The Experience Based English Learning Model to Enrich Students Vocabulary through Giving Examples

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ABSTRACT

The article describes the implementation of an Educational Research and Development on developing an experience based English learning model at high schools in Surakarta in order to enrich students vocabulary through giving examples. The research tested the effectiveness of the learning model being developed in the previous stages, involved 416 students. In addition, a set of questionnaire was also distributed to the students to analyse how various activities in the class benefited the students. The findings showed that: 1) learning model yielded significantly more effective than the students in the control group in terms of students vocabulary, building vocabulary, and vocabulary use; 2) students responses to the open-ended questionnaires revealed that the learning model was more acceptable, since they regarded that was a challenging way of learning, promoted benefit on vocabulary building; and helped students better in enrichment of students vocabulary. The significant result of the model is motivating to be used by other teachers, especially to make use of experience in stimulating students to learn. This study has shown that the model can be a promising approach to teach vocabulary, as long as teachers are able to utilise students experiences to activate the vocabulary building to support the enrichment of students vocabulary.

Keywords: learning model, experience, enrichment of vocabulary, giving examples.

1. INTRODUCTION

One of the performance of a language is vocabulary (Nessel & Dixon, 2008). As one of the four English language components, vocabulary is very important to be mastered. The importance of vocabulary can be observed at the daily activity. The same case with the purpose of science and technology, it must be done and practiced. The effective process of learning English is how to find the meaning and to know the classification of word. By analyzing we will get the knowledge and information especially the meaning, the function, and the usage of words. As much as we learned and get the information, we will absorb the meaning of each word.

Explained by Nessel & Dixon (2008) our vocabulary is the store of words we know. We actually have four kinds of vocabulary: listening, reading, speaking, and writing. These comprise, respectively, the words we understand when we hear them, the words we understand when we see them, the words we use in speaking, and the words we use in writing. Ordinarily, our speaking and writing vocabularies are smaller than our listening and reading vocabularies, that is, we understand more words that we hear or read then we use when we speak and write (Kamil & Hiebert, 2005). In addition, the depth and extent of our knowledge of word meanings varies within and across individuals. For example, we may be able to define a word but not be sure of how to use it effectively in a sentence, or we may use a word but not feel confident that we fully understand its meaning. Furthermore, we invariably know some words that our

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friends and associates don't know, and vice versa. Such variation in vocabulary is equally true within and across ELLs. In general, however, the larger the student's English vocabulary, the bet ter the student's expressive skills and capacity to comprehend (Baumann, Kame'enui, & Ash, 2003). Students at all levels of English fluency need to increase their English vocabularies while becoming adept at identify (decoding) words when they are reading. These two skill areas develooop in tandem with one another and reinforce one another, but to examine them in depth, we consider them separately (Nessel & Dixon, 2008:92).

The problem which is existed at Senior High School, how to comprehend the reading text the students still have difficulties and to answer the questions given, because the student just had the low and poor vocabulary. Based on the result of the National examination of senior high school in Solo in 2011/2012, the average results is too low. Just 7,39 for Science program (IPA), and 7,25 for Social program (IPS) and the language program just reached 6,55 (Depdikbud Kota Surakarta, 2012). Based on the information, actually at senior high school needs a new model or a new strategy how to increase the student reading comprehension.

As we know, the language Experience Approach, has the possible way to do it excellently. The Language Experience Approach can be simplified by LEA. It is an effective approach and it has had considerable success through the years, teaching students to learn and to increase the students vocabulary and it has helped many teachers use LEA method in their own classroom (Nessel & Dixon, 2008). This Approach to be particularly effective with English Language Learners (ELLs) because it is so responsible to the needs of these students including their varying levels of English Particularly and the unique experience and prespective.

Vocabulary and word recognition are integral components of an LEA program. Instruction in these areas is most effective when it relates closely to students' work with dictated stories and other-author texts. To focus on basic principles for students at all levels of English proficiency, we have organized the information in this separate chapter, but we show throughout how the instruction is connected to the work with dictated accounts. (Nessel & Dixon, 2008:91).

There are four classes of vocabulary teaching such as: 1) vocabulary versus word recognition, 2) building vocabulary, 3) building skill in word recognition, and 4) a balanced approach to vocabulary and word recognition (Nessel & Dixon, 2008: 110).

