Improving Students' Vocabulary Achievement Through Possible Sentence (PS) Strategy

Wiwit Akriani
University of Bengkulu
wiwitakriani96@gmail.com

Nadrah
Institute Agama Islam Negri Bengkulu
nadrahada@gmail.com

Riswanto
Institute Agama Islam Negri Bengkulu
riswanto@gmail.com

Abstract

The aim of this research was Improving Students' Vocabulary Achievement through Possible Sentence (PS) Strategy *(Classroom Action Research at the fifth Grade Students of 37 Kaur in Academic Year 2017/2018).* This study applied Classroom Action Research (CAR) method. The respondents of this research were the Eighth Grade Students of SDN 37 Kaur in Academic year 2017/2018. The data were collected by asking the students to Vocabulary test, observation, interview, and documentation. The result proved that *Possible Sentence (PS) Strategy* could improve the students' Vocabulary test at the fifth Grade Students of 37 Kaur in Academic Year 2017/2018. It can be seen from improvement that the students made in test score and the progress of their behavior in the classroom. The students' average score in pre-assessment test was (61) that included into "Moderate" category; and average score in cycle III test was (76.86) that included into "Good" category. Then, the students' behavior in learning English was also improved. The students looked silent, serious, and cheerful in the process of teaching and learning, enjoyed the class very much, and had good participation in study group. It means that the students had good interaction with teacher and other students in the classroom. Furthermore, the students learning motivation was better.

Keywords: Possible Sentence, vocabulary.

Introduction

Language is a means of communication that is used to transfer information, ideas, and feelings from one person to another. It is used to communicate both in written and spoken form. Through language, people can deliver their idea to other ones (Syafryadin, et al. 2019; Syafryadin, 2020; Syafryadin, et al. 2020; Noermanzah, et al. 2020; Adeani, et al. 2020; Febriani, et al. 2020; Gusmuliana, et al. 2020). In addition, people express what they feel through language in order that others can understand the. Considering the importance of the language, our government has drawn up English as a foreign language that should be mastered by the students. It can be a supporting skill that can be used to support them in various occasions, such as in education or career.William argued (2009,P.17) that the acquiring of an adequate vocabulary is essential for second and foreign language use, without an extensive vocabulary, students will be unable to use the structures and functions they may be learned for comprehensible communication. Furthermore, to know about a real problem happen at the fifth grade students of SD Negeri 37 Kaur, the researcher conducted pre-observation by

observing the teacher's and students' interraction in the classroom. Based on the observation, it showed that the students had low learning motivation. It could be seen that the students did not have spirit in learning English. They were only silent at their seats. There were no interractions between the students and the teacher. The teacher was too curious in teaching in front of the classroom. On the other hands, the students did other indicipline activities, such as chatting with frinds or sleeping. Moreover, the students are not interested the English at all which make them hard to understand about vocabulary. The Students have difficulty in spelling and arranging the sentence. After that, they are lack of practice because they do not have much vocabulary. Bender & William he said that Possible Sentence activity is a pre and post reading strategy that was help students with learning difficulties to learn content area vocabulary; it is a variation that involves students in discovering the accuracy of their prediction about key vocabulary.

Research problem

How does *Possible Sentence (PS) Strategy* improve students' English vocabulary achievment at the ffifth grade sstudents' of SDN 37 Kaur?

Research Objectives

The objective of this research is: to investigate whether using *Possible Sentence (PS) Strategy* could improve students' English vocabulary achievement at the fifth grade students of SDN 37 Kaur academic year 2017/2018.

Methodology

This research applied Classroom Action research (CAR) method. CAR used in this research aimed to give advantages for students and teacher. For students to improve their English skill, especially English vocabulary mastery. Therefore, CAR is an appropriate research method in this research for those reasons. Every expert has their own definitions about CAR. In this research, the researcher tried to use specific strategy, in this research, the researcher used *Possible Sentence Strategy*. The procedures of Possible Sentence are as follows:

a. List key vocabulary. Predetermine the words that are essential to the reading and list the vocabulary on the board.

b. Elicit sentences. Ask students to use at least two words from the list in a sentence (one they think could be in the text).

c. Read and verify sentences. Ask students to read the text to check the accuracy of the sentences generated.

d. Evaluate sentences. Follow with a discussion to evaluate each prediction sentence.

e. Generate new sentences. After the original sentences have been evaluated and revised, ask for additional sentences.

Data Collection

a. Test*(*Test used in: Pre-assessment test, cycle I Test, Cycle II Test, and Cycle III test. The result of those tests would describe the students' progress in mastering English vocabulary mastery.)

b. Observation Sheet (field notes were the primary way of capturing the data that is collaborator; teacher and students' observation sheets were answered by the researchers.)

c. Interview (used to collect the data in preliminary research to find the students' problem, teacher's strategy in teaching vocabulary, determined respondent of the research.)

d. Documentation (documentation data were about photograps and video recorded during the teaching and learning process especially student and teachers' interaction in the class every meeting).

