

THE IMPLEMENTATION OF CONTEXTUAL, CONSOLIDATING, RECEIVING, RECOGNIZING, RETAINING, RETIEVING, AND RECYCLING (2C-5R) MODEL TO ENCHANCE THE STUDENTS ENGLISH VOCABULARY AT SMP GOWA RAYA MAKASSAR

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 28, 2023) Revise: February 18, 2023 Accepted: May 18, 2023 Published: December 30, 2023</p> <p>Keywords: Students Vocabulary 2C5R Model Descriptive Test</p>	<p>This research applied a pre-experimental method that spending two months period of time to ceollectdata using pre-tes, treatment, and post-test. Data were taken from 21 srudents using a total sampling technique from the second grade of Gowa Raya Junior High School. the researcher found that the studets' vocabulary wa very slow, but after the treatment their vocabulary knowledge increased significantly as evidenced by the students' average results.The results of this study indicate that the difference in students' words is a significant difference between the pre-test and post-test score. And the mean score of pre-test was 67.52, and the mean scoree of post-test was 84.47. It can be seen the improvment of pre-test and post-test was 16.96% then calculate the t-test value for vocabulary is 11.18 t-table is 2.086. the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. It can be conclude that that the use of the 2C5R model can improve student achievement, especially for Gowa Raya high school students.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

There are four skill in teaching learning English: listening, speaking, reading, and writing, those skill are related to each other and cannot be independent : therefore, learners need to master all of the four skills. This is supported by Uma and Ponnambala (2001) who stated that mastering language skill we determine the student's communicative competence in the target language. For mastering the four basic English skills, vocabulary mastery plays an important role, in connection with learning four English skills, vocabulary is an inseparable part of any language lesson.

Vocabulary is crucial when learning a foreign language. It is one of the components that ties speaking, listening, reading, and writing—the four language skills—together. Students should learn enough vocabulary and be able to apply them correctly in order to communicate effectively in a foreign language. Vocabulary mastery will aid pupils in acquiring, comprehending, and improving the process of knowledge transfer for a better life (Schmitt :2000).

How significant is vocabulary? "Very little can be said without grammar, nothing can be conveyed without language," (Torn Bury: 2002) remarked. It illustrates the significance of vocabulary that if you travel to a foreign nation, you are likely to bring a dictionary rather than a grammar book. In other words, mastering vocabulary is the first skill that language learners need to acquire. The researcher can draw the conclusion that vocabulary plays a significant part in giving pupils the tools they need to be able to communicate in English based on the previous explanation.

According to Allen and Vallete (1997), teaching vocabulary can be effective if the instructor uses a variety of instructional strategies. Furthermore, according to Effendi in Restina (1997), a student's vocabulary is one of their weaknesses when using English. We may draw the conclusion that the teacher should pick the right strategy to help the students build their vocabulary because if the teacher doesn't use the right strategy, the students won't be able to follow what the teacher is saying. Because it may be challenging for kids to go to the next level or grade, problems must be resolved. They might not have been as motivated to study English if they had thought it was a challenging language. Additionally, they will find English class boring.

Model is a suitable tactic to improve the kids' vocabulary proficiency. Using vocabulary to learn model, Students are encouraged to participate in class activities and learn by doing in addition to picking up new vocabulary. Additionally, learning will be a more engaging and enjoyable process.. 2c5r The technique is ideal for use in boosting pupils' language proficiency. Because doing so doesn't cost a lot of resources, according to Longman: 2002). Enhance Mean is a verb that means to improve something's quality or state. Enhancement refers to heightening or improving something. Some people used "Enhance" for words like "improve," "increase," "gain," "add to," and so forth. There are some terms that have similar meanings. The goal of this study's Enhance method is to increase pupils' vocabulary model.

Based on the researcher experience in SMP GOWA RAYA, the researcher saw that the students have high motivation in improving their vocabulary, but they are bored in learning vocabulary because they always use dictionary to find out difficult words after that they directly try memorize it. Consequently they just know the meaning of word easily but they do not know how the words used in the context and how the word pronounced so they will forget the word easily. On the other side, so every unfamiliar word given is forgotten easily for students.

