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***IMPROVING THE VOCABULARY MASTERY USING INQUIRY-BASED
LEARNING (A Classroom Action Research in the Fifth Grade of SDN
Wates Tanjunganom Nganjuk in the Academic Year 2016/2017)***



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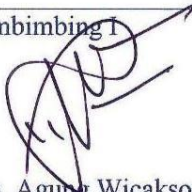


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IMPROVING THE VOCABULARY MASTERY USING INQUIRY-BASED LEARNING (A Classroom Action Research in the Fifth Grade of SDN Wates Tanjunganom Nganjuk in the Academic Year 2016/2017)

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ABSTRACT

This research was conducted based on preliminary research and the researcher observation which is the students in SDN Wates still got difficulties in vocabulary mastery. Furthermore, the teacher also did not use any variation of strategy in her teaching and learning process. The problem formulation of this research are (1) Can and to what extent inquiry-based learning improve the fifth grade students' vocabulary mastery of SDN Wates Tanjunganom Nganjuk in the academic year 2016/2017 ? (2) How is the process of teaching vocab using inquiry-based learning in fifth grade students of SDN Wates Tanjunganom Nganjuk in the academic year 2016/2017 ?. This research using classroom action research approach which is the subject of her research are fifth grade students of SDN Wates. This research was done in two cycles, then the instruments of this research were lesson plan, pre-test, post-test, fieldnote, observation check list and questionnaire. From this research, it can be concluded that inquiry-based learning can improve the students' vocabulary mastery in recognizing the word and grasping the meaning. It can be seen that the students' score in post test was higher than pre test. Moreover, the students' questionnaire also showed that the students' enjoying learning vocabulary using inquiry-based learning. Based on the conclusion, it recommended for the students to practice more in reading aloud so that their ability in grasping the meaning and recognizing the word will be continuously improve. Moreover, they also have to improve their critical thinking by trying to be brave to ask to the teacher about material that they did not understand well. Furthermore, for the teacher to give more suitable material and technique to teach the students. Nowadays the teacher should learn some technique that focus on the students center approach. So that the students' can explore their ideas and improve their critical thinking.

KEYWORD : Vocabulary, Inquiry-Based Learning, Young Learner

I. BACKGROUND

Vocabulary becomes the most important aspect in learning English. Zimmerman (1997) in Coady and Hucki (1997:5) states that vocabulary is central to language and a critical importance to the typical language learner. Therefore, students should have stocks of vocabulary to make them master a language easily.

In learning vocabulary, students will know English words and their meaning if the students also know how to put the words together in sentences (Virginia, 1983:4). Unfortunately, in fact many students still have difficulty in putting the words correctly in sentences. Thus, also happened to young learner, the students find difficulty in memorizing new words and often did not

interested to something. Brown (2001: 87-90) states that the young children have a very short attention and concentration span. So the researcher can conclude that they need variety of learning to improve their critical thinking and also build students' interest.

In addition, there are some factors that influenced students' vocabulary mastery. The internal factor is that the young learners are not actively involved during the teaching and learning process. They are not highly motivated and are not respect to vocabulary material because they are bored of teacher method. Meanwhile, the external factors are some factors that do not support the development of students' vocabulary mastery. Therefore, in English learning a teacher needs strategy, technique, method, and approach to help student understanding.

In Jack Richard (2010:331), the word "strategy" is sometimes used to refer to the ways that children process language, without implying either intentionality or awareness. However, most of the implementation of teaching vocabulary process is done without strategy. So it cannot be successful because the aim of learning is not clear. Teaching learning process consist of several components, they are purpose, material, an activity, method, instrument in evaluation. To be successful,

a teacher have to know all of them. For example in teaching vocabulary, most of the teachers use traditional method, it would make the students are not interested. That is why teacher needs strategy to optimize the use of methods and resources in achieving particular goals.

Due to the reasons above, learning since this method implies involvement which leads to understanding. The system uses student-centered, with the teacher as the facilitator of learning. In inquiry-based learning, students become the active learners. Through active involvement, the learners will gain better understanding of knowledge. The student seek and find the material of study by themselves, whereas the teacher as facilitator and guide them in learning. It is also such a great way to encourage the students in the class to work together and discussion. The important thing in this strategy is process of study not the result.

