IMPROVING STUDENTS’ PARTICIPATION IN LEARNING VOCABULARY THROUGH EXPERIENTIAL LEARNING METHOD

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Abstract
The study was a classroom action research (CAR). The aim was to investigate how experiential learning method could improve the participation of the seventh grade students at SMPN 11 Satap Belimbing of vocabulary learning. The researcher used observation checklist, field note and vocabulary test to be used in two cycles in this research. This research result showed that the students in the first cycle were enthusiasm in activities, but the students still passive because it was a new method, in order that it continue to the next cycle. The second cycle showed that the students were more active and energetic in the learning process. They also looked good attitudes and the class was comfortable and the brainstorming in the beginning of class well worked very well and the class was controlled by teacher in applying experiential learning method. In short, the students had an increasing in participating the teaching and learning process through experiential learning method. In addition, the researcher recommended the experiential learning method can be applied in teaching vocabulary in the classroom.

Keywords: Students’ Participation, Experiential Learning Method, vocabulary.

RESEARCH BACKGROUND
Students’ participation is very essential component in a teaching process and can help to achieve learning indicators. It is a mental inclusion, in which the students involved in learning that encourage students to develop students’ thinking and feeling to get satisfying results of the academic achievements. Thus, the teacher should make the students participate well, such as teaching vocabulary. It is central to learning any language. Vocabulary is one of the tools to communicate among students and people and cannot be separated from the language and literature so that it should be taught.

Generally, the students have to learn, master, and memorize many vocabularies in learning a language or foreign language as the core element in the language by their participate. They cannot communicate and express their ideas and opinion without having many vocabularies in their minds. In addition, the vocabulary is the knowledge of central information about the meanings and pronunciations of words important for communication. Vocabulary is all about the words in a language or a special set of words the students try to learn a new.
language. The quality of students' language skills clearly depends on the quantity and quality of the vocabulary they have. In short, the students have to taught many vocabularies by using a good method that makes students happy in learning process.

Researcher’s experience of the teaching process in the seventh grade students of SMPN 11 Satap Belimbing, Melawi, Kalimantan Barat, stated the students did not participate well in the learning process when the English teacher was explaining and teaching vocabularies, they only looked and listened what teacher explained. They looked very busy with their business. When the teacher gave the task to translate and find the word meaning, they did not know. Actually, the students and teacher always read and pronounce a word together with the meaning. However, they always forget the meaning.

The possible causes in learning the English vocabulary were the teaching method used was inappropriate to the students’ condition. It did not make the students participate well in learning English vocabulary and they tended to think that English vocabulary was difficult lesson and they cannot use English in their lives. Besides, the students had lack of vocabularies or problems because they were not serious in learning vocabulary and the method used did not encourage the students become active and fun in the learning process.

To solve the problems above, the researcher applied experiential learning method. It focused on the application of classroom direction, encouraging pupils to be active in their own discovering, and attaches prior knowledge to new knowledge. The pupils have to learn to use their minds (Arnold, 2014)Chapman cited in Arnold and Osborne, 2014, p.31). In short, Experiential learning method emphasized the learning process done by the students, in which experience forms the foundation for four modes of learning, feeling, reflecting, thinking, and doing.

The previous studies showed that experiential learning method could improve the teaching process and atmosphere, the students’ attitude. Anisa (2011) concluded in her research finding that experiential learning method could make the classroom situation more alive with various interesting activities, the students’ vocabulary improved, motivated and enjoyed the learning. The students were actively involved in teaching and learning activities. Teaching vocabulary through experiential learning method could make the students have a positive learning experience in their vocabulary building and remembering them (Boggu & Sundarsingh, 2012; Helmfalk & Eklund 2018).

