

**AUTONOMOUS VOCABULARY LEARNING FOR READING SKILL  
IMPROVEMENT: LEXICALLY-BASED TASK AT MTS. ANNAJAH WEST  
LOMBOK-NTB.**

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**ABSTRACT**

*This study was intended to provide a contribution to the improvement of students' vocabulary mastery in MTs. Annajah Sesela, Gunungsari District, West Nusa Tenggara Province. Based on a preliminary study, the researcher found that this class lack vocabulary mastery in English and the mean score was 54. As the school is Islamic-based, students learn Arabic language very often yet English is only learnt at school. The teachers seldom applied various activities in teaching English. English is not seen as individual words but collocation and colligation. To cope with those problems, the researcher employed Autonomous Vocabulary Learning Strategy through Lexically Based-Task. This study was an action research and designed to increase students' vocabulary mastery and to improve their reading ability using Autonomous Vocabulary Learning through Lexically Based-Task at MTs. Annajah, Sesele, Gunungsari, West Lombok. This study was conducted in one cycle consisting of eight meetings using the following procedures: planning, implementing, observing, and reflecting. The data of the study were collected through the result of the test, observation checklists, and field notes. The subjects were 30 students of the 2<sup>nd</sup> grade of MTs. Annajah Sesela, Gunungsari, West Lombok. The procedures of the study were implemented through four steps: (1) the students did extensive reading and searched ten lexicons, (2) the students reported the lexicons along with their lexico-grammatical units to share with the class, (3) the students wrote the lexicons and the sentences on the whiteboard while the audience recorded their friends' lexicons, (4) the teacher provided feedback for any grammatical errors and assessment was done without scoring to help them achieve the indicators of the instruction. The findings of*

*the study indicated that the Autonomous Vocabulary Learning strategy was successful in increasing students' vocabulary mastery and improving students' reading ability. This could be seen from the result of mean score from the tests. The researcher found that the mean score of preliminary tests was 54.17 and the final test was 78.08. It indicated that the mean score of the final test is higher than that of preliminary test (78.08 > 54.17). More than 80% students gained 70 and the total of the students' lexicons found during this investigation was 300 words. It is suggested that English teachers apply this strategy to increase students' vocabulary mastery in supporting their reading ability. For the institution, it has to utilize more creative methods in encouraging the students to learn English. And for future researchers, the findings of the research can become a good reference to conduct better research.*

**Keywords: Autonomous vocabulary learning, lexically Based-Task**

## LATAR BELAKANG

English is a compulsory foreign language subject in Indonesian schools. It is one of the five subjects to test in the state examination before students leave junior and high schools. In addition, English is a subject for entry to prestigious senior high schools and universities. It is also a selection criterion for higher studies and job vacancies (Kweldju, 2008).

Based on the standard of contents 2006, the teaching and learning of English at the level of SMP (junior high school) or MTs (Islamic junior high school) is targeted to enable the students to communicate orally as well as in written English in their daily lives. Therefore, MTs. Annajah Sesela, West Lombok Regency along with all MTs and SMP across Indonesia should attain that objective in a certain period of time.

Particularly, in gaining such objective, the English teachers must be more creative in designing a strategy of instruction.

This school has three instructional languages, namely Indonesian, Arabic, and English. *Bahasa Indonesia* is used as a medium of instruction in school activities and as daily communication in the dormitory activity. Arabic is used as medium of instruction for certain Islamic subjects in school and in dormitory activity. *Bahasa Sasak* (mother tongue) may not be used as daily communication in school and in the dormitory environment.

The students should speak three languages in school and dormitory, namely Arabic, English and Indonesian. However, English is not used at all time. English is only taught as a demand of the current

curriculum. Therefore, the researcher found that it was necessary to conduct this investigation to assure the students that they deserve better English learning.

The teaching of both foreign languages (Arabic and English) in the level of MTs. in this Islamic school is focused on the lexicons and the translation of them. Therefore, the students are forced to memorize as many as possible of the English and Arabic lexicons.

As the school is Islamic-based, students learn Arabic language very often. They memorize many lexicons and practice them in daily communication in school and dormitory. Therefore, they speak Arabic relatively well. Yet, English is only learnt at school and a few of them take a short English course outside of the dorm. Most of them seldom listen to English due to the limited capacity of language laboratory. The teachers seldom applied various activities in teaching English; students are seldom motivated; learning English seems not to be an interesting activity and the students do it only for the sake of meeting obligation.

The school is quite far from the city, and thus the library has limited collection of books. The students cannot optimize themselves in oral and written

communication in English. As the researcher has been teaching English in this school, thus he already knew that English was considered as collocation. This is relevant to what Kweldju (2008) stated that English is not seen as individual words but also collocation and colligation or lexico-grammatical units. These were the main reasons why the researcher considered necessary that the teaching of English vocabulary in this school should be ideally lexically-based.