Building vocabulary reports several research-based principles of vocabulary instruction for native speakers of English that are relevant for ELLs. First, students benefit from explicit instruction in vocabulary, especially when it is closely connected to their reading of texts containing the words. Next, students also learn words incidentally (e.g. by hearing words in conversation). In addition, when students see a word many times in different contexts, they are more likely to comprehend and remember it. Finally, active engagement in vocabulary learning yields the most effective results; activities requiring only minimal involvement and response are much less effective. In related research, Pavlenko and Driagina (2007) have found that the extent of "conceptual equivalency" also affects vocabulary learning in a new language. For example, *casa* in Spanish and *house* in English are conceptually equivalent. In contrast, Russian does not have a word for frustration, so Russian-speaking ELLs may have more difficulty understanding and using the word.

Based on the survey at the early stage of this research happened on April 2013,

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applied on three senior high school in Surakarta (ICER, 2013). We had the results of the students motivation in studying and learning english. Such as 62% of them had high motivation in studying and learning english but only 32% of the students just appriciate and were not be active at the studyng and learning English in their classrooms. So the researcher think, how to motivate the students to be active at studying and learning English at Senior High School.

By absorbing the above information, the researcher offers The Experience Based English Learning Model as an effort to increase the student motivation through applying a good method in order to increase and enrich the students vocabulary (Nessel & Dixon, 2008).
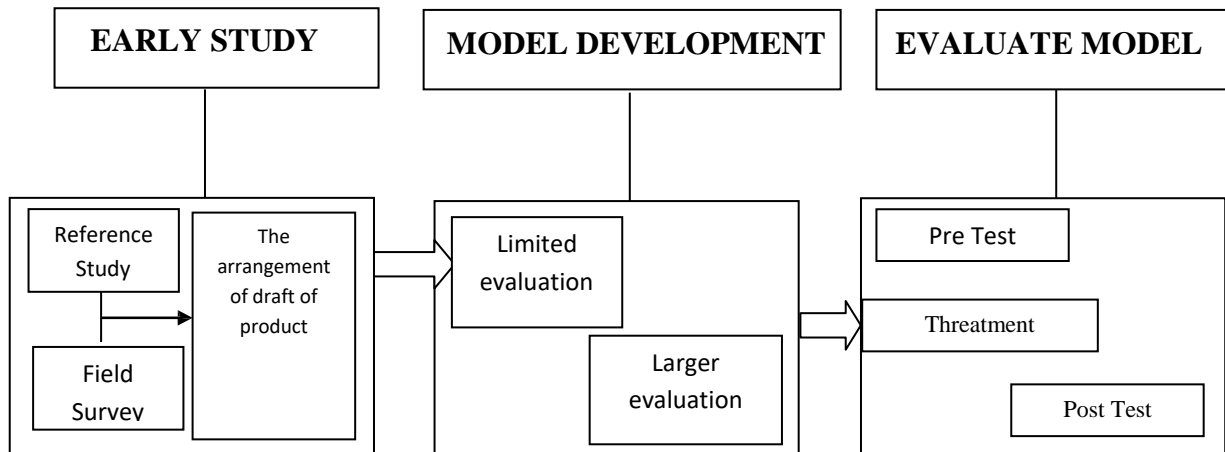
2. METHOD OF THE RESEARCH

The Design of Research is included as the Research and Development (R & D). The research aims to develop a certain kind of model, although as the hardware also the software (Borg & Gall, 2007) such as:

Educational Research and Development (Educational R & D) is an industry – based development model in which the findings of the researchare used to design new products and procedures, which then are systematically field-tested, evaluated and refined until they meet specified criteria of effectiveness, quality or similar standards.(page 589)

Borg and Gall (2007:589) described that product just not only based on the material objects, such as books, texts, film, and etc, but also the process and the procedure such as learning method and methodology of the research, in order to organize the learning process. As far as we know that, Research and Development and certain research which has the purpose to build and create a model which can be used as the new model which was applied systematically at the field (Senior High School), and the product which was evaluated excellently and revised, so it can fulfill at its effectiveness, qualified and standard. It can be resulted that R and D applied at the reserach is the final result of the new model and specific, different to the others.