Morgan and Rinvoluceri (1986) found that learners in interviews claimed they used many techniques that are not very commonly used in classroom. They conclude that learners recognized something that their teacher did not. For learning to be effective, attention must be paid to the students' own process.

Therefore a need to look at students own learning. So that more effective help can be given in classrooms. They added that the most important thing for teaching vocabulary is not to judge which single strategy will be the best for students but to inform or train learners about sensible use of a variety of different strategy.

RESEARCH METHOD

In this research, the researcher used pre-experimental method. These methods involve one group, because in seventh grade there is only one class, that before gave a score the researcher give a pre-test where is the pre test to know the influence of this media the researcher gave a treatment, and after gave treatment the researcher give post-test. The aims of the pre- test is to know the students prior vocabulary mastery and the aims of post-test is to know whether 2C-5R model can enhance students vocabulary mastery.

The population of this research is the third grade students of SMP GOWA RAYA in academic year 2021/2022. It consist of one class. In class consist of 21 students. The total population were 21 students.

As the sample of this research, the researcher used total sampling. The total students were 21. The main reason why the researcher takes this class is because the students have high motivation in English and only one class in class XI.

The instrument used to collecting data is vocabulary test about descriptive test, and multiple choice, the example of vocabulary is noun. for pre -test and post- test. The pre test is used to measure the basic ability of students in vocabulary mastery, and the post test is used to measure the ability of the students after giving the treatment based on the 2C-5R model.

RESULT AND DISCUSSION

Findings

As the finding in this research, the researcher collected the data by using procedure of collecting data as has already explained in chapter 111. The researcher was given test and

treatment. There are some findings that found in test and treatment. There are some findings that found in test and treatments. The clearly clarified findings as follows:

Table 1. the total row score of students' pre-test (x1) and post-test (x2), gain or difference with the matched pairs (D), and the square of the gain (D).

No	Name	Pre-test(X1)	Post-test(X2)	Gain D(X1-X2)	The square of the gain
1	A	63	77	14	196
2	B	72	88	16	256
3	C	59	86	27	729
4	D	79	85	6	36
5	E	78	90	12	144
6	F	70	92	22	484
7	G	74	84	10	100
8	H	61	82	21	441
9	I	55	81	26	676
10	J	68	84	16	256
11	K	71	88	17	289
12	L	84	92	8	64
13	M	65	80	15	225
14	N	48	69	21	441
15	O	66	85	19	361
16	P	59	79	20	400
17	Q	60	82	22	484
18	R	76	78	2	4
19	S	71	88	17	289
20	T	79	94	15	225
21	U	60	90	30	900
TOTAL		$\sum X1=1418$	$\sum X2=1774$	$\sum D=556$	$\sum D^2=7000$
Mean score		67.52	84.47	16.95	333,33

The students' result of pre test and post test can be seen in the table above that contained the description of students' score of pre test and (X1) and post test(X2), gain of difference with the matched pair (D), and the square of the gain (D²). the data of the table showed that the total score and the mean score of pre test and post test. The total score of pre test(X1) was 1418. The highest score in pre test was 84 and lowest score was 48 before the researcher gave treatment. After the researcher gave treatment by using 2C5R model, the result of post test was different from pre test. The highest score of post-test was 94 and the lowest score was 69, the gain of difference between matched pairs ($\sum D$) was 556 and the mean score of matched pairs was 16.95, and square of gain (D²) was 7000 and the mean score of gain was 333,33. It can be concluded that the students' total score of post-test were higher than the students' total score of pre-test and the mean score of students in post-test