Many believe that vocabulary is the component for the main skills of reading, writing, listening, and speaking, because it is basic to communication, and often seen as the greatest source of problems of second language learners. Before students learn grammar, they must acquire vocabulary as the element of English skills. Particularly in this class the researcher found that the students lack vocabulary mastery. This can be seen from the result of the preliminary test. Therefore, it was very important for the researcher to apply a certain strategy in the teaching of English to the students of MTs Annajah Sesela to support their achievement.

Classroom-based, teacher-directed language learning has been dominant in language teaching and learning for decades; however, the notion of independent,

autonomous learners is also not novel to language teachers. Therefore, the researcher considered necessary to conduct further research using Autonomous Vocabulary Learning for Reading Skill Improvement: Lexically-Based Task at MTs. Annajah West Lombok-NTB.

The concept of autonomy started to take root when the *Centre de Recherches et d' Applications en Langues (CRAPEL)* was established in 1971 in France (Benson 2001). The model of this language learning seems to have developed independently; no attempt had been made until the late 1980s to integrate self-access language learning into the school curriculum (e.g., Dam & Gabrielsen, 1988; Hall & Kenny, 1988; Karlsson, Kjisik & Nordlund, 1997).

A majority of research in the English language learning field has been focusing largely on teaching or course effectiveness, but little has been done to look at what makes learners become self-determined enough to take control of their own learning, and the factors that differentiate successful and less successful self-access users. The growing interest in the sociocultural dimension of language learning among applied linguistics researchers has made ESL researchers turn their attention to autonomy

in classroom settings; however, autonomy in self-access settings within the school curriculum have not been adequately addressed in the literature.

Self-Access Language Learning is an approach to learning which requires learners to exercise a high level of control over their learning outside the classroom including “learning management, cognitive processes and learning content” (Benson, 2001). Littlewood (1996) stresses that autonomy is **not** something that teachers do to learners; that is, it is **not** another teaching method. Benson (2003) argues that “autonomy can be fostered, but not taught”. Broady and Kenning (1996) express a similar idea that “learner autonomy cannot be taught in the traditional sense, but can only be ‘promoted’.

Dickinson (1995) characterizes autonomous learners as “those who have the capacity for being active and independent in the learning process; they can identify goals, formulate their own goals, and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and to monitor their own learning. According to Ridley, Schutz, Glanz, & Weinstein (1992), the metacognitive learning strategies that autonomous learners can make use of include taking conscious control of

learning, planning and monitoring learning strategies and progress, correcting errors, reflecting on the effectiveness of learning strategies, and making changes to learning behaviors and strategies accordingly. The control an autonomous learner exerts over his learning demonstrates his capacity to take control of his own learning (Benson, 2001).

Research on autonomy learning formerly had been conducted by Kweldju (1998). The research entitled “Extensive Reading dengan Individualisasi Pembelajaran Kosakata”. The research was conducted in 15 different schools in 8 provinces. Kweldju (1998) found that the students were successful 15 times in increasing their vocabulary mastery. Based on this former research, the researcher was interested to conduct replica research using Autonomous Vocabulary Learning to improve students’ vocabulary mastery in reading comprehension.

This strategy was interesting to the researcher because, according to Kweldju (2004), autonomous learning should be contrived because this will help how human mind stores, recognizes and retrieves words. Further she explained that words cannot be heaped up randomly in the mind, because random facts and figures must be extremely

difficult to remember, while in reality enormous quantities of data for facilitating language learning, cognition, emotion, perception and memory become intertwined, and conscious-raising or drawing learners’ attention to the formal properties of language become essential.

Lexically-based language teaching teaches L2 through lexico-grammatical units. Conscious learning, repetition or memorization plays an important role, because according to research findings the learning of L2 vocabulary must be contrived (Kweldju, 2004). Although Krashen (1989) hypothesized that vocabulary is best acquired by guessing from context through the act of reading itself, most findings show that all meanings of words-except high frequency words-cannot always be inferred from context or learned incidentally. Learning words is not only for confronting unknown words for the first time and for knowing their meanings, but also for consolidation which covers memorizing, incidental learning and practicing.

L2 language teaching must be contrived because, as the first constraint, L2 learners often lack sufficient, highly contextualized input in L2. This often makes it extremely difficult for an L2 learner to

extract and create semantic, syntactic, and morphological specifications about a word and integrate such information into the lexical entry of that word in the mind. The second constraint is the presence of an established conceptual/semantic system with an L1 lexicon, which an L2 learner relies and makes them less motivated to use contextual cues for meaning extraction (Jiang, 2000).

The instruction employed in this investigation was within the framework of lexically-based language teaching (Kweldju, 2004, 2006). This approach emphasizes both incidental and contrived learning. She argued that autonomous learning is learning independently (Kweldju, 2001). An autonomous person has an independent capacity to take charge of his learning that is to make and carry out the choices which govern his or her action. He is also a producer of knowledge rather than just a consumer. This capacity depends on two components: ability and willingness (Littlewood, 1996). The more knowledge and skills the students possess, the more confident they are likely to feel when asked to speak and read independently.