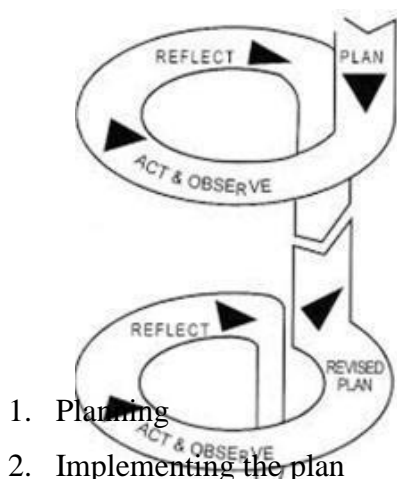
In Inquiry-based learning, a teacher guides the students by giving question in the beginning which will help student learn the required material. For example, learning vocabulary in out of class where we can study with reality. Teacher ask them to observe a tree based on the group. Every group collect the answer as many as possible about vocabulary. They

write result of searching and make conclusion to be discussed together.

Based on the explanation above, there are some problems that arise to the young learner in mastering vocabulary. There are also some methods that can solve the problems. However, the researcher is interested in implementing inquiry- based learning to improve the students' vocabulary mastery. From this idea, the researcher wants to conduct a classroom action research to the fifth grade students in SDN Wates Tanjunganom Nganjuk and want to improve the students' vocabulary mastery using inquiry-based learning.

II. RESEARCH METHOD

This classroom action research was conducted in SDN Wates Tanjunganom Nganjuk academic year 2016/2017. The subject of the study was at 5th grade. It had 25 students, 12 boys and 13 girls. The procedure of the CAR was adapted from Kemmis and Taggart's model. The procedure are as follows :



3. Observing

4. Reflecting

There are two kinds of instrument that the researcher used in this research which are quantitative and qualitative instrument. For the quantitative, the researcher used pre-test and post test for taking the data. While for the qualitative, the researcher used observation, questionnaire, fieldnote and documentation.

Furthermore, the data analysis also using two quantitative and qualitative data analysis. For quantitative the researcher used mean formula to analyze the students' pretest and posttest score. The formula can be seen below :

$$\bar{X} = \frac{\sum X}{N} \quad \bar{Y} = \frac{\sum Y}{N}$$

Where is :

X : means of pre-test scores

\bar{Y} : means of post test scores

N : numbers of sample (Jyotiprasad Medhi, 1992: 53-58)

Meanwhile for qualitative data analysis, the researcher used the researcher did three steps which are data reduction, data display, and conclusion drawing / verification. (Miles and Huberman, 1994: 10-12).

In this research, the researcher conducted two cycle since the first cycle

still had not passed the criteria of success yet.

III. RESEARCH FINDINGS AND DISCUSSION

This research findings are consist of two cycle which are cycle 1 and cycle 2 as follows :

1. Cycle 1

The first cycle was conducted on Friday 28 April 2017 at the first period. The time allocation is 2 x 40 minutes, the teaching and learning process was started at 07.00 AM until 08.20 AM. The class was attended by completely 25 students. They looked excited when the researcher and collaborator were entering the classroom. They seemed curious about what will the researcher taught to them. The researcher had prepared, material, the media and also field note. The collaborator was also ready for documenting and observing the teaching learning process.

On the basic of obtained data from observation and field note, the researcher and collaborator made reflection because the criteria of success had not been achieved. Just few students were doing good means that there still found problems on the teaching and learning process. They liked the technique because the material were based on their own experiences so they became excited. But the researcher

found some of students who confuse applying this technique. They did not understand well the researcher explained. Some of the students did not have good mastery in vocabulary and still have problem in pronouncing the words. Based on the problem found in the cycle I, the research decided to continue the study to the cycle 2.