The Procedure of This research has 10 steps (Gall and Borg 2007) such as: 1) research and information collecting, 2) planning, 3) develop preliminary form of product, 4) preliminary field testing, 5) main product revision, 6) main field testing, 7) operating product revision, 8) operational field testing, 9) final product revision dan 10) dissemination and implementation. The procedure and the development of this research aims to 1) develop the product, 2) theevaluate the effectiveness of the product and in order to development to create the new model. The procedure can be performed at the following picture:

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Picture 1. The steps of research (Nana Syaodih Sukmadinata, 2015)

3.　THE RESULTS

After the limited and the larger evaluation, the researcher did the normality and homogenity evaluation both at the limited evalution and also the larger evaluation. The limited evaluation was done four Senior High School in Surakarta the result can be shown at the following tabel Such as:
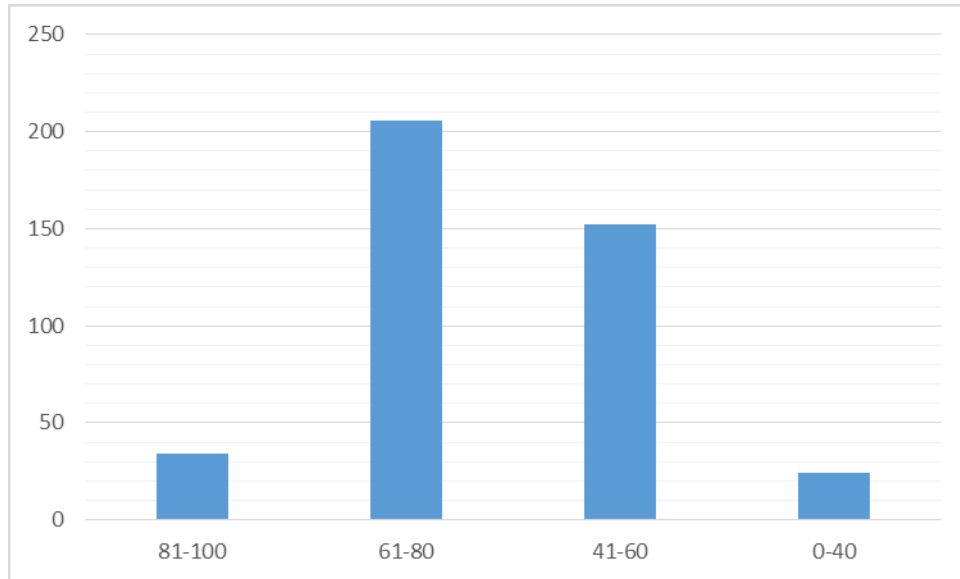
The following result was taken before the experience based English learning model applied at the classroom, the conventional method was applied at this pre-test activity.

THE RESULT OF PRE-TEST

LEVEL	SCORE	NUMBER OF STUDENT	PROSENTASE
A	81-	3	8.20%
B	61-	2	50.00%
C	41-	1	36.40%
D	0-	2	5.40%
TOTAL N = 416		41	100.00%

Table : the result of pre-test

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Based on the above table can be shown by the following graphic.