The autonomous learner can start learning vocabulary from texts. This can be taken from novels, magazines or any pieces

of writing. Vocabulary can be observed through diction like the informal and formal words, general and concrete words, analogy etc.

The study was conducted in the 2<sup>nd</sup> grade of MTs. Annajah Sesela, Gunungsari District, West Lombok Regency, West Nusa Tenggara Province. The writer chose this school because he has been teaching in this school. He knew this class has a problem in vocabulary mastery as he had conducted preliminary study. The result of the mean score in preliminary test was 54. Therefore, it was considered necessary for the researcher to conduct this study to increase their vocabulary mastery in improving their reading comprehension.

### **Problem**

This research was conducted to find solution of the problem that the researcher had found in preliminary study. The problem was: How can Autonomous Vocabulary Learning: A Lexically-Based Task improve students' vocabulary mastery in reading comprehension at the 2<sup>nd</sup> grade of MTs. Annajah Sesela, Gunungsari District, NTB Province?

This study was intended to provide a contribution to the improvement of students' vocabulary mastery in MTs. Annajah Sesela,

Gunungsari District, NTB Province. The result of this study would hopefully be a model of Autonomous Vocabulary Learning: A Lexically-Based Task which is applicable to EFL setting to improve the students' vocabulary mastery. Also, this study was intended to facilitate the students in learning English with enjoyment, and increase students' achievement in vocabulary. The school can also take benefit from the result of this study; the produced method will be applicable to English learning and also to the other two languages (Indonesian, Arabic) which are taught in that school. For other researchers, this study will provide valuable reference; especially those interested to carry out the studies in a similar field.

This research was limited to the students' vocabulary mastery to improve their reading comprehension in relation to the use of the "words" in reading text. The subjects of the study were taken from the year 8 students (2<sup>nd</sup> grade) of MTs. Annajah Sesela.

The discussion of the study was limited to the use of the vocabulary which was supposed to be difficult to the learners which at the end of the study the learners are able to practice (the vocabulary) in reading text.

## **METODE PENELITIAN**

This research was designed as classroom action research (CAR) which was intended to implement the autonomous vocabulary learning to improve students' reading comprehension. CAR is conducted through several cycles in which the result of one cycle is revised in the next cycle if the indicator of success is not attained yet. The cycle continues until the target is achieved. The result of the reflection will be an input for the planning in the next cycle.

The study was conducted in the 2<sup>nd</sup> grade of MTs. Annajah Sesela, Gunungsari District, West Lombok Regency, West Nusa Tenggara Province. The writer chose this school because he has been teaching in this school. He knew that the students in this school had low capacity in mastering English vocabulary. The researcher also has conducted preliminary study and the result of the mean score was still 54. Therefore, it was considered necessary for the researcher to conduct this study to increase their vocabulary mastery in improving their reading comprehension.

In this study the researcher worked together with one of the English teachers to apply the autonomous vocabulary learning activity. The collaborator teacher was the

teacher who was teaching English there and has already been aware of the students' motivation in learning English. He graduated from undergraduate program of English department State University of Mataram.

The researcher conducted the action in cyclical processes, while the researcher's collaborator acted as an observer. The observer observed the process of the ongoing instruction and filled the observation checklist and field note as the supporting data for the researcher.

The researcher applied the procedure of the study through four phases; (1) planning the action based on the result of the analysis of findings of the preliminary study ;(2) implementing the action that has been conducted by the researcher in the teaching learning process;(3) observing the action that has been done by the collaborator to collect the additional data during the action; (4) analyzing the data and reflection that came out from the action done in each cycle. Then the researcher revised the plan and continued to the next cycle if the result was considered unsuccessful.

### **Setting and Subjects of the Study**

This CAR was conducted in Madrasah Tsanawiyah Annajah Sesela which is located at Jl. Raya Tanjung, Village of

Sesela, Gunungsari District, West Lombok Regency, Nusa Tenggara Barat Province (NTB). This school has two classes of grade seven; two classes of grade eight, and two classes of grade nine. The researcher used class VIII A to be the subject of the research. There are 30 students in this class. The researcher chose this class because students' vocabulary ability in that class was low based on the result of preliminary study. Therefore, the researcher had 30 students as the subjects of this study. This research design was CAR which involved: (1) preliminary study, (2) planning of the activity, (3) implementation of the plan, (4) observation of implementation, and (5) data analysis and reflection.

