

VOCABULARY ENHANCEMENT VIA THREE-STEP INTERVIEW SYNERGIZED WITH SHORT VIDEO AT THE XI IPS 2 GRADE STUDENTS OF SMA N 1 NGADIROJO IN THE ACADEMIC YEAR 2019/2020

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ABSTRACT

The aim of this research was to know: (1) whether or not the Three-Step Interview Synergized with Short video can increase vocabulary mastery; (2) the advantages and disadvantages of the Three-Step Interview Synergized with Short video to increase vocabulary mastery; (3) how responses of the students to the use of Three-Step Interview Synergized with Short video in their teaching learning of vocabulary mastery of eleventh grade of SMA N 1 Ngadirojo in the academic year 2019/2020. This research was applying Classroom Action Research (CAR) in two cycles. The data of this research were obtained from observation, documentation, test and interview. The data analysis of the research showed Three-Step Interview Synergized with Short video strategy was able to improve students' vocabulary mastery. It was proved from the result of the pretest and posttest in every cycle. The result of the pretest was 0% or 0 student have completed their studies further, 14% or 3 students' have completed their studies in first cycle. Then in the posttest of second cycle there were about 95% or 20 students who have completed their studies. In addition, the Three-Step Interview Synergized with Short video strategy can increase the students' motivation to learn English and make the atmosphere in the classroom more conducive. But however, this technique can be very slow, because the lazy students will only rely on their group mates to complete assignments. For the other Researcher the result of the study can be used as additional references for a further researcher with the different sample and occasions.

Keyword: CAR, Cooperative learning, Three-Step Interview, Vocabulary, Short video

INTRODUCTION

According to McKeown (2002) vocabulary knowledge is the heart of a language comprehension and use. With low vocabularies learners often achieve less than their potential and maybe discouraged from making use of language. The students with poor vocabulary difficult communicate and understand written text. A language learner is hard to communicate in the language because only have a few vocabularies. Vocabulary is very important to express an idea. Vocabulary is one of the components, which supports the speakers in communication as well in grammar. Harmer (2002: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is the main element in communication.

In vocabulary learning, teacher needs interesting media. Learning vocabulary is not easy. Related to the importance of vocabulary is language learning, Richards and Renandya (2002: 252) find out that, vocabulary is a core component of language proficiency and provides much of the basis for how well learners listen, speak, read and write. The student needs to memorize the words that they hear, see and read or find in another resource. Using video with English subtitles can be easy to student understand the meaning of the words and students can hear how to pronounce words. By knowing the storyline of video student also can learn grammar or the usage of the words depends on when the video happen.

In reality, vocabulary becomes the most difficult skill in English learning. Some students have problems in remembering the meaning of the words. The first problem is that students just listen, see, or read without knowing the meaning of the words. The second problem is that the students have low motivation and not interested in the learning process. The third problem is that student's lack of vocabulary mastery. Using of Three-Step Interview Technique, students are able to involve the emotional power to find a new knowledge and motivate the students to active in the class and improve their self-confidence on English language especially in mastery vocabulary.

Based on the theories the indicators of vocabulary are: (1) Gairns and Redman (1986) homophony: understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower); (2) Gairns and Redman (1986) grammar of vocabulary: learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep, slept, sleeping; able, unable; disability); (3) Gairns and Redman (1986) homonymy: distinguishing between the various meaning of a single word form which has several meanings which are not closely related e.g. a file: used to put papers in or a tool ; (4) Hornby (1995) defines vocabulary as 'the total number of words in a language; vocabulary is a list of words with their meanings; (5) Grauberg (1997: 15) consolidation and extension of meaning. Learning new words is not an instantaneous process if it were, and if the presentation were the only critical variable involved, then words would not be forgotten and need to be relearned; (6) Grauberg (1997: 15) understanding meaning, this means understanding the concept of the foreign word or phrase. Often this is straight forward because the word can be related to its referent by direct association or because there is equivalent

word in English.; (7) Wiji (2013) the first is function words. These words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where they are placed; (8) Wiji (2013) the third types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. However the researcher evaluates to choose 4 indicators based on this problem of the contexts there are: (1) pronunciation; (2) grammatical of word; (3) spelling; (4) meaning.

There are some methods in teaching. Anthony (in Richards and Rodgers, 2001: 14) described that a method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Teaching English for Indonesian students is not easy. Teachers need to know the feedback from the students how the method is working in learning process. Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). It is hard to learn a language without words. It means that student vocabularies are basic in their English ability, so they would be easy to master the four skills in English: listening, speaking, reading, and writing. The use of media such as movies give positive effect to improve the students' vocabulary and more easy to understand the lesson.

