Improving Students Vocabulary By Study Club Method

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Abstract

Research aims to explain how to improve mastery of English vocabulary using group learning methods or cooperative learning methods. Data collection was carried out using the Internet Searching method , namely searching for data through internet media to obtain information based on references, journals and articles. And the author carries out documentation techniques by obtaining strong evidence through books that contain information and to support information about Improving Students Vocabulary By Study Club Method and Research This is also a literature review research (Library Research) by reviewing theses and journals related to English language learning in elementary schools. The results show that the approach to learning English at the play group level up to elementary school using a cooperative learning model is empirically proven to be able to improve the learning process, learning achievement and student learning completion. Keywords: English learning, elementary school, cooperative learning

Keywords: Vocabulary Mastery, English , Group Learning (cooperative)

INTRODUCTION

Language is an important thing for children to master, because all ideas, concepts and dreams are channeled through language. Sometimes a child who is smart and full of brilliant ideas has to stop just because he cannot convey his ideas in good language. Good language is language that is used according to the situation and circumstances.

Language is also a supporter of success in studying all fields of study, therefore it is felt that language learning needs to be given from an early age, of course the aim is so that children are able to use language well and correctly and are able to communicate what they feel well. Language learning for early childhood is very important for achieving the development of language intelligence in the future. One language learning that is certainly very useful for children both now and in the future is learning English. Learning English in elementary schools is taught to students as a curricular activity to develop language skills. These English language skills include listening, speaking, writing and reading skills.

Tarigan (2011, p.2) states that the quality of a person's language depends on the quality of the vocabulary they have. The richer the vocabulary you have, the greater your chances of language skills. Tarigan's statement explains that vocabulary plays an important role in language, both as a channel for ideas in writing and language as a channel for ideas orally. Linguists define the meaning of vocabulary differently, but they agree that vocabulary is the main tool that a person must have in learning a language. Because vocabulary is a vocabulary or a number of words that a person has, the richer a person's vocabulary, the greater the possibility that a person will be skilled at language and the easier it will be for him to convey and receive information either verbally, in writing, or using signs and gestures. In principle, the vocabulary studied by students aims to increase the growth of listening, speaking, reading and writing activities well.

Based on what the author knows , it was found that English learning in general in the classroom still uses a conventional approach, namely where the teacher dominates learning activities (teacher-centered learning activities), and student learning completeness is measured by the completion of students working on worksheets. Teachers are used to using the same method in delivering lesson material, so that the delivery of learning is less interesting for students, as well as in

language development lessons, especially in improving English vocabulary skills, it still looks stiff, students tend not to be enthusiastic about learning. It can be observed that students' behavior shows an indifferent attitude towards the learning process, there is daydreaming, sleepiness, and talking to friends when the teacher explains in front of the class.

In an effort to improve mastery of English vocabulary, the author applies the group (cooperative) learning method, which is one of the methods offered in cooperative learning which emphasizes working together to achieve common goals. Learning is carried out in groups, where each group consists of 4 (four) to 5 (five) students who have different abilities, backgrounds and genders.

By paying attention to the theoretical studies and thinking framework above and their relation to existing problems, the proposed action is the use of group (cooperative) learning methods to improve mastery of English vocabulary.

RESEARCH METHODS

The method that the author took is the Internet Searching method, namely searching for data through internet media to obtain information based on references, journals and articles. And the author carries out documentation techniques by obtaining strong evidence through books that contain information to support information about Improving Students Vocabulary By Study Club Method Method and Research This is also a literature review research (Library Research) by reviewing theses and journals related to English language learning in elementary schools.

RESULTS AND DISCUSSION

This research aims to optimize the English language education process. This effort will be focused on developing existing potentials in terms of increasing English vocabulary. In this context, it is emphasized that an educational program will only be successful if it is implemented in a planned manner. Careful planning is a crucial step in ensuring the success of an educational program. The planning process must involve participation from all relevant elements, especially those who will be the target group for this program. Apart from that, planning must also include the process of identifying problems faced jointly by students.