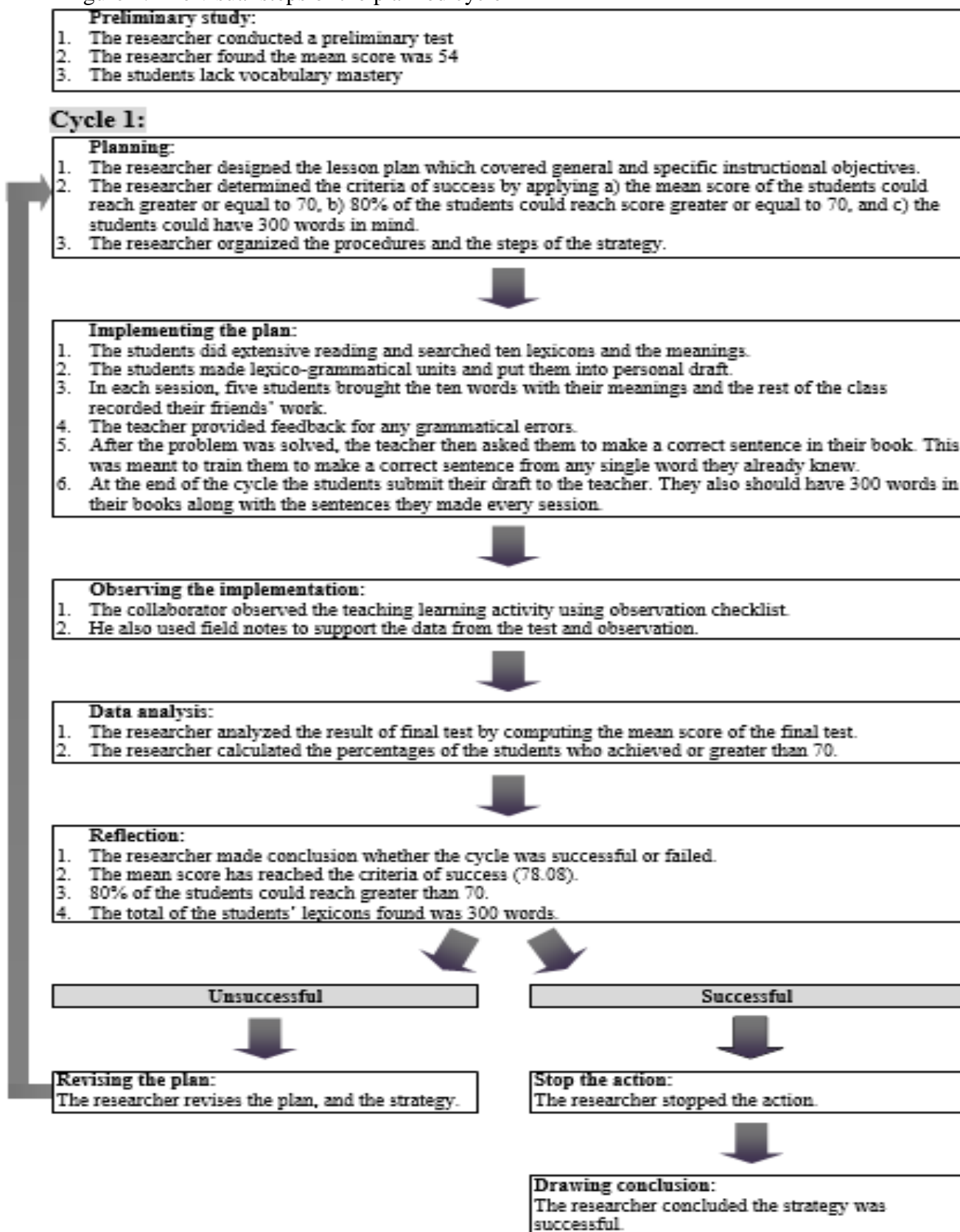
### **Data analysis and reflection**

After completing the cycle, the researcher did a reflection that would lead him to draw conclusion whether the cycle was successful or failed. The reflection was conducted through analyzing the result of the test and was made as a conclusion of the cycle. If the conclusion showed that the result of the cycle did not meet the criteria of success, then researcher would proceed to the next cycle by conducting different plan. However, in this study the result of the reflection has met the criteria of success,



that's why the researcher stopped the cycle and came to the final conclusion. Therefore, each cycle-based conclusion would be made whether to move on to the next cycle or to stop the cycle. The detailed description of the planned cycle can be seen in the following figure.

Figure 1. The visual steps of the planned cycle



## HASIL DAN PEMBAHASAN

In this chapter, the researcher elaborated the process and the result of the investigation. The findings of the study determined the result of the investigation which would finally conclude the investigation. However, before proceeding to the findings of the investigation, the researcher elaborated the process of the plan which has been conducted through Cycle 1. It was necessary for the researcher to confirm that this investigation was designed as classroom action research and has been conducted through one cycle only. It was because after analyzing the result of the cycle the researcher found that the reflection of the cycle has already met the criteria of success. Therefore, the researcher directly concluded the cycle and did not continue to the second cycle.

### *First Meeting.*

The students' names were typed out in alphabetical order at the beginning of the term and each student was given a copy of the list. Students were expected to remember their turn by referring to the list. The teacher motivated the students that the procedure of reading activity would be conducted autonomously outside of the classroom. The teacher provided the reading material as the

sources for the students to read. The teacher also had the students to find their own reading material if they had. The teacher had the students to find ten words in their own draft. The teacher provided explicit information about the way, the importance and the benefit of reading. The teacher also provided space for meeting which integrates language skills where students could express and share what they gain in reading to teachers and classmates. Further information about the reading material can be seen in Appendix 7.

