


ENHANCING THE STUDENTS' WORD LEARNING WITH EXPLICIT INSTRUCTION OF SPECIFIC WORDS AT SMPN 3 PATTALLASSANG

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: April 22,2022 Revised: April 26,2022 Accepted: April 28,2022 Published: April 30,2022)</p> <p>Keywords: Specific Words, Explicit Instruction and Word Learning</p>	<p>The objective of this study was to find out how explicit instruction increased students' knowledge of certain words and to know out whether there was a significant increase in knowledge of words taught with explicit instructions at SMPN 3 Pattallassang.</p> <p>This research used the pre-experimental design as a research design that involves two types of instruments in data collection, namely pretest and posttest. The findings of this study concluded that the used of explicit instruction improved the vocabulary mastery of eighth grade students of SMPN 3 Pattallassang. This was evidenced by the average score of the test, vocabulary in terms of verbs in the pretest were 54.56 and posttest were 80.32, and the improvement from pretest to posttest were 47%, the average score of the test in terms of words objects in the pre-test was 52.08 and the post-test was 75.47, and the improvement from pre-test to post-test was 42%, the mean test score in terms of adjectives in pre-test was 56.08 and post-test was 82.64, and the improvement from pre-test to post-test was 48%, the average score students' vocabulary in the pre-test was 54.48 and after the post-test was 79.47 and the improvement from pre-test to post-test was 46%.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Vocabulary was a set of words that were owned by a person or other entity, or are part of a particular language. A person's vocabulary was defined as the set of all the words that the person understands or all the words that the person was likely to use to construct new sentences.

Cameron (2001:73) states vocabulary development was about learning words, but about many things more than that. Vocabulary development also about learning more about those words, finding the words in them, and learn more about those words. In an effort to support children's vocabulary development, teachers should pay attention to some aspects of their instructions.

Mastering vocabulary was generally regarded as an important part, both in the process of learning a language or developing one's ability in a language being studied. In school students were often, teach new vocabulary as part of certain subjects. Explicit instructions specific words that students need to know present words for the first time and elaborate word knowledge, and develop fluency in known words.

According to Istarani (2011:99) explicit instruction was specially designed learning in order to improve and develop ways of learning in students regarding knowledge procedures and declarative knowledge that can be taught in a step-by-step pattern and the emphasis of this learning model was on material based on a systematic can be separated from each other. Kardi (2013:186) argues that explicit instruction can take the form of demonstrations, lectures, practice or training, and group work. Expected method explicit instruction can be used for deaf students to be able to take part in learning related to skills development or vocational education.

This explicit instruction method emphasized efforts to form, attitude, knowledge and skills in the learning process in the classroom. This explicit instruction method was also a good way of teaching to instill good habits. This method was chosen because it was very suitable to train students to be more skilled in learning special words related to their area. The explicit instruction method was expected to make it easier for students to master special words, because in this case the teacher guides students by providing knowledge about learning special words, students were given the opportunity to ask questions that were not understood and explain the parts that were not understood by students. With such a learning process, students' dancing skills and knowledge will increase. Examining the difficulty and low ability of students in understand the material of specific words.

In order to achieve the objectives in learning and obtain learning outcomes optimally, then a teacher needs to pay attention to the method that will used in the teaching and learning process, because basically the method used by a teacher will affect student learning outcomes.

There are various methods in learning, but it was necessary it was known that there was no most appropriate learning method in everything situations and conditions, as a teacher before teaching the importance of paying attention to conditions students, the facilities, the material to be taught, and the condition of the teacher alone. Because in teaching and learning activities, student activity was very important necessary because an active and conducive classroom atmosphere can improve the ability to think systematically, and broaden the students' horizons.

From the initial data obtained from the interview, a teacher said that the students' lack of knowledge about vocabulary, especially specific words, so that students' scores in learning English were below the KKM score, because vocabulary was one of the important lessons in English that needs to be mastered or understood. by students so the writer were interested in increasing the knowledge of students at SMPN3 PATTALLASSANG in learning English, especially vocabulary (specific words) with a learning method that was currently or in recent years less used by other teachers, namely the explicit instruction method.

RESEARCH METHOD

In this research, the writer used the Pre-experimental Design was a form of experimental research design in which the manipulation of independent variables also influences the formation of the dependent variable. It says Pre-Experiment Design because this design was not yet a real experiment. There were external variable that also affect the shape of the dependent variable, so that the experimental results which were the dependent variable were not solely influenced by the independent variable. This can happen because there were no control variable, and the sample was not chosen at random. Pre-experimental design was used to obtain initial information about the formulation of the problem in research

Where the researcher was given a pretest before used the explicit instruction learning method and the posttest was be given to students after using the explicit instruction learning method to find out the difference score in learning specific words.

Data collection method was a way to get data in research. The method of data collection in this study is the provision of tests. The researcher gave two tests to the student. The first test was pretest and second posttest.