METHOD

This research was designed to classroom action research because the researcher wanted to improve the seventh grade students’ vocabulary of SMPN 11 Satap Belimbing in the academic year of 2020/2021 by using experiential learning method in the teaching learning process. Singh (2006, p.261) defines classroom action research as a tool for improving and modifying the working system of a classroom in school. Lodico, et al., (2011, p.20) defines Action research as practical problems as its primary goal to improve educational practice Action
research is an informal process of research in which educators engage in a study of their own certain activities and procedures (Creswell, 2012, p.592).

The researcher used several steps in this classroom action research. Based on Kemmis and Taggart in Burns (2010, p.8) the steps, there are planning, action, observation, and reflection.

Planning

In this step, the researcher developed a plan of action in order to bring improvements in a specific area of the research context, and the researcher prepared lesson plans which guided the researcher during teaching learning process, and the materials related vocabulary. In addition, the researcher also determined the theme of materials and indicators that had to be achieved and prepare the observation sheet and field note to observe the students’ activities during teaching learning process through experiential learning method. In conclusion, planning is the process of preparing anything needed to do the research.

Action

In this step, the researcher conducted Classroom Action Research and taught the students by implementing experiential learning method based on the lesson plan that has been made in planning step in order to improve the students’ participation in learning vocabulary and the collaborator observed the class activities, including teacher’s performance and student’s performance. The step of student activities has been modified from Wurdinger and Carlson cited in Trace. (2015, p.27).

Meeting in first cycle

a. Students listened teacher explaination and follow the teacher with looking, reading, and translated, so that said with suitable pronunciation together (ELM step 1).

b. Students and teacher was turning for guided joint to the group for discussing and playing the game word. They talked and disscussed about the things and the situation in the park, and what the ussually happened there. (ELM step 2)

c. Students discussed in their group and another group. This process searched and found the new knowledge. (ELM step 3) and (ELM. step 4)

d. Students were group by group performance the vocabulary was used and found before from their discussion in a group or belong the another cluster.
e. When they got new vocabulary, a note was taken by students with the discussion and performance.

f. Students answered the question from teacher, and did the reflection after they did the learning activities. (ELM step 5)

Meeting in second cycle
The all part in the all step experiential learning method, teacher guided and turned to help and discussing with students with group by group. The sections are:

a. Students listened teacher explaination and follow the teacher with looking, reading, and translating, so that said with suitable pronunciation (ELM step 1).

b. Students joint to the group for discussing and playing the game word. For example: do you often cook everyday? What do you use when you are cooking?. Teacher guide and discussed with students in the group. (ELM Step 2)

c. Students discussed in their group and another group. This process searched new information. (ELM step 3) and (ELM. Step 4)

d. Students were in group turning performance the vocabulary was used and found before from their discussing in a group or belong the another group.

e. A note was taken by teacher when they got new word of vocabulary with the discussion and performance.

f. Students answered the question from teacher, and did the reflection after they did the learning activities. (ELM step 5)

Observation
Observation was the third step in classroom action research. The activity in observation step was done by the collaborator by filling the observation checklists and field notes when the researcher was teaching the students. The observation checklist was needed by the researcher in solving the problem found during teaching learning process. It was a consideration and constructive input to create planning for the next cycle or meeting in improving the teaching learning process.

Reflection
In this step, the researcher and the collaborator discussed, reflected, and evaluated about the findings of observation regarding students’ performance, classroom condition, and the researcher’s performance as the teacher during teaching learning process by implementing experiential learning method in order to determine the strength and weakness of the teaching method used. Therefore, the researcher could to prepare things to develop and improve the teaching learning process for the next cycle if the cycle that has been done is not successful.

The subject of this study was the seventh grade students of SMPN 11 Satap Belimbing in the academic year of 2020/2021. It consists of twenty six students. Technique of collecting data, used observation and measurement technique. The observation was used by using observation checklist and field note which was filled by the collaborator. According to Burn (1999, p.80) observation is a mind of action research which enables the researcher to archives and reflect effectively

a. Students are spontaneous in the discussion (share their ideas in the discussion);

b. Students pay attention teacher’s explanation;

c. Students take notes of the teacher’s explanation;

d. Students help their peers to find difficulties;

e. Students able to defend own ideas;

f. Students give non verbal interaction like raise their hands to present their evaluations;

g. Students listen to others when they talk;

h. Students practice to learn vocabulary through their Experiences;

i. Students become active in the class;

j. Students are brave to ask to the teacher;

k. Students are brave to answer question given;

l. Students feel happy and enjoy during the lesson;

m. Students interact with teachers or peers when they need help.