There were 27 students who attended the class and 3 students were absent; 1 student was sick, 1 student was sending a letter for other reason and 1 student did not give any information. In this meeting, the teacher opened the class by greeting the students. The teacher explained to them that he was going to be the substitute teacher for the next several meetings. The teacher checked the presence of the students by calling their names one by one. It was found that three of them were absent.

The teacher started the class by telling the students about the benefits of reading they were going to conduct. The class paid attention to what the teacher explained. The teacher explained that the

method of reading they are going to conduct is autonomously conducted outside of the classroom; it can be done in the library, in the hall (the school has specific hall for students to gather for learning), in the canteen, at home, at friend's house, etc. The teacher told them they were going to read any kind of reading sources that they had, for the teacher provided them freedom to read. Beside the sources given by the teacher, they could be taken from English books, magazines, newspapers, short story, fairy tale, internet, Facebook pages, web pages, or any kind of reading sources that they could reach.

The teacher explained to the students that the model of reading process they were going to conduct was extensive reading with the teacher's guidance. They would read autonomously and freely. In this cycle, the teacher divided activities into two sections. In the first section students read as much as possible, and in the second section, students focused on the lexicons (a group of ten words).

They were asked to write ten words after reading the text. Every five students (according to the list) must have ten words for each meeting. The words should have their translations in Indonesian language.

They could look up their dictionary for the meaning of those words. The words that one student made might not be similar to those other students did. Therefore, the teacher assured them not to present the same words with others. They had to find different words in different pages (if they had the same source). The words could be any words: noun, adjective, adverb, and verb. The teacher explained that by the end of the plan they could have 300 words in mind.

Firstly, they should read the whole text without focusing on the meaning of the lexicons, secondly, they should read it again for the second time and focus on the unknown words and write them (the ten unknown words) into their draft. They should find the Indonesian meaning of these words through dictionary and write them along with the meanings.

These ten words would be shared to the class and discussed further with the teacher and classmates (audience). Therefore, each student should bring ten words, and every time a student presented in front of the class, the rest of the class should also write in their own book and be able to make sentences using a friend's lexicon. All students should do that way and explore the lexicons to be their own words.

There were some students who did not really understand and raised questions about the assignment. Some of them had difficulties in reading the English written-books because they thought they could not do that. However, the teacher responded and explained that they did not have to read many pages and understand all texts, but they could read only one page at least. They did not have to understand the whole texts; they only read and focused on the lexicons.

After the students felt clear enough, the teacher gave the students the copy of the name list. This was to enable the students to know their turn to report their works. Finally, the teacher closed the meeting and left the class.

#### *Second Meeting*

The teacher started the class by greeting the students and checking them one by one by calling their names through the attendance list that has been provided by the school. The teacher was happy in that meeting because all of the students attended the class. The teacher asked the three students who were absent during the first meeting. One of them was “LPB”, who said that she was absent because she was invited by her parents to visit her sick family in different village, that is why she could not be in the class.

However, she already finished the homework that the teacher had given although she was absent. The second student was “MSD”. She said that she was absent because she was sick during the day, that is why she could not attend the class. The teacher already compromised the situation for she had the letter that had been confirmed by the doctor. The third student was “HDY”. She said that she was absent because she was still staying in her aunt’s house. She already had sent a letter but unfortunately the letter was not delivered.

The teacher started the class by greeting and motivating the students. They looked happy because the assignment that was given was easy. The teacher started to explain about what they were going to do at the time. The students seemed to understand as most of them nodded their head when they were asked.

The teacher had divided the chance of the students’ turn to be five students for each meeting as the cycle contained eight meetings in this investigation. The teacher started to call the first name that appeared in the attendance list and also based on the copy of the list that they were already given. The teacher called the first name; she was “EKH”. The teacher had her write the ten

words she already had. She came up and wrote her answer. After that, the teacher had her make sentences based on the words she had written on the whiteboard. She wrote the words along with the Indonesian translation and sentences she made up while the audience also wrote the lexicon in their book. The teacher had the audience to make a sentence on their own using the lexicons on the whiteboard.

The second chance would be the chance for “FTM”. The teacher again had her do the same just like what “EKH” did. The third chance came to “HNJ”. She had to write the same case to the previous students. The fourth chance came to “IKM”, and the fifth chance came to “KRY”.

They were delighted, like always, every time one student finished writing her words and sentences on the whiteboard, she was given big applause by the audience and the teacher. The teacher made correction to the errors which contained omission, additional of some unimportant elements, false-formation sentences, false-ordering sentences, the teacher wisely and friendly fixed them to be good sentences. As soon as the students were aware of their errors in writing sentences, they fixed them based on the teacher’s correction.

The teacher ended the session by summing up the information about lexicogrammatical units that the students had found during the lesson. As the closing statements, the teacher asked those who would have their turns in the following meetings to prepare their work. Finally, the teacher ended the session and left the class.