Analysis Data

Interactive model of data analysis proposed by Miles and Huberman (1994).

1. Main Analysisi of Data
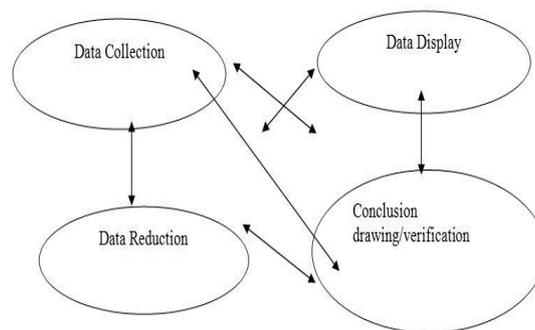
The figure above described in detailed about how the researcher analyze the qualitative data in this research. The complete procedures were as the following steps: *Data reduction*: Data reduction occurs continually throughout the analysis. In early stages, it happens through editing, segmenting and summarizing the data. In the middle stages, it happens through coding and numbering, and associated activities such as finding themes, clusters, and patterns. In the later stages, it happens through conceptualizing and explaining, since developing abstract concepts is also a way of reducing the data. *Data Display*: Data display organize, compress and assemble information. In this research, the way of displaying data through – graphs, charts, and diagrams in order to make the data clearer. *Drawing and verifying conclusion*: reducing and displaying the data aim to help drawing conclusion. While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify.

2. Scoring the Data

The result of the students' English vocabulary test were scored based on percentage formulation below:

$$P = \frac{F}{N} \, x100\%$$

Notes:

P: The Students' English Vocabulary mastery score.

F: Total Correct Answer of the Students

N: Total Number of the items

3. Interpreting the Students' Score

Table 1:

The Students'

Score Category

Score Interval	Category
80 – 100	Excellent
70 - 79	Good
60 - 69	Moderate
50 - 59	Poor
< 50	Very Poor

4. Improvement Investigation

To investigate the improvement made by the students, the researcher used calculated it by reducing the students' average score in last cycle with students' average score in pre-assessment test.

Result

a. The Result of Pre-Assessment Test

Quantitatively, the researcher should measure the students' basic skill before giving them action which is called as pre-assessment test.

Table 1:

The Percentage and Students' Category

In Pre-Assessment Test

No	Score Interval	Qualification	Frequency	Percentage

				(%)
1	80 – 100	Excellent	-	-
2	70 – 79	Good	3	18.74
3	60 – 69	Moderate	7	43.75
4	50 – 59	Poor	4	25.00
5	< 50	Very Poor	2	12.05

There were 3 students (18.74%) included into "Good" category; 7 students (43.7 5%) were included "Moderate" category; 4 students (25.00%) were included into "Poor" category; 2 students (12.05%) were included into *Very Poor" category; and there was no students included into "Excellent" category. In other words, there were 13 students got score under 70 in pre-assessment test

a. The Result of Cycle I

There were no students included "Excellent" category; 8 students (50.00%) included "Good" category; 6 5 students (31.25%) included "Moderate" category; 4 students (25.00%) included "Poor" category; and no students included "Very Poor" category. It indicates that the students' ability in mastering reading comprehension of exposition text was "Moderate" category with average score (66.75).

The Result of Cycle I1

There were 2 students (12.5A %) included "Excellent" category; 9 students (56.25%) included "Good" category; 4 students (25, 00%) included "Moderate" category; 2 students (7, 70%) included "Poor" category; and 0 students (0%) included "Very Poor" category. It indicates that the students' ability in mastering vocabulary "Moderate" category with average score (25, 00). Based on table 7 above, there were 5 students' (31, 25%) included "Excellent" category; 8 students (50, 00%) included "Good" category; 3 students (18, 75%) included "Moderate" category; 0 students (0%) included "Poor" category; and 0 students (0%) included "Very Poor" category. It indicates that the students' ability in Vocabulary "Good" category with average score (76.86).

The Result of Cycle I11

There were 5 students' (31, 25%) included "Excellent" category; 8 students (50, 00%) included "Good" category; 3 students (18, 75%) included "Moderate" category; 0 students (0%) included "Poor" category; and 0 students (0%) included "Very Poor" category. It indicates that the students' ability in Vocabulary "Good" category with average score (76.86).

The Frequency of the Students' Improvement

No.	Score Interval	Qualification	Pre-assmnt	Cycle I	Cycle II	Cycle III
1	80 – 100	Excellent	-	-	3	4
2	70 – 79	Good	3	5	5	4
3	60 – 69	Moderate	6	6	4	5
4	50 – 59	Poor	2	0	1	-
5	< 50	Very Poor	2	2	-	-

In pre-assessment and cycle I stages, the students dominantly included into "Moderate" category. Only some students who included "Good" category, even there were not students' who included "Excellent" category in these stages. However, in cycle II and III, they got significant improvement, most of the students were included "Good" category, only some students were included into "Excellent" category. It means that the students have been better in vocabulary.