Through the involvement of all relevant elements, especially students, planning will become more comprehensive and effective. By involving students in the problem identification process, educational programs will be more relevant and in line with the real needs they face. Student participation will also provide valuable insight into how learning materials and methods can be adapted to their circumstances.

It is important to remember that this effort is part of a series of efforts to achieve improvements in the quality of education and development of society as a whole. Through a well-designed program involving all relevant parties, it is hoped that the potential for increasing English vocabulary can be realized. Thus, this research contributes to building a strong foundation for better education.

Language is a means of communicating in order to fulfill the basic nature of humans as social creatures who need to interact with fellow humans. It should be noted that "language is actually a tool for children to open up opportunities to do things and to organize information through the use of words" (Kasihani, 2007: 8). In language learning, whether first, second or foreign languages, teaching language components is part of the language program. Even though practical teaching in the field takes place in an integrated manner, teachers and prospective teachers need to understand several important concepts related to the three language components, especially those regarding the English component. In general, language components consist of three, namely grammar, vocabulary and pronunciation (Kasihani, 2007). So that the three components of English language learning in schools are more meaningful, understandable and accepted by students, teachers must be able to choose the right learning model so that students can actively participate in learning well which can improve the quality of learning so that it is more meaningful. One effort that teachers never abandon is how to understand the position of the model as one of the components that takes part in the success of teaching and learning activities. Such a frame of mind is not something strange, but is real and is really thought about by teachers (Djamarah and Zain, 2001).

One learning model that can be applied to actively involve students to support the smooth teaching and learning process is to use a cooperative learning model. Because with cooperative

learning there is interaction between one student and another. Students are more courageous in expressing opinions or asking other students so that they can mentally train students to learn together and side by side, suppressing individual interests and prioritizing group interests. Because in cooperative learning, learning is said to be incomplete if one of the friends in the group has not mastered the learning material (Isjoni, 2010).

Cooperative learning strategies are a series of learning activities carried out by students in groups, to achieve predetermined learning goals. There are four important things in cooperative learning strategies, namely: (1) the existence of students in groups, (2) the existence of rules in the group, (3) the existence of learning efforts in the group, (4) the existence of learning competencies that must be achieved by group. In essence, cooperative learning is the same as group work. Therefore, many teachers say there is nothing strange about cooperative learning because they think they are used to doing cooperative learning in the form of group learning. Although actually not all group learning is said to be cooperative learning (Rusman, 2014). The characteristics or traits of cooperative learning can be explained as follows:

1. Team learning
    Cooperative learning is learning carried out as a team. The team is a place to achieve goals. Therefore, it must be able to make every student learn. Each team member must help each other to achieve the learning goals.
2. Based on cooperative management, management has three functions, namely:
    (a) The management function as implementation planning shows that cooperative learning is carried out in accordance with the planning and learning steps that have been determined.
    (b) The organizational management function shows that cooperative learning requires careful planning so that the learning process runs effectively.
    (c) The function of management as control shows that in cooperative learning it is necessary to determine success criteria both through tests and non-tests.
3. Willingness to work together The success of cooperative learning is determined by success as a group, therefore the principle of togetherness or cooperation needs to be emphasized in cooperative learning. Without good cooperation, cooperative learning will not achieve optimal results.
4. Collaboration skills Collaboration skills are practiced through activities in group learning activities. Thus, students need to be encouraged to be willing and able to interact and communicate with other members in order to achieve the learning goals that have been set (Rusman, 2014)
    Cooperative learning was introduced in order to achieve three main objectives of cooperative learning, namely:
1. Academic learning outcomes In cooperative learning, apart from social goals, it also improves students' learning achievements or other academic tasks. Cooperative learning can provide benefits to both lower and upper group students who work together to complete academic tasks.
2. Acceptance of individual differences Acceptance of people who are different based on race, culture, social class, and intellectual ability. Cooperative learning provides opportunities for students from various backgrounds and conditions to work interdependently on academic tasks and through cooperative reward structures will learn to respect each other.
3. Development of social skills The third important goal is to teach students the skills of cooperation and collaboration. Social skills are important for students to have, because currently many young people lack social skills (Isjoni, 2010). Aprizon (2011) , in his research with the aim of improving English speaking skills, class V students at SDN 007 Kabun, Kampar District, Kampar Regency; implementing cooperative learning with the Team Game Tournament (TGT) model. The research was carried out in two cycles and each cycle was carried out in two meetings. Through the stages of classroom action research (1) Planning/preparation of action, (2) Implementation of action, (3) Observation, and Reflection. Successful implementation of cooperative learning.