### *Third Meeting*

It was only the previous day the researcher attended the second meeting. The teacher started the class by greeting the students and checking them one by one by calling their names through the attendance list that has been provided by the school. The teacher was happy in that meeting because all of the students attended the class.

The teacher started the class by greeting and motivating the students. They were cheerful because they were ready to do the assignment that was given. The teacher then explained about what they were going to do at the time. However, before starting to call their names, the teacher did the warming up by asking them about some lexicons that they had already discussed during the previous meeting. They seemed to have no problem for all words mostly had been mastered. It was proven by the class circumstance at the time was full of students’

voice as they competed rising their hands to answer the questions. The teacher was happy seeing them all active in the class. After that, the teacher started to call their names.

The teacher called the first name for this meeting; she was “LAZ”. Again, the teacher asked her to write the ten words she already had. She came up and wrote her answer. After that, the teacher asked her to make sentences based on the words she had written on the whiteboard. She wrote the words along with the Indonesian translation and sentences she made up while the audience kept silence and waited for their turns.

The second student was “LPB”. The teacher again had her do the same just like what “LAZ” did. The third student was “MLH”. She had to write the same case to the previous students. The fourth chance came to “MSD”, and the fifth chance came to “MLN”.

The students were motivated because every time one student finished writing her words and sentences on the whiteboard she was given big applause by the audience and the teacher. The teacher made correction to the errors which contained omission, additional of some unimportant elements, false-formation sentences, false-ordering

sentences; the teacher wisely fixed them to be good sentences. As soon as the students were aware of their errors in writing sentences, they fixed them based on the teacher’s correction.

The teacher had the students write the words along with the Indonesian translation on the whiteboard. They wrote the sentences by using each lexicon they had already written on the board. For those who already had their turns, the teacher had them list the lexicons along with the sentences in their own list.

Just like in the previous meeting, the time the students wrote on the whiteboard, the teacher just let them do the task. The teacher did not correct and fix the errors right away (at the time they wrote on the whiteboard). However, after they wrote, the teacher had them sit back and finally came the teacher’s occasion to do the correction and any additional information such part of speech, singular plural, etc. The teacher had the audience record their friend’s work and make the sentences on their own. The teacher also had them keep in mind those lexicons into their own words. As every meeting, their words would increase fifty words.

The teacher ended the session by summing up the information about lexicogrammatical units that the students had found during the lesson. As the closing statements, the teacher had those who would have their turns in the following meetings prepare their work just like what their second five friends did in that meeting. Finally, the teacher ended the session and left the class.

#### *Fourth Meeting*

The teacher started the class by greeting the students and checking them one by one by calling their names through the attendance list that has been provided by the school. The teacher was happy because all of the students attended the class.

The teacher started the class by greeting and motivating the students. Just like in previous meetings, they looked cheerful. The teacher explained about what they were going to do at the time. However, before starting to call their names, the teacher asked them about some lexicons that they had already discussed during the previous meeting. They were motivated as they competed rising their hands to answer the questions. The teacher was happy seeing them all active in the class. After that, the teacher started to call their names.

The five students were “MLI, MSF, NZR, NRF and RJN”. The teacher had them do the same just like in the previous meetings.

They were delighted, like always, every time one student finished writing her words and sentences on the whiteboard, she was given big applause by the audience and the teacher. The teacher made correction to the errors which contained omission, additional of some unimportant elements, false-formation sentences, false-ordering sentences, the teacher wisely and friendly fixed them to be good sentences. As soon as the students were aware of their errors in writing sentences, they fixed them based on the teacher’s correction.

The teacher ended the session by summing up the information about lexicogrammatical units that the students had found during the lesson. As the closing statements, the teacher asked those who would have their turns in the following meetings to prepare their work. Finally, the teacher ended the session and left the class.

#### *Fifth Meeting*

The teacher started the class by greeting the students and checking them one by one by calling their names through the attendance list that has been provided by the school.



There was one student absent for she was sick according to the letter she delivered.

The students who took their turn were “RSN, SSH, SLT, UHD and CHA”. The teacher asked them to do the same just like in the previous meetings.

The students were motivated for they become more active in discussion with friends and they look up dictionary more. They never quit asking the teacher to confirm the meaning of a certain word. When they made error then the teacher made correction to them. Errors could be omission, additional of some unimportant elements, false-formation sentences, false-ordering sentences; the teacher wisely and friendly fixed them to be good sentences. As soon as the students were aware of their errors in writing sentences, they fixed them based on the teacher’s correction.

The students wrote the words along with the Indonesian translation on the whiteboard. They wrote the sentences based on their creation and they might not write the same sentence with their friends. The lexicons that they found also might not be the same with others. They must have different words with others. This was done by the researcher to avoid cheating one

another. Therefore, each student came up with different lexicons and sentences.

During the lesson, most of the students were found made error in the use of noun phrase, nominal sentence, sentence arrangement/formation, verbal sentence, the use of verb in third person singular, the use of determiner, and the use of past verb. These errors were fixed by the teacher and the students wrote the correct sentences and any grammatical explanation in their books. After the teacher thought that it was very clear for them, then the teacher left the class.