Students’ participation will be looked by the researcher in the learning process. Researcher modified by Metcalfe (1997, p. 40)

<table>
<thead>
<tr>
<th>Table 01. Score for observation checklist.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Sometimes/ seldom</td>
<td>often</td>
<td>usually</td>
</tr>
<tr>
<td>Students never participate in learning</td>
<td>Students sometime/seldom participate in learning</td>
<td>Students often participate in learning</td>
<td>Students usually participate in learning</td>
</tr>
</tbody>
</table>

Researcher modified from Khasanah, et.al (2019. p.191) for look the percentage of observation checklist. How the students criteria were gotten with percentage for describing. The score is calculating to determine the percentage:

\[ P(k) = \frac{S}{N} \times 100 = \ldots \% \]

P (k) = Percentage of total students
S = Number of students got score
N = Maximum students got score
The percentage that has been obtained into intervals as in:

<table>
<thead>
<tr>
<th>Percentage of</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>85%-100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>69%-84%</td>
<td>Good</td>
</tr>
<tr>
<td>53%-68%</td>
<td>Enough</td>
</tr>
<tr>
<td>37%-52%</td>
<td>Less</td>
</tr>
<tr>
<td>20-36%</td>
<td>Very Less</td>
</tr>
</tbody>
</table>

Sugiyono in 2017 (Khasanah et.al, 2019, p.191)

**Technique of Analyzing Data**

**Qualitative Data Analysis**

Qualitative data was the data from observation checklist and field note. In analyzing the data from both of them, the researcher used descriptive analysis by Miles and Huberman. Miles and Huberman (1994, p.10-11) stated that data analysis has four parts for qualitative data and it can be seen in the following figure:

![Data Analysis Components](image-url)

*Figure 1. Data analysis components cited Miles and Huberman (1994, p.12)*

**Quantitative Data analysis**

All quantitative approaches collect and analyze the numbers (Lodico, et al, 2011, p.24). Quantitative data of this research was vocabulary test became an addition data. After the researcher got the data, she calculated the individual score. Therefore, at least the students have to get 70 and she uses this formula:

\[ X = \frac{A}{N} \times 100 \]

*(Cohen, et al., 2006, p.423)*

Where:

- X = Individual Score
- R = Correct Answer
- N = Total Number of Items

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Table 02. Percentage ranges and qualitative criteria

<table>
<thead>
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<th>Percentage of</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>85%-100%</td>
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</tr>
</tbody>
</table>
RESULT AND DISCUSSION

Table 01. Comparison students got score in all indicator of students’ participation every meeting in two cycle

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students per indicator in first meeting cycle 1</td>
<td>23,2%</td>
<td>55,3%</td>
<td>21%</td>
<td>0,5%</td>
</tr>
<tr>
<td>Percentage of students per indicator in second meeting cycle 1</td>
<td>0,3%</td>
<td>49,5%</td>
<td>43,2%</td>
<td>7%</td>
</tr>
<tr>
<td>Percentage of students per indicator in first meeting cycle 2</td>
<td>0%</td>
<td>22,5%</td>
<td>55,6%</td>
<td>21,9%</td>
</tr>
<tr>
<td>Percentage of students per indicator in second meeting cycle 2</td>
<td>0%</td>
<td>0%</td>
<td>6,8%</td>
<td>93,2%</td>
</tr>
<tr>
<td>Criteria</td>
<td>Very less</td>
<td>Very less</td>
<td>Very less</td>
<td>very good</td>
</tr>
</tbody>
</table>

Those score, the percentage table above showed that the score in first meeting in first cycle still many students get score one because the students still shocked and confuse with new activities. Which the activities before, students only heard and joined to red, took a note and remember exercises. Teacher had tried to introduce some technique to support the method, but the students still bored quickly in one technique in one learning method. Second cycle, teacher found the score is very good.