the team game tournament (TGT) model in English subjects is known from the increase in students' English speaking skills from cycle I to cycle II. From the test results in cycle I, the average English speaking ability only reached 66.8% in the medium category because it was in the range of 34 - 66%. Meanwhile, in the results of observations in cycle II, the average student's English speaking ability reached 82.7% in the high category. This situation shows that improving learning in English

subjects by implementing cooperative learning using the team game tournament model can be said to have succeeded in improving students' speaking skills.

Febriyanto (2015) conducted research with the aim of knowing the learning process and results of fifth grade elementary school students in learning English using one of the cooperative learning techniques, namely make a match, in order to present interesting and not boring learning for students and be able to help students improve their skills. his writing. This classroom action research was conducted on class V students at SD Negeri Cikoneng, Cileunyi District, Bandung Regency. It can be concluded that the use of make a match in learning writing has shown changes in learning outcomes in each cycle; This is proven by the individual scores obtained in cycle I. The average value of student learning outcomes has reached 57.5. Meanwhile, in cycle II, student learning outcomes increased. This is proven by the average value of student learning outcomes reaching 63.6, and in cycle III student learning outcomes increased with the average value of student learning outcomes reaching 77.2. Thus, the use of make a match in learning English can improve students' writing skills.

Firdausia (2016), in his research with the aim of describing the application of make a match type cooperative learning in introducing English to group B children at Play Group & Kindergarten Pelita Nusantara. In collecting data, researchers used observation, interview and documentation techniques. The validity of the data was measured using triangulation techniques. Data analysis was carried out in three steps, namely data reduction, data presentation, and drawing conclusions. The research results show that the make a match type cooperative learning process in introducing English includes planning, implementation and evaluation. Planning is done by making a daily lesson plan. Teachers develop listening skills by looking for friends who have cards that match their cards by sound. The English card group says the word on the card and the child with the Indonesian card approaches. The teacher develops speaking skills by having children find friends with cards that match their cards, in pairs they come forward and say the words on their cards. The teacher carries out evaluations in the form of descriptions, so the teacher describes each child's development and gives it to parents and guardians every week.

Susanti (2017) in her research with the aim of describing the use of picture card media with a cooperative learning model to increase elementary school students' mastery of English vocabulary while increasing their social competence. In essence, language learning is learning to communicate. Therefore, the main aim of learning English is directed at improving students' ability to communicate in English, both orally and in writing. The definition of communication in question is understanding and expressing information, thoughts, feelings and developing science, technology and culture with use English. Teachers can choose media and learning models that suit student characteristics. One of them is picture card media and cooperative learning which is used in games to make it easier for students to practice their vocabulary. This game can be played in pairs or groups and the results can increase students' knowledge and activity. Media and learning models can provide ideas and encouragement to teachers in teaching elementary school children so that they do not depend on pictures in textbooks, but can be more creative in developing learning media so that students enjoy learning English.