#### *Sixth Meeting*

As usual, the teacher started the class by greeting the students and checking them one by one by calling their names through the attendance list that has been provided by the school. The teacher was happy because all students were presence in the class. The teacher asked the student who had been absent in the earlier meeting and she said that she was sick at that time that is why she could not attend the class.

The five students who took their turn in this meeting were “BAU, FRD, HST, IFD and KHU”. The teacher had them to do the same just like in the previous meetings.

They class was getting more interesting as they become more active in

discussion with friends and they look up dictionary more. They never quit asking the teacher to confirm the meaning of a certain word. When they made error then the teacher made correction to them. Errors could be omission, additional of some unimportant elements, false-formation sentences, false-ordering sentences; the teacher wisely and friendly fixed them to be good sentences. As soon as the students were aware of their errors in writing sentences, they fixed them based on the teacher's correction. The teacher also asked them to keep in mind those lexicons and memorize them in mind.

The teacher corrected the errors that the students made particularly the lexicogrammatical units that the students had found during the lesson. Most of the errors were in the use of noun phrase, nominal sentence, sentence arrangement/formation, verbal sentence, the use of verb in third person singular, the use of determiner, and the use of past verb. The teacher fixed the errors and provided chance for the students to ask questions if they still had in mind. The teacher solved the students' problem. The teacher assessed the students without scoring because the assessment was meant to help the students understand the lexicons and make the sentences using the lexicons.

As the closing statements, the teacher asked those who would have their turns in the following meetings to prepare their work. Finally, the teacher ended the session and left the class.

#### *Seventh Meeting*

The teacher checked the attendance list and found that all students were present in the class.

The five students who took their turn were "MZR, MRN, NSU, HDY, USH". The teacher asked them to do the same just like in the previous meetings.

The students were contented as they become more active in discussion with friends and they look up dictionary more. They never quit asking the teacher to confirm the meaning of a certain word. When they made error then the teacher made correction to them. Errors could be omission, additional of some unimportant elements, false-formation sentences, false-ordering sentences; the teacher wisely and friendly fixed them to be good sentences. As soon as the students were aware of their errors in writing sentences, they fixed them based on the teacher's correction.

The teacher asked the class leader to collect all words during the lesson and submit it in the final meeting. The teacher

announced the students that they would have their final test in the final meeting. They asked the teacher whether the class would end or not, the teacher replied that they would have one meeting left. The teacher told them to study and prepare themselves for a final test.

The teacher gave the students chance to ask about the lexicogrammatical units that they had found during the lesson. The teacher clearly answered all questions and provided them more examples on the whiteboard. As the closing statements, the teacher asked them to prepare their reports (the draft that they had written). Finally, the teacher ended the session and left the class.

#### *Eighth Meeting (Final Meeting)*

This meeting was the final meeting of this cycle. The teacher checked the students one by one by calling their names through the attendance list. The teacher was happy because all students were there in the class.

The teacher started the class by greeting and motivating the students. Just like in previous meetings, they looked cheerful. The teacher explained about what they were going to do at the time. The teacher told them that this was the final meeting and they would have a final test. They were curious about the test they were

going to have. The teacher told them that the test they were going to have been similar to those they had in the earlier test. The teacher started to deliver the test along with the answer sheets.

After the students did the test, they submitted to the teacher. Before leaving the class, the teacher asked them how the lesson was. They responded that they were happy and motivated in learning English because in six meetings they had already many words in mind. The teacher asked about the performance of the teacher, they replied that the teacher was good and exciting. They only felt sorry that they wish the teacher could continue teaching at the time.

The teacher ended the session by summing up the information about lexicogrammatical units that the students had found during the lesson. The teacher asked them to submit the draft of their lexicons along with the sentences they made (the draft that they had written). Finally, the teacher ended the session and left the class.

As it had been figured in the previous chapter, before conducting the investigation, the researcher conducted a preliminary study to measure the initial knowledge of the students. It was found that their vocabulary mastery was low based on the result of the

preliminary test. The researcher then learnt the students' weaknesses to overcome in the planned cycle. The researcher conducted the planned cycle in eight meetings. Finally, the researcher tested the students again using the same test. It was found that the result of the test showed an increase in mastery of vocabulary. The following table described the score of the preliminary study and the final test.

Figure 2. The students' score in the preliminary study and final test.