This research was conducted to the seventh grade students’ participation in learning the vocabulary of SMPN 11 Satap Belimbing in the academic year of 2019/2020 in order to improve the students’ participation in learning vocabulary mastery through the experiential learning method. In this research, there are two cycles and each cycle had three meetings, and the ends of the cycle the researcher also the test to make sure the students’ improvement and achievement.

To achieve and gain successful learning, the teacher should pay attention to the students’ participation in teaching vocabulary mastery. Students’ participation in learning is first thing to become a successful learning outcome (Knight & Wood cited in Abuid, 2014, p.2). If they did not involve in learning process, the condition or situation of it become passive but if they could participate in it well, the teaching-learning process becomes active. Participation is an active learning process to improve and increase students’ abilities (Gonzalez, et.al, & Alvarez, 2017, p.1279). Therefore, this research focused on improving the students’ participation in learning vocabulary through experiential learning method.

The vocabulary is components to master and learn a new language, due to people have to use it to communicate, share, and talk effectively among them and learning a language always correlates with it (Sedita, 2005, p.1). In Azar (2012, p.252) claims if the students have limited numbers of the vocabulary, they find
difficulties in learning the skills of foreign language because it connects the four skills of speaking, listening, reading and writing. It short, the vocabulary is first to English language teaching because without sufficient vocabulary the students cannot understand others or express their own ideas so that a teacher should be selective in teaching vocabulary to students.

The features activities by experiential learning method in learning process were every section in all step. Teacher guided and turned to help and discussing with students with group by group became a facilitator. And, students listened teacher explanation and follow the teacher with looking, reading, and translating, so that said with suitable pronunciation. this process could make the students fell respectfull to them and appreciate from teacher, which it maked the though and heart balance way in their attitude or same with the experiential learning approach that is a holistic learning theory.

The students joint to the group for discussing and playing the guess word game. For example: do you often cook everyday? What do you use when you are cooking. This process found the new knowledge, and remind the students to their memorized about their daily activities and life became their experiences at home and related between learning at school and reality situation at the social interaction. Students were group by group performance the vocabulary was used and found before from their discussion in a group or belong the another group. This process maked the students respectfull to each others.

Then, students took a note when they got new vocabulary with the discussion and performance looked aware that they are students with responsibility. Students asked and answered the question from teacher that means they are confidence to get the knowledge is a together own. Finally process to the students, they could related what they got in the learning activities to their activities in the out of school also. And the good action to do the interacted and change their matter before with the good action they got in learning. Beside that, the experiential learning method can include the others learning game or technique more than one in teaching learning process.

Furthermore, the researcher believed that students’ participation could improve through the experiential learning method because it is a method emphasizing the students to learn from their experiences. It can encourage them to make a reflection in developing new ability and ability. The hope to the next researcher this method can more emphasized the students related the knowledge at school with the real life in social environment. So that, they can change their mind idea with the modern era with health competition in global impact.

The experiential learning is very good method to teach students from all the levels because it gives students a chance to express their own thoughts in a creative way (Anisa 2016, p.8). It focuses on the application of classroom direction, encouraging pupils to be active in their own discovering, and attaches prior knowledge to new knowledge. The pupils have to learn to use their minds (Chapman cited in Arnold, Warner, & Osborne, 2006, p.31). In conclusion, it is appropriate method for students and teacher to be applied in the learning process. Besides that, the experiential learning method applied with the interest action and
suitable with their general interaction and environment surround them. So that, they can apply their action habitually in the future.