Teaching vocabulary using Three-Step Interview Synergized with the Short Video can improve the students' vocabulary mastery through the movie. Students can listen and pronounce a word correctly by see the movie. They can understand the grammar by follow the story lane of the movie. The Three-Step Interview can improve students' skill in learning vocabulary. By using Three-Step Interview students' can easily understands the meaning of difficult word by team work with their group. The students' can share their difficulty to improve vocabulary.

The purpose of the Three-Step Interview Synergized with Short video strategy is to know whether Three-Step Interview Synergized with Short video can increase vocabulary mastery. To find out the advantage and disadvantages of the Three-Step Interview Synergized with Short video to increase vocabulary mastery. To know how the response of the students to the use of Three-Step Interview Synergized with Short video in their teaching learning of vocabulary mastery.

RESEARCH METHOD

The research was conducted in SMA N 1 Ngadirojo in the academic year of 2019/2020. This research conducted by applying Classroom Action Research (CAR) started in March 2020. According to Cameron-Jones (1983) defined action research as a research carried out by practitioners with a view to improve their professional practice and understand it better. It mean of action research and the second is the meaning of classroom action research can be understood that the name used refers to teachers who practice and act in classroom.

There were four instruments of the research, such as observation list or field note, test sheet, camera and interview sheet. While, the technique of collecting data was conducted by using two cycles consisted of observation, documentation, test and interview. Research data were analyzed using descriptive analysis techniques. This learning achievement test is to measure the level of student achievement or completeness of the indicators taught by the teacher in the form of, multiple-choice tests. This Classroom Action Research succeeded in improving students learning individually, if students have reached the completeness indicator ≥ 75 ; and, classically 85% (a class) students have achieved individual completeness.

There are four procedures of the research. The first determining the thematic concern on reconnaissance. From the observation, interview, and questionnaire result, the researcher made a list of the identified field problems. The second is Planning. After choosing the problems, the researcher made some possible plans of action to overcome the problems. Actions planned to be carried out are as Using IT tools such as a laptop, LCD and screen, internet connection, and speaker in the teaching and learning process, using PowerPoint presentations in delivering the materials, using Three-Step Interview synergized with short video to improve students' vocabulary. The third is action and observing the action. In this step, the researcher implemented the actions and observed what happen in the classroom. The actions were implemented in two cycles, and each cycle will be done in a couple of weeks. The last is Reflection. In this step, the researcher evaluated the implementation of the action. Based on the evaluation result, the contribution of the actions was investigated through references related to the problems.

FINDING AND DISCUSSION

Finding

The researcher knows that the students' vocabulary was underrated. It proved that the result of the pretest shows the level of students' achievement is still low with the Percentage of students who have completed their studies is 0% or 0 students'. It means the result in the pretest was poor or not enough yet.

The result of the test in cycle 1 and cycle 2 was different. It showed the improvement of the result in each cycle. The result in the first cycle showed that students who have completed their studies were 14% or 3 students and the percentage of students who have not yet completed their studies were 86% or 18 students. The result of the second cycle showed that the students who have completed their studies were 95% or 20 students and the percentage of students who have not yet completed their studies were 5% or 1 student. The result of students' was improved and able to get the minimum criteria in classically (85%). It can be proved from the table below.

The result of previous test, cycle I and cycle II

Score	Vocabulary mastery score	Pre-research percentage	Cycle I percentage	Cycle II percentage
85-100	Excellent	0%	0%	24%
75-84	Good	0%	14%	71%
55-74	Fair	57%	81%	5%
50-54	Poor	19%	5%	0%
0-49	Very poor	24%	0%	0%
	Total	100%	100%	100%

Discussion

This table show that the percentages of students score in vocabulary mastery was increased. After the researcher applied Short Video Synergized with Three Step Interview strategy in teaching vocabulary process, the percentages of students scores are improved. It shows in the table above in the percentages improved Good level and Excellent level of vocabulary mastery. Here, the researcher can conclude that Short Video Synergized with Three Step Interview strategy gave the positive effect to improving students' vocabulary mastery.

The advantages using Three-Step Interview Synergized with Short video is the Three-Step Interview creates simultaneous accountability, students share and apply different questioning strategies, over time, students can think to extend their ability to

use different levels of questioning and thinking, students are more interested and active in class, increase the students' motivation to learn English and make the atmosphere in the classroom more conducive. The disadvantages is this technique can be very slow, because the lazy students' will only rely on their group mates to complete assignments.

The students' responses is video can improve the students' vocabulary mastery by watching the movie. Learning using videos, students are not getting bored when learning, and with watching the movie they can learn about how to pronounce English correctly. The Three-Step Interview can improve students' skill in learning vocabulary. Using the Three-Step Interview, the students' can easily find the meaning of difficult words with their group. By using Short Video Synergized with Three-Step Interview strategy, the students have known many new vocabularies well and learnt how to pronounce correctly with hear sound in the movie.

