IMPROVING THE STUDENT'S VOCABULARY MASTERY
BY USING CONSTRUCTIVISM PRINCIPLE
IN THE SECOND YEAR STUDENTS OF SMAN 1 KAUMAN

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Abstract

Vocabulary plays important roles in mastering English. Vocabulary refers to all words in the whole language used in a particular variety. In this case, the students have some problems. The problems about difficult in mastering vocabulary, that the students are lack of vocabularies, the students often get difficult in expressing their ideas, the students have low motivation. The students felt unsatisfactory in their results. It's caused the students are lack of practice and lack vocabulary to memorize it. In this case the good technique of vocabulary teaching is needed to make the students enthusiastic in learning vocabulary. The objective of vocabulary teaching in English as a foreign language cannot be separated from the objective of teaching English in general. In others words, the objective of teaching English implies the objective of teaching vocabulary.To overcome the problemin this study the researcher designs the media in the form of picture in teaching and learning activities. Finally, the pictures should be large enough and be easily seen by all students.There area number of ways to improve the students' vocabulary mastery. Because of the condition the researcher holds the research related to the vocabulary's mastery . The study is aimed at two main purposes as follows: (1) to improve the students' vocabulary mastery through Constructivism principle(2) to improve the students' interest in learning vocabulary through Constructivism principle.From the result of the study that Constructivism principle can improve the students' vocabulary mastery and constructivism principle can improve the students' interest in learning vocabulary

Key Words: vocabulary, mastery, constructivism principle

A Introduction

In this study, the writer tried to develop an alternative strategy to increase the students'vocabulary mastery through constructivism principle in the second grade of SMAN 1 KaumanTulungagung. In this case, the researcher uses the approach in teaching learning process in order to increase in mastering vocabulary. The Constructivism is when students acquire their knowledge through inquiry, research, and their own investigation. As they construct their knowledge, they are enhancing their ability to think critically and analyze information. The constructivism is the philosophy of CTL approach that the knowledge is built up to people little by little that its results are spread.Through the limited context that are so much a part of the entire educational process. Underline the complexities involved in translating the diversity of perspectives on constructivism into a common set of principles that can be operationalized. Learners remain active through this process.

Constructivism, therefore has important implications for teaching (Hoover, 1996), as follows: (1) teaching can not beviewed as the transmission of knowledge of knowledge from the enlightened to the unenlightened; constructivist teachers do not take the role of "the stage on the stage" . Rather, teachers act as guides " guides on the side," who provide students with opportunities to test the adequacy of their current understandings, (2) if learning is based on prior knowledge , then teachers must take note of that knowledge and provide learning environments that exploit inconsistencies between learners' current understandings and the new experiences before them (Clements,1997). It presents a challenge for teachers as they can not assume that all children understand something in the same way. Furthermore, children may need different experiences to advance to different levels of understanding, (3) if students must apply their current understandings in new situations in order to build new knowledge, then teachers must engage students in learning, bringing students' current understandings

to the forefront (Hoover, 1996). Teachers can ensure that learning experiences incorporate problems that are important to students, not those that are primarily important to teachers and the educational system. Teachers can also encourage group interaction, where the interplay among participants helps individual students become explicit about their own understanding by comparing it to that of their peers, (4) if new knowledge is actively built, then time is needed to build it. Ample time provides opportunities for student reflection about new experiences, how those experiences line up against current understandings, and how a different understanding might provide students with an improved (not "correct") view of the world.

Based on from researcher's research experience when she conducted her research to the first grade of SMAN 1 Kauman by using constructivism principle approach, it is a suitable technique for students in secondary level improve students learning outcome, their vocabulary mastery. To prove how far the constructivism principle could influence the students' vocabulary skill. In this paper the researcher tries elaborate everything related to the technique of implementing in constructivism principle approachand its effect for increasing students' vocabulary skill. It is the way of teaching vocabulary through " meaning translation, label a picture and synonym .

Constructivism is based on the work of Jean Piaget. As the name suggests, in constructivist theory, meaning is constructed based on experiences.

"Constructivism is an approach to teaching based on research about how people learn. Many researchers say that each individual constructs knowledge rather than receiving it from others."(McBrien& Brandt,1997).

Principles of Constructivism:

There are several guiding principles of constructivism. First, learning is a quest for understanding and meaning. Learning starts with the problem or question that students are trying to understand or make meaning of. Second, learning is centered around main concepts and ideas instead of isolated facts. It is important for students to know and understand both the wholes of a concept, as well as the parts of a concept. Third, as teachers, we must understand the mental models of our students, which includes the way they perceive the world, and the assumptions that they make in their understanding of the world.

B. Method Research

The research design used in this study is Classroom Action Research (CAR). Action research has grown in popularity, and is considered by some teacher and teacher educators to be an essential part of our professional lives (Gebhard,1999). This is because it provides a way of looking that helps us to reflect on our teaching.

The information of CAR procedure as follows:

Preliminary study:

The study is held to know students'vocabulary mastery and students'interest about English , the researcher found:

Planning on the action
1. Designing lesson plan
2. Preparing the criteria os success

Acting on the plan
Implementing the use of constructivism principle in teaching vocabulary to increase the students' vocabulary mastery.