From the problem that occurred in the implementation of inquiry technique, the researcher made some revision on the lesson plan and her way in carrying out the inquiry technique. On revising the lesson plan, the researcher revised the structural material used for the next cycle. Moreover, in the way in carrying out the technique the reseacher decided to make the class into some groups, so that the students can share their idea and help each other to understanding the material. The reseacher also would explained about analyzed of picture and how understand content and meaning in the sentences. The researcher also gave students instruction clearly in every step. The last, she gave the student more guidance, help, and encouragement during the implementation of the technique. 2. Cycle 2

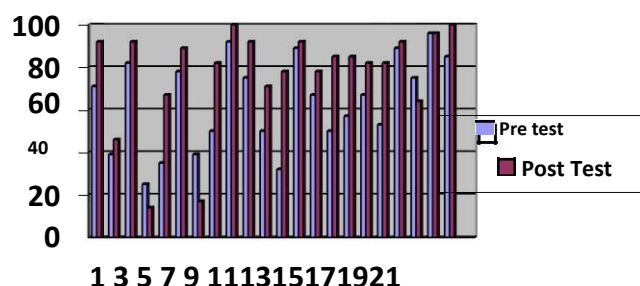
The second cycle was conducted on Saturday 06 May 2017 at the first period. The time allocation is 2 x 40 minutes, it was started at 07.00 AM until 08.20 AM. The

class was attended by 23 students. There were three students absence that day. In doing cycle 2, the researcher had prepared a better teaching strategy than in cycle 1. The researcher prepared in making the students into some groups instead of individual. Here, the researcher also prepared the worksheet for a group work.

After the cycle 2 was carried out, their vocabulary mastery be increasing and students could work well together in groups. When implementing this techniques, they were more enthusiastic because they can find and collect vocabulary directly in the real world, and matched result observation with their friends. In discussion, they were more active, they commented and corrected the wrong answer. When the student asked one by one about vocabulary, they were able to answer faster than before. In the post test, students got good result and result were very developed. The researcher also gave the questionnaire to find out the students responses after the researcher implemented the inquiry-based learning.

Based on the students' learning result, it showed that the students had improved in their achievement in vocabulary mastery, the improvement can be examined from the notes of the collaborator which was defined that the students seemed understand and the

collaborator also did not get any problems when the researcher had been doing teaching and learning process in cycle 2. Moreover, it also can be seen from the diagram that shows the differences of result pre test and post test below :



From the diagram, it can be seen that most of the students' post test scores were higher than the score in pre test : 2 students got 60-69 (9%), 3 students got 70-79 (14 %), 6 students got 80-90 (27%), 8 students got 91-100 (36%). However, there are 3 students that got under 50, they still low in achieving vocabularies.

According to the research finding above, inquiry technique is an appropriate technique to improve the students' achievement in vocabulary mastery. It requires the researcher to follow a particular procedure i.e. (1) the researcher activated the students by giving some leading questions to motivate the students in teaching – learning process. (2) By inquiry, students tried to learn and solve problem thought reflective thinking based on theme is given researcher. To look for solution,

they asked and discussed actively with the group. The students searched material by themselves, so they were able to explore their idea, cooperate in groups, and make the good conclusion. This technique was high level because it needed deep thinking.

The researcher needed long preparation in implementing this teaching technique. It also can be said as the disadvantage of inquiry-based learning. In conducting this technique, the researcher should have been had well preparation, such as appropriate material that related with the students' social context and environment, appropriate activities, worksheet that should match with the material and activities. Moreover, the researcher also should have paid attention to the students' readiness for learning. Because it was related with inquiry-based learning purpose that hope to enhance the students' involvement during the teaching and learning process.

On the other hand, inquiry-based learning is also a technique that serve many advantages for the students. This technique places students' questions, ideas and observations at the centre of the learning experience. Inquiry requires more than simply answering questions or getting a right answer. It espouses investigation, exploration, search, quest, research, pursuit, and study. It is enhanced by involvement with a community of learners, each learning

from the other in social interaction.” (Kuklthau, Maniotes & Caspari 2007). In this process, researcher play an important role. Researcher model how to contribute and extend ideas, how to ask and how to carry out an investigation of one's ideas or theories. They play the role of “provocateur”, finding creative ways to introduce interesting media and subject matter to them and offers “inquiry potential” or promise in terms of opportunities for students to engage in sustained inquiry of their own.

It can be concluded that each technique has its own disadvantages and advantages. Thus, achieving the goal in teaching and learning are based on the researcher plans, efforts and also how the researcher manage the classroom activities.

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