1. Pretest

Pretest were a test given before the experimental treatment. So the pretest was over before the treatment process to find out the students' previous knowledge of special words taught with explicit instruction. The researchers give an exam that contained thirty items and consisted of two types. The first type was multiple choices which contain fifteen items, which consists of five verbs, five nouns and five adjectives. The second is translating words from English to Indonesian, which consists of five verbs, five nouns and five adjectives. The number of students who took the pre-test were 30 students. Then, the result of the test was the student's score. The score obtained was analyzed to determine between pre-test and post-test.

2. Posttest

Posttest were a characteristic that was assessed for participants in an experiment after a treatment. The post-test was exactly the same as the items in the pretest. The posttest was conducted to see the final score and to find out the differences in student learning outcomes, score before getting the treatment and after they get the treatment. The purpose of this test was to measure the students' specific words after being taught with explicit instruction. The researcher gave a test that contained thirty items and consisted of two types. The first type was multiple choices which contain fifteen items, which consists of five verbs, five nouns and five adjectives. The second was translating words from English to Indonesian, which consists of five verbs, five nouns and five adjectives. Number of students there were 30 students who took the pre-test.

RESULT AND DISCUSSION

The discussion relates to the interpretation of the findings obtained from the findings of student improvement. Before being given treatment, students' vocabulary was classified as low (categorized as poor). The reason was, some time ago students studied online, thus limiting the interaction between teacher and students when learning English due to time constraints. Therefore, researchers used explicit instruction method in the classroom as a learning method that attracts students' attention and their direct involvement in the teaching and learning process. As said by Rosen shine and Steven (2012:29). Explicit Instruction learning method refers to hands-on learning specifically designed to develop students' learning of procedural knowledge and declarative knowledge that can be taught in a step-by-step pattern. Learning model Explicit Instruction was a direct learning method so that

students can understand and really know the knowledge thoroughly and actively in learning process. According to Trianto (2009:41-42) there was several characteristics of explicit teaching methods (direct teaching), namely as follows: a) The existence of learning objectives and models of influence for students including learning assessment procedures, b) Syntax or pattern and overall flow of learning activities, c) management systems and learning environment models are needed so that certain learning activities can take place successfully.

Based on these findings, the results of research conducted in several meetings showed that explicit instruction was able to increase vocabulary of students in the eighth grade. The success of this researcher was indicated to the increase in student learning outcomes who were the subject of this research. This research was a pre-experimental study consisting of six meetings. Each meeting consisting of pretest, treatment, and posttest was carried out as a learning process and 1 meeting was evaluated to determine student learn outcome. This study applies explicit instruction learning method to increase students' vocabulary in learning English in the eighth grade of SMPN 3 PATTALLASSANG.

At the first meeting introduced and the students were done the pre-test. The second, third, fourth meeting was treatment and the researcher explains the material about verb, noun and adjective, after the researcher explains the material, the researcher will give a quiz where students are given 4 pictures to guess what words were in the picture, at the end of the lesson the researcher gives 8 pictures to guess what words are in the picture. This was done by writing the meaning in English and Indonesian as an independent task at home. Vocabulary themes were verb, noun and adjective. The fifth meeting the researcher evaluates all the material to find out how far the students have understood what the researcher was conveying. The last meeting the students were done the post-test after did treatment. Explicit instruction can attract students' attention in learning, especially increasing vocabulary, where they can ask the teacher directly about what they don't understand so that there was direct interaction between their fellow students as well as teachers and students.

CONCLUSION

Based on the discussion, the researcher concludes that:

1. Verb

The used of explicit instructions improve words mastery of eighth grade students of SMPN 3 Pattallassang. It's proven by value generated through the student vocabulary

exam, the average score on the vocabulary pre-test in terms of verbs was 54.56 and after the post-test was 80.32.

2. Noun

The used of explicit instructions improve words mastery of eighth grade students of SMPN 3 Pattallassang. It's proven by value generated through the students vocabulary exam, the average score on the noun vocabulary pre-test was 52.80 and after posting - the test was 75.47

3. Adjective

The used of explicit instructions improves the words mastery of eighth grade student of SMPN 3 Pattallassang. It's proven by value generated through the students vocabulary exam, the average score on the pre-test of adjective vocabulary was 56.08 and after the post-test was 82.64.

4. Vocabulary

The used of explicit instructions improves the vocabulary mastery of eighth grade student of SMPN 3 Pattallassang. It's proven by value generated through the students vocabulary exam, the average score on the noun vocabulary pre-test was 53.6 and after posting - the test was 77.8.

Students' interest has a good response in applying the explicit instruction method. Based on the indicators of interest, some students have concentration, desire, enthusiasm, and curiosity. From the average value, it was classified that students was interested in learning by applying explicit instruction methods in increasing students' vocabulary.

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