounds.

Many researches have done the research using cooperative learning. One of them is Riniati (2006) who took an experimental research at SMAN 1 Arjasa-Jember in the 2005/2006 academic year. The research was intended to know whether there is significance effect of using roundtable technique in the second year students' writing achievement at SMAN 1 Arjasa-Jember in the 2005/2006 academic year. The result showed that there was significant effect of roundtable technique in the second year students' writing achievement at SMAN 1 Arjasa-Jember in the 2005/2006 academic year. Another research was done by Sholihah (2010) who took a classroom action research at SMPN 1 Jangkar Situbondo in the 2010/2011 academic year. The result of the research showed that the use of roundtable model could improve the eighth grade students' vocabulary and active participation at SMPN 1 Jangkar Situbondo. Sholihah's research made certainty that roundtable is one of appropriate techniques to improve students' vocabulary achievement.

Roundtable model of cooperative learning had never been applied in SMPN 2 Banyuwangi. Based on the explanation above, it is necessary to conduct a research entitled "Increasing VIII B students' vocabulary mastery and active participation by using roundtable model of cooperative learning at SMP Negeri 2 Banyuwangi".

RESEARCH METHOD

This research was intended to improve class VIII B students' vocabulary mastery through the Roundtable Model as a technique. The classroom action research would be conducted in cycle model, which each cycle consists of two meetings. According to Elliot (1991:69) the action research is the study of a social function with a view to

improving the quality of action within it. Furthermore, McMillan (1992:12) states that action research is a specific type of applied research to solve a specific classroom problem or make a decision at a single local site.

In conducting this research, the researcher carried out the preliminary study in order to know the problem that the students face in learning vocabulary. The English teacher and researcher would work cooperatively in identifying research problem, choosing themes, constructing lesson plans, implementing the actions, doing observation, constructing vocabulary test, and reflecting the result of the actions. The classroom action research procedures are as follows. (1) planning the action, (2) the implementation of action, (3) observation and evaluation of the action, and (4) data analysis and reflection of the action. If the result of the first cycle did not meet the target mean score that is 75, the cycle would be continued to the second cycle.

The activities of the research used the following procedures: the first step was doing the preliminary study by interviewing the English teacher of the eighth grade students at SMP Negeri 2 Banyuwangi and asking the previous score to get the supporting data. Moreover, preliminary study was conducted to decide the research design. The second step was planning the action (constructing the lesson plan, preparing vocabulary material, roundtable model, the observation checklist and vocabulary test). The third step was implementing and observing the action (teaching vocabulary using roundtable model and observing the action). The fourth step was administering vocabulary test. The fifth step was analyzing the results of the observation and regular and irregular verbs test. The sixth step was reflecting the results of analyzing.

RESEARCH RESULTS

The actions of the first cycle were conducted in two meetings. The first meeting was done on February 18th, 2015 and the second meeting was conducted on February 25th, 2015. For the vocabulary test, it was administered on February 26th, 2015. The first meeting of Cycle 1 was done on the February 18th, 2015 by implementing the activities in lesson plan 1. The second meeting of Cycle 1 was conducted on March 25th, 2015 based on the lesson plan 2. The researcher conducted the research collaboratively with the English teacher. In the first meeting, the researcher as the teacher, and the English teacher as the observer. For the second meeting, the researcher as the observer, and English teacher as the teacher.

In the first meeting there were 28 active students (70%) and 12 passive students (30%) during the teaching learning process. In the second meeting, during the learning process of vocabulary by using roundtable model there were 34 active students (85%) and 6 passive students (15%). Thus, the average result of the students' active participation in cycle 1 was 77.5% while 22.5% were categorized as passive students. It can be concluded that the

students' active participation in cycle 1 was success which the target percentage required in this research, that was 75% as minimum percentage. Therefore, the students' active participation in the teaching learning process of vocabulary by roundtable model of cooperative learning had achieved the target.

Further, the result of vocabulary achievement test there were 40 students took vocabulary achievement test. The actions in this research were considered successful if 75% of the students achieved the target score required in the vocabulary test. The result showed that 31 students got score ≤ 75 or higher and the average was 79.65. The percentage of students who passed the test also achieved the minimum standard that was 77.5% This result indicated that the students vocabulary achievement test had been achieved the standard target of score that was 75. It can be said that the actions in were successfully done. In short, the use of roundtable model of cooperative learning in teaching and learning of vocabulary improved the students' vocabulary achievement.

RESEARCH FINDING AND DISCUSSION

In teaching learning process both researcher and teacher class worked cooperatively to monitor and guide the students during lesson. The students also gave their effort to work in group to improve their vocabulary achievement. During discussion the researcher gave opportunity for each group to share their result with class, this treatment encouraged them to study better in meeting 2 it also made them felt that their effort was realized by teacher. The researcher also told vocabularies that students could not find with their meaning so students would not miss the word. Crandall (in Arnold 1999:233) mentions that cooperative learning provide comprehensible input and output. In roundtable students are expected to have good group interaction.. As Miller and Spencer (in Sherman 1991:30) state, roundtable technique is a technique that can be used for brainstorming, reviewing or practicing a skill. Here, the students asked to find the answers as many as possible. By finding many answers, the students directly increased their vocabulary.

During the two meetings in using roundtable model of cooperative learning, students were asked to find vocabularies as many as possible from descriptive text. By finding the meaning of noun, verb, adjective, and adverb, students were expected to understand words on the text. After finding the meaning of words on the text, the teacher guided the students to understand what text was telling about by asking some question in oral that related to the text. Students were doing well in both meetings that it made them ready for vocabulary test on the third meeting.

Related to the statement above, the use of roundtable model could improve the VIII B grade students' vocabulary mastery and arouse their active participation in teaching and learning process at SMP Negeri 2 Banyuwangi. Therefore, it is expected to the English teacher and the other researchers to use roundtable model

of cooperative learning in teaching vocabulary achievement because the research results showed that it is a useful technique to make the students easier to understand English vocabulary.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the data analysis and discussion, it can be seen that teaching vocabulary through roundtable model of cooperative learning could increase the eighth grade students' vocabulary mastery and active participation at SMP 2 Negeri Banyuwangi in the 2014/2015 academic year. Some suggestions are proposed for the following people.

1. The English teacher

It is suggested that the English teacher applies roundtable model in teaching vocabulary. It is due to the fact that roundtable model can improve the students' vocabulary mastery and the students' active participation.

2. The Students

The students are suggested to work in groups in order to master the vocabulary. The students can also learn how to interact and solve problems within group.

3. The future researcher

The future researchers are suggested to conduct another research on similar problem using different stages or tasks by using roundtable model of cooperative learning to see if the tasks give different result.

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