NUMBER		CLASS	NAME	PRELIMINAR YSCORE	FINAL SCORE
ENTRY	LIST				
1.	3404	VIII B	EKH	45	67.5
2.	3405	VIII B	FTM	50	70
3.	3406	VIII B	HNJ	60	80
4.	3407	VIII B	IKM	60	85
5.	3408	VIII B	KRY	70	90
6.	3409	VIII B	LAZ	50	70
7.	3410	VIII B	LPB	45	70
8.	3411	VIII B	MLH	45	65
9.	3412	VIII B	MSD	65	85
10.	3413	VIII B	MLN	67.5	87.5
11.	3414	VIII B	MLI	50	70
12.	3415	VIII B	MSF	50	72.5
13.	3416	VIII B	NZR	67.5	90
14.	3417	VIII B	NRF	45	67.5
15.	3418	VIII B	RJN	50	75
16.	3419	VIII B	RSN	40	67.5
17.	3420	VIII B	SSH	50	80
18.	3421	VIII B	SLT	50	85
19.	3422	VIII B	UHD	70	95
20.	3423	VIII B	CHA	50	80
21.	3424	VIII B	BAU	62.5	82.5
22.	3425	VIII B	FRD	57.5	75
23.	3426	VIII B	HST	60	85
24.	3427	VIII B	IFD	60	85
25.	3428	VIII B	KHU	45	70
26.	3429	VIII B	MZR	60	80
27.	3430	VIII B	MRN	45	72.5

28.	3431	VIII B	NSU	35	75
29.	3432	VIII B	HDY	60	80
30.	3433	VIII B	USH	60	85
<b>Total</b>				<b>1625</b>	<b>2342.5</b>
<b>Mean Score</b>				<b>54.17</b>	<b>78.08</b>

The investigation utilized one cycle only. The cycle had eight meetings; 1) the first meeting was the teacher's introduction, mind mapping, building the students background, explaining the step of extensive reading activity, dividing the students' name, and giving the students sources to read; 2) the second meeting was used for the first five students to present their work before the audience, each student had ten words, therefore fifty words in this meeting were collected; 3) the third meeting was used for the second five students to present their work before the audience, each student had ten words, therefore fifty words in this meeting were collected; 4) the fourth meeting was used for the third five students to present their work before the audience, each student had ten words, therefore fifty words in this meeting were collected; 5) the fifth meeting was used for the fourth five students to present their work before the audience, each student had ten words, therefore fifty words in this meeting were collected; 6) the sixth meeting was used for the fifth five students to present their work before the audience, each student had ten words, therefore fifty

words in this meeting were collected; 7) the seventh meeting was used for the last (sixth) five students to present their work before the audience, each student had ten words, therefore fifty words in this meeting were collected; 8) the eight meeting was the chance for students to have final test and as the session for the teacher to withdraw the students' work.

The researcher calculated the total of the words found by the students by multiplying the total words found in each meeting by the numbers of meetings. The following paradigm was utilized.

$$W = EM \times NM$$

$$W = 50 \times 6$$

$$W = 300$$

In which:

EM = Total words in each meeting

NM = Numbers of meeting

Therefore, the total of the students' lexicons found during this investigation was 300 words. It obviously reached the criteria of success which indicated that the students' mastery of vocabulary could reach 300 words. It indicated that there was increase on the students' vocabulary mastery.

The students were active in class. They were happy and motivated. They did the task well and enjoyed the class during the

eight meetings of the implementation. This can be seen from their participation in answering the teacher's question and correction to their sentences.

From the result of the final test, the researcher found that there was an increase between both preliminary test and final test. In the preliminary test, the total score of the students was 1625; while in the final test it was 2342.5. This indicated that the total score of the students in final test is higher than that of preliminary test ( $2342.5 > 1625$ ).

The researcher calculated the students who gained equal or greater than 70 and it was found that more than 80% students gained or greater than 70. This also met the criteria of success which says that 80% of the students could reach or greater than 70.

The researcher measured the mean score of the students from both tests and it was found that the mean score of preliminary tests was 54.17 and the final test was 78.08. It indicated that the mean score of the final test is higher than that of preliminary test ( $78.08 > 54.17$ ).

The researcher found that the students' score in the final test is higher than preliminary test; the students' mean score in the final test is higher than preliminary test.

It indicated that there was an increase on the students' vocabulary mastery.

### KESIMPULAN

Within one cycle consisting of eight meetings, the use of this strategy has succeeded in increasing students' vocabulary mastery. From the result of the final test, it was found that there was an increase between both preliminary test and final test. In the preliminary test, the total score of the students was 1625; while in the final test it reached 2342.5. This indicated that the total score of the students in final test is higher than that of preliminary test ( $2342.5 > 1625$ ).

The researcher calculated the mean score of the students from both tests and it was found that the mean score of preliminary tests was 54.17 and the final test was 78.08. It indicated that the mean score of the final test is higher than that of preliminary test ( $78.08 > 54.17$ ).

The total of the students' lexicons found during this investigation was 300 words. Therefore, the study was successful for the targeted words have been achieved.

The students were active in class. They were happy and motivated. They did the task well and enjoyed the class during the eight meetings of the implementation. The

students participated in answering the teacher's question and correction to their sentences. They were attractive and motivated in presenting and correcting their work.

The cycle that the researcher conducted in eight meetings was well managed. During the eight meetings of the implementation, the researcher always asked the students to record their friend's work in their own book and also able to make sentences on their own.

During the implementation of this strategy, the researcher did not encounter any problems. The researcher was fully in control of the class as all students were happy and active

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