Based on the data result of this research, the researcher found the first cycle showed that the experiential learning method not yet work well because a few students did not pay attention and took notes of teacher’s explanation although some students had enthusiasm and enough bravery to answer and ask several questions. They tried to practice in learning vocabulary through experiential learning. They also liked interacting with teacher or peers when their friends require a help. In addition, few students looked energetic in learning process, good attitudes during teaching learning process, and enthusiast in learning English vocabulary through experiential learning method. The class situation was not comfortable but the teacher almost could control the class in applying experiential learning method.

The result of the second cycle was excellent because the experiential learning method could improve the students’ participation in learning vocabulary mastery. The students gave attention very well while taking some notes from the issues that they thought and they also wrote something that they did not understand to be asked to the teacher after being explained. Besides, they could practice to learn vocabulary through experiential learning very well. They were active in the learning process when they had difficulties; they raised their hands and asked the teacher. All of the students were energetic and looked good attitudes during teaching learning process. The class was comfortable and the brainstorming in the beginning of class well worked very well and the teacher could control the class in applying experiential learning method.

The students’ the individual score of the first showed that the nine students got 51 until 58 which categorized as average and the seventeen students got 60 until 74 which categorized as good. In the second, it had good increased because the eight students got 74 until 78 which categorized as good and the other students got 80 until 97 which categorized as excellent. In short, most of the students’ vocabulary mastery belonged to excellent category. In conclusion, the students’ vocabulary mastery could be improved.

Previous research concluded experiential learning method could make the classroom situation more alive with various interesting activities, the students’ vocabulary improved, motivated and enjoyed the learning. The students were actively involved in teaching and learning activities. Teaching vocabulary through experiential learning method could make the students have a positive learning experience in their vocabulary building and remembering them (Anisa, 2011; Boggu & Sundarsingh, 2012; Helme Falk & Eklund 2018). Current study also found out that experiential learning method could make the students’ participation develop in learning vocabulary mastery.

Based the discussion above, the researcher can conclude that the experiential learning method is an appropriate method to develop the students’ participation because the students can directly involve and take part in the learning process so that they were not passive. In short, that experiential learning method could develop the students’ participation.
CONCLUSION AND SUGGESTIONS

Based on the findings of the research, it could be concluded that when the researcher was teaching vocabulary mastery by using experiential learning method to the seventh grade students of SMPN 11 Satap Belimbing in the academic year of 2019/2020 in order to improve the students’ participation. The students paid attention to teacher’s explanation. Experiential learning method was acted by students to learn vocabulary very well, where they were active in reading and memorizing the vocabulary and felt happy and enjoy during learning process. Besides, the students felt happy and enjoyable during teaching learning process, the students looked very enthusiastic, showed good attitudes during teaching learning process, and the class situation could be handle.

Raised their hand and ask question to answer the teacher. They joined the class enthusiastically. They showed their progress in learning in every cycle. Students still passive in first cycle, they still looked confused to learn vocabulary mastery through the further researcher, but in the second they became more active because they had bravery to involve in the learning process. Moreover, the situations from the first cycle until second cycle had good improvement so that the researcher and collaborator decided to stop in the second cycle.

The researcher would like to give some suggestions that might be useful in applying in SMPN 11 Satap Belimbing to improve the students’ participation in learning vocabulary mastery to the teacher, the students and further study. The teachers need to create a good atmosphere in order to make students participate very well during teaching and learning process. She/he should make sure that the students feel comfortable and enjoyable in studying vocabulary mastery because it is the basic element in studying a new language and affect to master other skills. The teachers also need to be more creative and selective in choosing learning method for the students.

The students have to follow in every step of learning process well because it will improve the students’ participation and achievement. The researcher expects that the students can easily understand what they are learning. The students should practice more and more to get a good understanding because practice makes perfect.

The research has found out that experiential learning method could improve the students’ participation in learning vocabulary mastery. The researcher hopes to the further researcher can find other method that can improve the students’ participation because using experiential learning method will help the teachers to manage the students’ activities in class to create enjoyable and active class. In addition, the further researcher may choose other skills to improve the students’ participation.

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