Finding

The researcher made a detail teaching design to implement in the classroom. In this research, the researcher design a research process in some stages, namely: pre-assessment, cycle I, cycle II, and cycle III. At the first step, the researcher conducted pre-assessment test. The result became the basic skill of the students, and basic data to design cycle for improvement. The result of pre-assessment test was included "Moderate" category with average score (61). At the second step, the researcher conducted cycle I for giving actions for the students' improvement. The researcher made teaching planning, implementation of cycle I in the classroom, observing, and reflecting. The result shoed that the students got significant improvement in vocabulary. It can be proved by the increase of the students' category and average score in cycle I test. The students were included into "Moderate" category with average score (66.75). The third step was conducting cycle II for the improvement of previous cycle. In this cycle, the students made better improvement in some aspects. The students got into "Good" category with average score (71.75). At the fourth step, the researcher conducted cycle III as the response of cycle II. At this cycle, the students were included into "Good" category with average score (76.86). It means that the students have reached the research target quantitatively.

Conclusion

The data collection and data analysis in chapter III proved that the using Possible Sentence could improve the students' vocabulary at the fifth grade of VB class of SDN 37 Kaur, in academic year 2017/2018. It can be seen from improvement that the students made in test score and the progress of their behavior in the classroom. The students' average score in pre-assessment test was (61) that included into "Moderate" category; and average score in cycle III test was (76.86) that included into "Good" category. Then, the students' behavior in learning English was also improved. The students looked silent, serious, and cheerful in the process of teaching and learning. In doing the activities in

the classroom, the students enjoyed the class very much. They participated well in their study group. It means that the students had good interaction with teacher and other students in the classroom. Their learning motivation was better.

Suggestion

Based on the conclusion of the research above, the researcher wants to propose some suggestions, namely: (1) teaching and learning English at schools must involves appropriate strategy in order that the students can get unforgettable experience in their English learning; (2) For headmasters at schools or education institution, it is a good idea to encourage creative English teachers to involve in designing better teaching strategies in English lesson for better quality. Improve the communication among the English teacher at schools and inter-schools; (3) for students, it is important for them to use specific strategy in learning English in order to encourage leaning motivation and skills; and (a) This research is limited in narrow scoop, therefore, for other researchers can do the same kind of research by continuing this research by taking broader scope of research to give improvement for previous research and introduce new insight of teaching strategies in English vocabulary.

References

Arikunto, S.et. Al. (2008). *Penelitian Tindak Kelas.* Jakarta: PT Bumi Aksa.

Brunner & Judy. Tilton. (2011). *I Don't Get It!.* United Stated: Rowman & Littlefield Education

Buehl, D. (2009). Third Education: *classroom Action Research for English Language Teachers.* Cambridge: CUP.

Burn, A. (1999). *Collaborative action Research for English Language Teachers.* Cambridge, UK: Cambridge University Press.

Burton, D & Bartlett, S. (2005). *Practitioner Research for Teachers.* London Athenaeum.

Elfrieda H. H & Michael K.L (2005). *Teaching and Learning Vocabulary, Bringing Research to Practice.* London: Lawrence Erlbaum Associates.

Febriani, R. B. Satinem., Nurnaningsih., Haryani., Syafryadin, Noermanzah.(2020). Conveying an author's intention to efl readers: The meaning of "The Road Not Taken" by Robert Frost. *International Journal of Innovation, Creativity and Change (IJICC)*, *13*(4), 172.

Gusmuliana, P., Apriani, E., Supardan, D. Syafryadin, S., Suhermanto, H. (2020). Compliment Responses in English Made by Seventh Grade Students of SMPN 8 Sekayu. Journal of English Teaching (JET). 5(2), 101-109

Heaton, J.B. (1990). *Classroom Testing.* New York: Longman Inc.

House R. (2001). *Webster's Collage Dictionary.* American United States of America, p.842.

Jack R. C & Willy A. R. (2002). *Methodology in Languages Teachings.* New York: Cambridge University Press.

Kemmis, S. & McTaggart, R. (1988). *Action Research Planner*. Victoria: Daeken University Press

Moore, D. W, & Moore, S.A.(1986. *Possible Sentence. In Reading in the Content Areas: Improving Classroom Instruction*. Dubuque, 1A: Kendall/Hunt.

Syafryadin, H., & Salniwati, A. R. A. P. Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres. *International Journal of Recent Technology and Engineering (IJRTE)*. 8(4), 3147-3151.

Syafryadin, S. (2020). Students' Strategies in Learning Speaking: Experience of Two Indonesian Schools. *Vision: Journal for Language and Foreign Language Learning*, *9*(1), 33-46.

Syafryadin, S., Martina, F., & Salniwati, S. (2020). Compensation strategies in speaking activities for non-English department students: poor and competent speakers. *JEES (Journal of English Educators Society)*, *5*(2), 109-116.