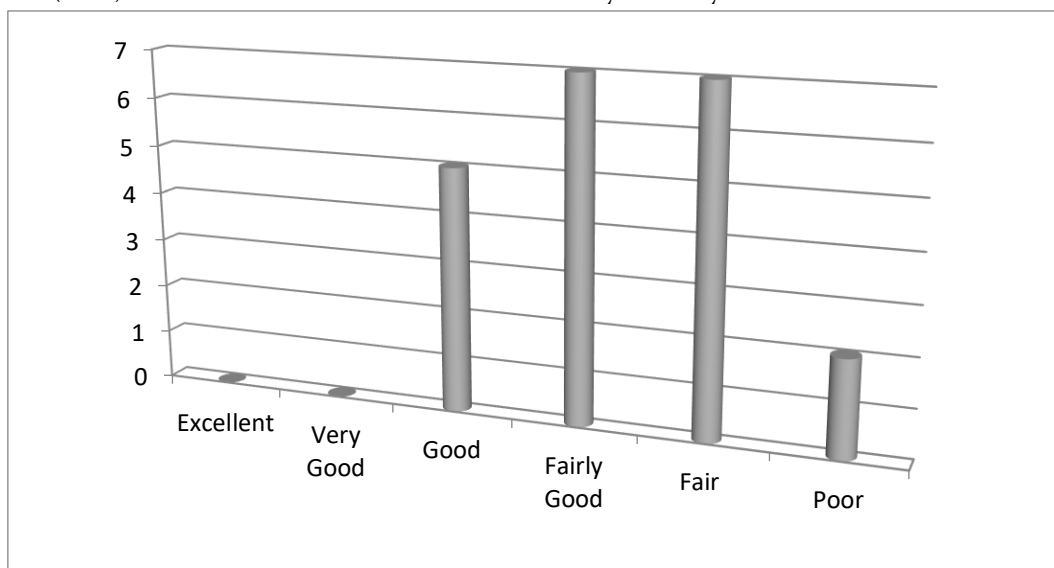
after the researcher had been teaching for the students by using 2C-5R also higher than before.

Table 2. Result of students' vocabulary in pre-test by classification, score, frequency and rate percentage

No	Score	classification	Frequency	Percentage
1	96-100	Excellent	0	0%
2	86-95	Very Good	0	0,0%
3	76-85	Good	5	24.00%
4	66-75	Fairly Good	7	33.00%
5	56-65	Fair	7	33.00%
6	36-55	Poor	2	9.50%
7	0-35	Very Poor	0	0%
			21	100%

(Jusriani, 2019)

The data of table 4.2 above shows that, the rate percentage and data frequency of students' vocabulary mastery, in the pre-test before using 2C-5R model that there was none (0%) of the students got excellent and very good, score (96-100) and (86-95), there were five students (24.00%) got good score (76-85), and there were seven (33.00%) students got fairly good score (66-75). There were seven (33.00%) students got fair score (56-65), there were 2 (9.50%) students got poor score (36_55). There was none (0%) of students who got very poor score (0-35). It means that the students' vocabulary mastery have to be increased.



Graphic 2: the classification, score, and the students' percentage in post-test

Based on the graphic of the students' classification vocabulary, it can be seen that there were seven classification as follows: excellent, very good, good, fairly good, fair, poor, and very poor of pre-test in vocabulary mastery, it affected the student before using 2C-5R model. It shows that there was none of the students who got excellent and very good classification. There were 5 of students got good classification, there were 7 of students who