Nafis (2015) in his research with the aim of implementing the Make a Match Type Cooperative Learning Model in class III English subjects at MI Senden Kampak Trenggalek, in order to improve students' English learning achievement. This research is classroom action research to improve and improve the conditions and quality of learning in the classroom; improving professional services in the context of classroom learning; provide opportunities for educators to take action in planned learning in the classroom; as well as providing opportunities for educators to carry out assessments of the learning activities carried out. The application of the make a match type cooperative learning model to animal material in class III MI Senden consists of 2 cycles. Each cycle is divided into 3 stages, namely: initial stage, core stage, and final stage. The results show that student learning achievement has increased from pre-test, post-test cycle I, to post-test cycle II. This can be seen from the average student score of 41.92 (pre test), increasing to 78.70 (post-test cycle I), and increasing again to 91.29 (post test cycle II). In addition, student learning completeness also increased from 15.38% in the pre-test results, increased to 74.07% in the first cycle post-test results, and increased again to 81.48% in the second cycle post-test results.

The description of previous research mentioned above implies that the approach to learning English at the play group level up to elementary school using a cooperative learning model can

improve the learning process, learning achievement and student learning completion. The other steps are as follows:

first step taken to improve English vocabulary is to carry out letter recognition activities in English for students. With support and guidance, students begin to form a strong foundation in understanding English letters, which will later become an important foundation in their journey to master this language in more depth.

The next step is to develop research tools that refer to learning using cooperative learning methods. Learning material taught is the use and construction of present tense sentences. At the beginning, group students into 8 heterogeneous groups. This group formation is only carried out at the beginning, for subsequent learning students are placed in the same group. The activities carried out include the teacher conveying cooperative learning method techniques that will be applied in the learning process and explaining the material. The teacher prepares the students' physical condition, which includes taking student attendance, preparing textbooks.

The teacher also conveys the process goals and effective goals of the students and informs the learning that will be carried out. However, the class situation at that time could not be controlled because there were still some students who were busy alone. For this reason, the teacher tries to reprimand and continue the lesson by presenting the material to be studied. Next, the teacher gives assignments to be discussed by the group. Once finished, the teacher gives the answer key to discuss together.

The final step of this action is that the teacher gives evaluation questions as a final test. After the lesson is finished, the teacher closes the lesson by providing motivation and informing the students to actually study at home to prepare the material that will be presented at the next meeting.

The other steps include preliminary activities, such as preparing students, saying opening greetings, asking about students' news and readiness to take part in the lesson, and researchers checking student attendance. Next, ask several questions regarding the material that was studied at the previous meeting. And also ask several students to explain the discussions that have been studied at the previous meeting and prepare students to take part in writing learning activities by connecting the material that has been studied with the material that will be studied. However, at this preliminary activity stage the researcher did not explain the basic competencies, indicators and learning objectives.

At the core learning activity stage, explain the material using powerpoint slides and a whiteboard as media. Then also give students the opportunity to ask questions about the material being studied, then the teacher responds and explains according to the questions asked by the students . It's just on In this core learning activity, educators do not provoke and stimulate students' knowledge about the material being explained, then educators do not provide several examples related to the material. In addition, educators do not facilitate interaction between students and educators so that students cannot think actively and critically, cannot analyze and solve problems.

On the other hand, researchers actively involve students in learning activities such as assigning students to write a dialogue essay. Here it can be seen that educators act as resource persons and facilitators for questions asked by students or if students experience difficulties in carrying out the tasks given. Furthermore, at the closing activity stage, educators convey conclusions on the material that has been studied, but educators do not carry out assessments and reflections on learning activities, besides educators do not submit learning plans at the next meeting. At the end of the lesson, the teacher closes the learning activity by saying a closing greeting.

CONCLUSION

Cooperative learning strategies are good for applying in English language learning at the play group level up to elementary school. The application of the cooperative learning model is carried out depending on the learning objectives, such as introducing English, improving speaking skills, improving writing skills, improving vocabulary mastery, or improving communication skills; You can use the cooperative learning type Team Game Tournament (TGT), Make a Match, or use picture card media.

The application of the cooperative learning model is generally carried out in the form of classroom action research. Therefore, it is recommended that the application of English language learning strategies at play group and elementary school levels be tested using cooperative learning

models, TGT type, make a match or the use of picture card media, the choice of which depends on the learning objectives, whether to improve speaking skills, improve writing skills, improve vocabulary mastery, or improve communication skills.

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