Based on the result of the research, the students are interested in learning process. The atmosphere in the class is good because the students' focus on the movie. Some students make a noise because in the cycle 2, the researcher used a horror movie. In the first meeting of cycle 1, the classroom situation is still not conducive, many students are passive and less attention to the lesson and in second meeting of cycle 1 is more conducive than the first meeting. Although there are still some students who are still passive and less attentive. The impression of the first meeting on this cycle 2 is in more conducive class atmosphere. Many students are active, and pay attention to the lesson.

The media of Short Video Synergized with Three-Step Interview strategy can increase the students' motivation to learn English and make the atmosphere in the classroom better because the students are focused on the video. They were also enthusiastic about the teaching-learning process. The students have known many new vocabularies.

It was showed in improvement of score before and after research. The students vocabulary had been improved in each cycle; but, in cycle 1, the research has not obtained the working indicator. Because there were some students being unsuccessful in minimum criteria. Therefore, researcher continued to the next cycle 2. Finally, the students are successful and has reached the working indicator, indicating the research success the result in cycle 2 the research was success

The students' say that using video to learning English is more interested because the students' not bored when saw the movie and easy to learn a new word and meaning by saw the video. M said "in my opinion, learning to use short videos is fun, not bored in class and interesting" and A said "is fun, because learning to use video does not make you bored and when the lesson is not sleepy and focused on the video".The students' interviews show the positive effect of teaching using Short Video Synergized with Three-Step Interview strategy.

The researcher can conclude that teaching and learning by using Short Video Synergized with Three Step Interview strategy gave the good result. The result from the research that Short Video Synergized with Three Step Interview strategy can improve students' vocabulary. By using this strategy the students are more interested and active in the class when teaching and learning process for English class. In this research, the improvement of vocabulary is successful through two cycles.

CONCLUSION AND SUGGESTION

Conclusion

The researcher concluded that the students of SMA N 1 Ngadirojo, especially class XI IPS 2 were improved their vocabulary. Three-Step Interview Synergized with Short video strategy can improve their vocabulary better than before.

The result of this research is the Three-Step Interview Synergized with Short video strategy could improve the students' vocabulary in each cycle. In cycle I, there were 3 students' or 14% who got the percentage of students who have completed their studies and there were 18 students' or 86% percentage of students who have not yet completed their studies. The result of Cycle II, there was 20 students or 95% who got the percentage of students who have completed their studies and 1 student or 5% who got the Percentage of students who have not yet completed their studies. It can be concluded that Students' vocabulary learning Using Three-Step Interview Synergized with Short video Strategy at the XI IPS 2 of SMA N 1 Ngadirojo is improved. The advantages are Three-Step Interview Synergized with Short video makes learning more active students improve their vocabulary learning can be affected by students' positive response about using Three-Step Interview Synergized with Short video for improving vocabulary SMA N 1 Ngadirojo.

Three-Step Interview Synergized with Short video strategy will provide advantages and disadvantages. The advantages are (1) Three-Step Interview creates simultaneous accountability; (2) students share and apply different questioning strategies; (3) over time, students can thinking to extend their ability to use different levels of questioning and thinking; (4) student' more interested and active in class; (5) increase the students' motivation to learn English and make the atmosphere in the classroom more conducive, whereas the disadvantage, this technique can be very slow, because the lazy students' will only rely on their group mates to complete assignments.

The response of the Three-Step Interview Synergized with Short video strategy was successful. The researcher finds that there was a significant improvement in students' vocabulary. While doing the Three-Step Interview Synergized with Short video strategy the students were interested. They were also enthusiastic about the teaching learning process. The students have known well many new vocabularies. It means that the implementation of Three-Step Interview Synergized with Short video strategy in vocabulary learning was significantly to improve students' vocabularies.

Suggestion

Based on the facts of how effective is Short Video to improve the students' vocabulary, the researcher provides some suggestions to the teachers, the students, and the other researchers. For the English Teachers, the teacher should enhance students ability in teaching English especially when taught using Short Video strategy to improve vocabulary, so the students will be fun in vocabulary learning and in teaching and learning process, teacher has to use many strategies so that students are interested and active. In teaching learning, teacher can be creative. For the Student, the student should be active in teaching learning process, students should study English continually in classroom and in their home, the students should often understand the meaning of word, and the students should paid attention to the teachers when he or she gives the English lesson. For the other Researcher, the result of the study can be used as additional references for a further researcher with the different sample and occasions, they could conduct a research with the same strategy but in different genres, the researcher realizes there are many weaknesses in this thesis. The researchers hopes the next researchers could prepare everything better.

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