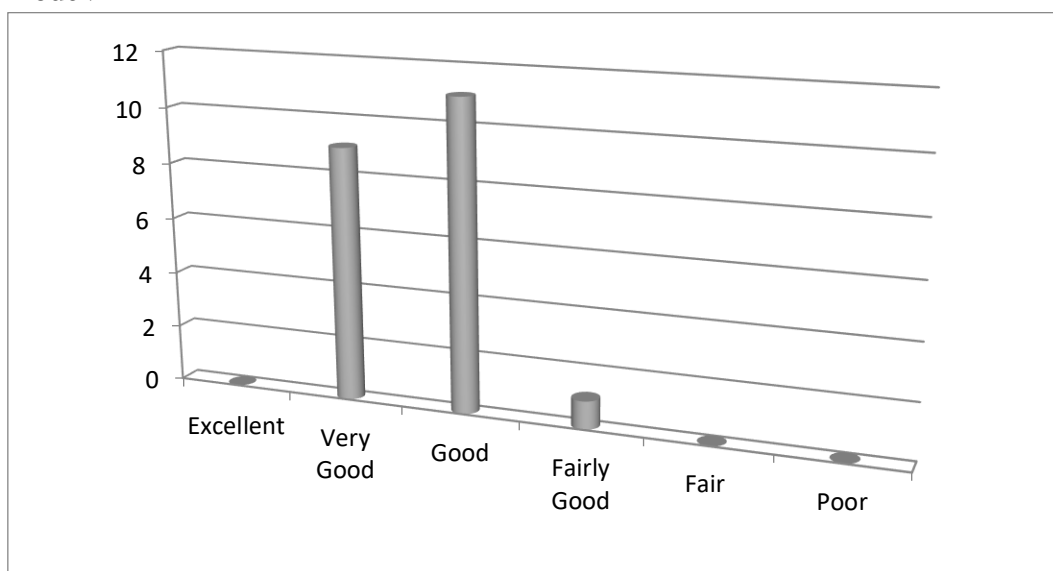
got fairly good classification, there were 7 of students who got fair classification, there were 2 of students who got poor classification and there was none of the students in very poor classification.

Table 3 result of students' vocabulary in post-test by classification, score, frequency and the rate percentage.

No	Score	classification	Frequency	Percentage
1	96-100	Excellent	0	0%
2	86-95	Very Good	9	43.00%
3	76-85	Good	11	52.00%
4	66-75	Fairly Good	1	5.00%
5	56-65	Fair	0	0.00%
6	36-55	Poor	0	0.00%
7	0-35	Very Poor	0	0%
			21	100%

(Jurasni,2019)

The data of table 4.3 above shows that, the rate percentage and data frequency of students' vocabulary mastery, in the post-test after using 2C-5R model that there was none (0%) a student received a perfect score. (96-100), there were 9 (43.00%) students got very good score (86-95), and there were 11 (52%) student got good score (76-85). There were 1 (5.00%) students got fairly good score (66-75). There was none students got fair, poor and very poor. It means that the students' vocabulary mastery had increased after using 2C-5R model.



Graphic 2. the classification, score, and the students' percentage in post-test

Based on the graphic of the students' classifications vocabulary as follows excellent, very good, good, fairly good, fair, poor, and very poor of post- test in vocabulary mastery affected the students after using 2C-5R model shows that there was none of the students who got excellent classification, there were 9 of the students got very good classification,

there were 11 of students got good classification, there were 1 of students who got fairly good classification, there was no one of the students who got fair, poor, and very poor classification.

The following table shows us about the improvement of the students' vocabulary mastery at the second grade kids' lexical proficiency of smpgowarayaduringthe test.

Table 4. the development of the students' vocabulary mastery

Pre test	Post test	Improvement
67.52	84.47	16.95
1418	1774	356

The data on table 4.4 shows that the score of the students' vocabulary mastery in pre-test has improved 16.95 from the mean score of 67.52 of-test to post-test of 84.47, and then the total score of the students' vocabulary mastery has improved 356 from the total score of pre 1418 to the total score of the post test 1774.

The comparison of each indicator from table above indicates that total score in post-test (84.47) is greater than pre-test than pre-test(67-52) it means that the results of the students' post-test in mastering vocabulary show the greatest improvement than pre-test. After calculating the score, the researcher found that the students' vocabulary mastery has been improved. It proves that there is significant improvement in students' vocabulary mastery at the second grade students of Smp Gowa Raya Makassar.

Related to the data in the previous table the following are some tables shows the situation score of students pre-test and post-test.

Table 5 The situation score of students pre-test and post test.

No	Situation	Number of students	Percentage
1	Increase	21	100%
2	unchanged	0	0%
3	decrease	0	0%
	total	21	100%

The table 4.5 explains that, the situation score of students pre-test and post-test. There were 21 of students who got score increased by rate percentage (100%), there was none of students who got score unchanged by percentage (0%) and there was none of students who got score decreased by percentage (0%). It means that 100% of students who got improvement of their score.

Based on the data it can be concluded that there was significant different about the situation score of pre-test and post- test.