Graphic : the results of pre-test

Based on the table and the graphic of pre-test we know that the total number of students is 416 Students. The students who reached the level A (81-100) is 34 students, the students who reached the level B (61-80) is 206 students, the students who reached the level C (41-60) is 152 students, and the students who reached the level D (0-40) is 24 students.
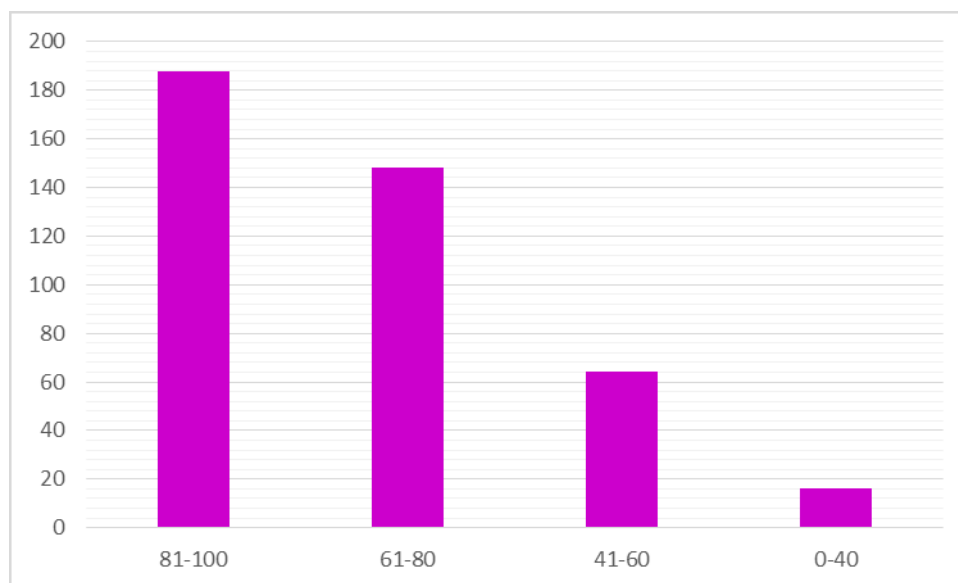
After the researcher had the pre-test activity, the students accepted the post-test activity. By applying The Experience Based English Learning Model to increase the student vocabulary through giving examples. The result can be shown by the table such as:

THE RESULT OF POST-TEST

LEVEL	SCORE	NUMBER OF STUDENT	PROSENTASE
A	81-100	188	45.20%
B	61-80	148	35.50%
C	41-60	64	15.40%
D	0-40	16	3.90%
TOTAL N = 416		416	100.00%

Table : the result of post-test

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Based on the tabel the data can be shown by the following graphic:

Graphic of the post-test

4. DISCUSSION

Based on the results of the research can be explainned such as the following information:

At the pre-test activity which had 416 students, are consisted of the students who get A level and B level is 240 students can be performed by 58% while the students who get C level and D level is 176 students can be performed by 42%. The same case at the post-test activity the students who reached A level and B level is 336 students. And the students who reached C level and D level is 80 students. Based on the previous information we can conclude that the increasing of the students result between the pre-test and the post-test activity who get level A and B is 29%, and the reducing result between the pre-test and post-test activity who get level C and D is 23%. We can conclude that the increasing of the result is significant. The Experience Based English Learning Model to increase the students vocabulary through giving examples can be applied at Senior High School activity. Based on the significantly result of the model is motivating to be used by other teachers, especially to make use of experience in stimulating students to learn. This study has shown that the model can be a promising approach to teach vocabulary as long as the teachers are able to utilise studens experiences to active the vocabulary building to support their classroom activity.

5. CONCLUSION

The Experience Based English Learning Model is an innovative teaching method because it uses experiences in stimulating students to learn. It is timely for us to use The Experience Based English Learning Model in our teaching; this is to answer the needs of the Senior High School in Surakarta. Professional teachers and students in the activity of preparing the students to increase the students vocabulary through giving examples. The major challenge for teachers is how to carefully develop the experiences in order to increase the students vocabulary. Another issue of concern is student

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capability towards the use of The Experience Based English Learning Model in the classroom. This is because students acceptance of The Experience Based English Learning Model is still low most of them are still used to the conventional way of learning.

In the newest Curriculum, The Experience Based English Learning Model was a new approach to be introduced it to the Senior High School in Surakarta in the first semester, 2016/2017 session. Although a new method, The Experience Based English Learning Model seems promising as an effective methodological approach. We came to this conclusion on the basis of our analysis of the results of the students at the end of the semester as well as their feedback about the benefits of the activities in class. In general, the results showed that students in the The Experience Based English Learning Model class out-performed the students in a non The Experience Based English Learning Model class. From the survey on the perceptions of the students, we found that the students had agreed that The Experience Based English Learning Model enhances their presentation, teamwork and vocabulary. Based on the students comments in the open-ended question, we found consistent agreement that The Experience Based English Learning Model helps them to improve their soft skills. Most of the students however, felt that although The Experience Based English Learning Model offered many benefits, it was a challenging way of learning. This new method demanded more effort, contributions and participation from the students. Based on the pre-test of 416 students, they reached the result of the average score 63.42 and the post-test the result of the average score 91.45. So, the increasing score is 27.63 or 29%. Based on the previous data we can conclude that their is a significant increasing at the result.

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