1. The comparison between pre-test and post-test

Table 6 the comparison of the students' pre-test and post-test

No	Classification	Percentage		Frequency	
		Pre test	Post test	Pre test	Post test
1	Excellent	0%	0%	0	0
2	Very good	0.00%	43.00%	0	9
3	good	24.00%	52.00%	5	11

4	Fairly good	33.00%	5.00%	7	1
5	fair	33.00%	0.00%	7	0
6	poor	9.50%	0.00%	2	0
7	Very poor	0%	0%	0	0
		100%	100%	21	21

Table 4.6 above shows the comparison of the result of the pre-test and post-test on the students' literal comprehension. It can be seen that none of the students got excellent score with 0% percentage both in the pre-test and post-test, there was none student got very good score with 0% in the pre-test while there were nine students got very good score with 43% in the post test. There were five students got good score with 24% in pre-test, while there were eleven students got good score with 52% in post-test. There were seven students got fairly good score 33% in pre-test, while there was one students got fairly good score with 5% in post-test, there were seven students got fair score with 33% in pre-test while in the post-test none students got fair. There were two students got poor score with 9.50% in pre-test, while there was no one students got poor score with 0% in post-test. There was no one students got very poor score both in pre-test and post-test. It means that students' vocabulary mastery has been increased. There were 9.50% students got poor score in pre-test, but there was none (0%) of 21 students got poor score in post-test, it means that students' difficulties has been minimized. There was no one student with 0% of the students got very poor score in post-test. It means that the students' effort during treatment has not been wasted. Lthough all of the students has not been got excellent both in pre-test and post-test, but their willingness has not been in vain. In short, these data indicated that the score of the post-test was higher than the pre-test.

a. The students' mean score

1. Pre-test

The following table displays the mean score following the computation of the pre-test results for the students. Table 4.7. the students' mean score at pre-test

Kind of test	Mean Score
Pre-test	67.52

The table 7 above shows that the mean score of the pre-test was 67.52. This mean score is categorized in fairly good classification.

2. Post-test

After calculating the students' post-test, the mean score and is presentation in the following table.

Table 8 The students' mean score post-test

Kind of test	Mean score
Post-test	84.47

The table above shows that the mean score of post-test was 84.47.

This mean score is categorized in good classification.

A. The comparison between the students' mean score at pre-test and post-test

The table 4.8 indicates that improvement in post-test (84.47) is greater than the result of pre-test(67.52) it means that the result of the students' score of post-test shows the greatest improvement than the result of pre-test. But in this case, all the entire result equally increase in a post-test. After calculating the score, it is found that the students' vocabulary mastery has improved (16.95) from the mean score 67.52 on pre-test to be 84.47 on post-test. It proves that there is significant improvement in students' vocabulary mastery at the second grade students of SMP Gowa Raya Makassar. The mean score of the students' pre-test were presented as in the following.

a. The mean score of students' pre-test

$$\begin{aligned}\bar{x}_1 &= \frac{\Sigma X_1}{N} \\ &= \frac{1418}{21} \\ &= 67.52\end{aligned}$$

b. The mean score of students' post-test

$$\begin{aligned}\bar{x}_2 &= \frac{\Sigma X_2}{N} \\ &= \frac{1772}{21} \\ &= 84.47\end{aligned}$$

After calculating the result of the students' pre-test, post-test was presented as in the following table:

Table 9. mean score of the students' pre-test and post-test

Test	Mean score	Total score
Pre-test	67.52	1418
Post-test	84.47	1774

The table 4.9 above shows that the mean score of the students' pre-test was 67.52 from the total score 1418 which classified as fairly poor, while the mean score of post test was 84.47 from the total score 1774 which classified as good. It can be said that the mean score of students' post-test was higher than the mean score of students' pre-test. It means that using 2C-5R can improve students' vocabulary mastery at the second grade students of smp gowa raya Makassar. There fore, 2C-5R is good for students in learning vocabulary, because it gives effect to the students' interest. 2C-5R model can be a good predictor as a good model to enhance the students' vocabulary mastery.

The test of students' vocabulary mastery achievement after they had the treatments was presented in the following table.

Table 10 students' vocabulary mastery

Variable	t-test	t-table
(X2-X1)	11,18	2,086

Based on the table 4.10 above shows that t-test was higher than t-table value of the students' vocabulary achievement, where the value of t-test 11,18 and t-table 2.086. it could be concluded that there was significant difference between the result of the students' score in pre-test and post-test.

For level of significance (D) = 0,05 and degree of freedom (Df) N-1 =21-1 comparing with the t-table value. Based on the t-table above, it shows above can be concluded that t-test value (11,8) was higher than the value of t-table (2,086). In other words, it can be said that $11,18 > 2,086$, this means that null hypothesis (H0) of this research is rejected and the alternative hypothesis (H1) is accepted because there was significance different between the score got by the students in pre-test and post-test in vocabulary through 2C-5R model.

Discussion

This part present the discussion of the result of the analysis. The discussion aims to describe the students' vocabulary mastery achievement by 2C-5R model to the second grade students' of SMP Gowa Raya Makassar. the summary of the information gathered through vocabulary test in the previous section showed that the students' English vocabulary was improved The frequency and rate percentage of the students' pre-test and post-test results corroborated it. The students' score improved above their pre-treatment score when materials were presented utilizing the 2C-5R methodology for teaching and acquiring vocabulary.

The vocabulary achievement of the students' in pre-test was categorized on fairly good with the mean score of the pre-test was 67.52. There was none students' got very poor score, 2 students' who got poor score, 7 students' who got fair, 7 students' who got fairly good score, and 5 students' who got good score. None of the students' got very good and excellent score.

Based on explanation above, the researcher concludes that the result of English vocabulary was fairly good. It can be seen that the mean score of pre-test was 67.52.

After giving pre-test, the researcher gave treatment for the students'. The researcher carried out on Monday Mai 24th 2021 and finished on Friday June 24th 2021. In each meeting used 2C-5R model and each meeting conducted in classroom for 90 minutes.

The first meeting was on Monday May 24th 2021. For the opening the researcher great the students and introduced herself. The researcher gave brief explanation about descriptive text and next explains about 2C-5R model. After that the researcher asked the students to read the text and write 20 new vocabularies in a list, after that the researcher gave explanation to the students about the model and it rules. Then, the researcher divided them into groups and each group consists of 4 students'. During the students' do the test, the researcher controlled and gave guidance to them. The end of the lesson, each representative of the group collected the result of 2C-5R model.

The second meeting was on Saturday May 28th 2021. Before the researcher gave material based on lesson plan, the researcher asked the students' about characteristics one of their friends. The researcher asked the students' to mention the adjective, noun, and verb that they know related to a friend that they described, After that the researcher gave brief explanation about steps in 2C-5R model and the purpose of it. After that the researcher asked the students' to read the text and write 20 vocabularies in a list and find out the meaning and word form. The researcher asked the students' to sit in their group. During the lesson, the researcher controlled and gave guidance to them. If were the students' who didn't understand about the meaning, word form, pronounce and spell, they might ask to the researcher. The and of the lesson, the researcher asked to the representative in each group to conclude the lesson that day.

The third meeting was on Monday, may 31th 2021. Before the researcher gave material based on the lesson plan. The researcher asked the students to describe on the lesson plan. The researcher asked the students to describe about gowa raya school. The researcher asked the students to the mention the nouns, verb, and adjective that they knew. After that the researcher gave brief explanation the space of learning process and steps of learning process. After that the researcher asked the students to read a text and write 20 new vocabularies in a list after that find out the meaning and word form of those words. The researcher asked the students to sit in their group. And the last they made a simple sentence using 20 new vocabularies that they have discuss. The researcher controlled and gave guidance to them. If were the students who didn't understand about the meaning, pronounce and spell, they might ask to the researcher. At the end of lesson, the researcher collected their task and asked what the difficulties for them during that lesson.

The fourth meeting was on Saturday, june 04th 2021. The researcher explained again 2C-5R model. The researcher asked the students about what their feeling when study at their class? The researcher asked the students to mention verbs, noun and adjective that they knew. After that the researcher gave brief explanation the space of learning process and steps to apply that model. Next the researcher asked the students to write the 20 vocabularies in a list and they should put the meaning and word form. The researcher asked students to sit in their group and discuss, after that they made a simple sentence using the new vocabularies. The researcher controlled and guidance to them. If were the students who did not understand about the meaning, pronounce and spell, they might ask to the research.

2C-5R model is a model of teaching that used to help the students improve their vocabulary. When teaching and learning process by using 2C-5R was done, the students were very happy and got new spirit to learn English. Although the media simple and cheap, the students were enjoy and interested.

Before the researcher applied 2C-5R model in teaching and learning vocabulary, the researcher gave the pre-test to the students using vocabulary test, to find out the students background knowledge of vocabulary before the treatment is given.

The researcher gave the students treatment to improve their English vocabulary. The researcher taught the students of four meeting. In each meeting the researcher used 2C-5R model in teaching vocabulary. The first meeting, the researcher introduce about the 2C-5R model, the second meeting the students were given material about a close friend, third meeting they learn about classroom, next about lovely school, and about monkey, each meeting they have given new vocabulary about noun, verb and adjective.

During doing the treatment, each student was very enthusiast to be participated. They had a high spirit in doing the treatment because they want to be the best. The end of the 2C-5R model activity in every meeting, the students could improve their vocabulary in English especially noun, verb, and adjective. Teaching and learning process by using 2C-5R model can make the class more fun and active.

Teaching and learning process at the second grade of smp gowa raya Makassar was success. 2C-5R model as a technique in this researcher made the students active and interest in learning vocabulary. The findings proved that the English vocabulary of second grade of smp gowa raya Makassar was improved by using 2C-5R model. It can be seen by the mean score of the students post-test after giving treatment was 84.47 as good score.

The development The value of the pupils' English vocabulary test scores clearly demonstrated their of pre-test and post-test. In pre-test none students got excellent and very good, but in post-test there was none students who got excellent score, and 5 (43%) students who got very good score. In pre-test there were 5 (24%) students who got good score, but in post-test there were 11 (52%) students got good score. In pre-test 7 (33%) who got fairly good score, but in post-test there was 1 (5%) students who got fairly good score. In pre-test there were 7 (33%) students who got fair score, but in post-test no one students who got fair score. In pre-test 2 (39,50%) students who got poor score, but in post-test none for students got poor score, and very poor score.

The development of the students' vocabulary mastery was also proved by the mean score pre-test (67.52) and the mean score post-test (84.47) value. The value of the t-test was employed as the criterion for rejecting or accepting the hypothesis. (11, 18 is higher than the t-value. table's (2.086) thus the alternative theory is automatically adopted. It denotes that the average rating of the pre-test and post-test were noticeably dissimilar.

2C-5R model can help the students' to create context, they relax and get challenging activity with a clear goal but also can provide practice in another key area i.e. vocabulary. Last but not least, it is abundantly evident that the mean and the t-test analysis came to a particular conclusion or result where there was a significant difference between the outcome of the pre- test and post-test. Using these words, 2C-5R model in reaching English vocabulary was successful in enhancing students' vocabulary proficiency.

Based on the statement from Morgan and Rinvoluceri, trough 2C-5R model, learners recognize something that their teacher did not. It is prove in this research at the third grade students' of Smp Gowa Raya Makassar.

CONCLUSIONS

Based on the result of this there was significant different between pre-test and post-test, the result of the students score in post-test was higher than pre-test. So it can be concluded that 2C-5R model enhanced the students vocabulary mastery on noun, verb, and adjective at the second grade of smp gowa raya Makassar, and also the students have a lot of opportunities to create idea and simple sentences in learning vocabulary.

The following are some conclusions related this research:

The score of post-test was higher than the score of pre-test. It also can be concluded that students vocabulary mastery was increase, because there was improvement of students vocabulary mastery from the pre-test and post-test and 2C-5R model can be used in classroom activity in teaching vocabulary.

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