Reflecting on the observation
Analyzing the data by comparing them with the criteria of success, KKM = 75

Collecting data

It's related to the effect of the implementation of the use of constructivism principle in teaching vocabulary in the form of the result of vocabulary test and questionnaire.

Result

If the research result is good or successful, the researcher only uses cycle I and concludes that constructivism principle can be applied in teaching vocabulary.

If the research result is not satisfying, it can be continued to next cycle to get the data more accurately.

Table of Setting-up the criteria of success, Data Sources, and Instrument

The criteria of success	Data Sources	Instrument
All students are respond positively during teaching and learning	The students' comment toward teaching-learning	Questionnaires
All students are motivated	The students' involvement	Observation list
The score of KKM (75)	The result of vocabulary mastery	Assessment of vocabulary test

The form of vocabulary test is multiple choice consisting of twenty-five items. The kind of test material are synonym, label a picture and meaning translation while the questionnaire related to ten questions about the students' interest in English.

C. Research Results

In preliminary study the researcher conducted pre test (vocabulary), questionnaire sheet and questionnaire sheet.

The pre test was conducted to know the students' capability of English. The results of vocabulary test in the following description:

The result of vocabulary test showed that the students' score was low (the average score was 62,85%. It meant that the students' vocabulary mastery is not good (low).

Finding of Cycle 1
The result of Observation Sheet

| Activity | Meeting | | Additional Information |
	First	Second	
Pre	Only 50%students are ready to learn Not responding greeting well	Only 55% students are ready to learn Not responding greeting well	Quite noise when the researcher enters the class

| Main | Only 50% students are active at class | Only 60% students are active at class | The situation of class aren't effective yet |
| | Only 30% students respond the teacher's questions | Only 40% students respond the teacher's questions | |
| Post | Only 50% students can conclude the material given well | Only 60% students can conclude the material given well | Only some students are able to master the material well |

Note

Based on the vocabulary score, it can be concluded that the use of constructivism principle in teaching vocabulary to improve the students' vocabulary mastery didn't reach the criteria of success yet. 24 or 68,57% of students reached the criteria of success and rest 11 students or 31,42% of students got low scores. And the average of score of cycle I : 75,54.

Notice the following table:

No	Score	Total of Students
1	75	11
2	75	24

The chart illustrating the result of vocabulary test of cycle I
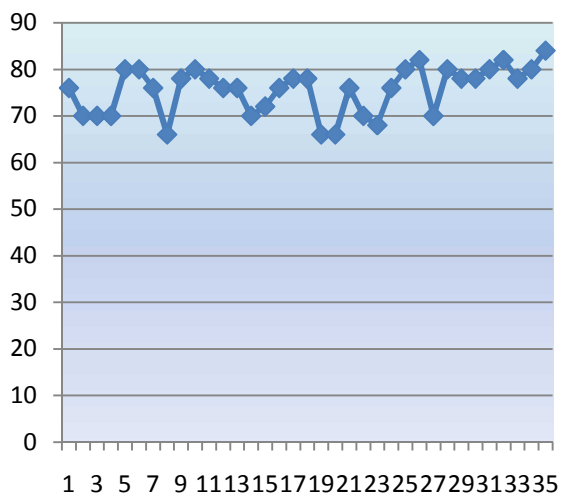
X = the student's order number
Y = student's score

Reflecting the Action

Based on the analysis of the teaching learning process using constructivism principle seen from both observation sheet and vocabulary test in the first cycle showed that half more of students involved in teaching learning process got good scores, others got the low scores (not reaching the criteria of success "75").

For the reasons, the researcher made a decision to continue the implementation of the study(teaching vocabulary by using constructivism principle) to the second cycle.

Finding of Cycle 2
Planning the Action
In this cycle, the researcher decided to use the great strategy to make the students interested in vocabulary learning and it was hoped that the students understood the vocabulary (strange words) better. The vocabulary teaching technique was still related to constructivism principle, but focused on the vocabulary teaching through synonym, label a picture, meaning translation.
Implementing the Action
The implementing of the second cycle involved two meetings. The teaching strategy used constructivism principle by using three ways in vocabulary learning through synonym, label a picture and meaning translation .
In the implementation of this action, the researcher conducted the teaching learning process by applying three ways in vocabulary learning through synonym, label a picture and meaning translation and he wants to know whether the result will be betterin improving the students' vocabulary mastery.
Observing Action
The following are firstly, the data collected from the observation about the students' participation in teaching learning process through observation checklist for the students and questionnaire sheet, next the result of the observation checklist and questionnaire were analyzed by the researcher. The aim of the observation was to know the students' progress during their activity when the teaching learning process occurred. Secondly, the data collected from the result of vocabulary test, analyzed detailly through synonym, label a picture and meaning translation.
The data from questionnaire showed that the result of questionnaire , the students responded "Yes" for about 70,40%. It meant that the students enjoyed the constructivism principle in teaching vocabulary. It made the students thought critically and made them more creative.
The last data was from the result of vocabulary test. It was divided in two parts, the average score of the vocabulary test and the result of vocabulary test seen from " synonym, label a picture and meaning translation. The average of students' score was 78,91. The next part was the illustration of students' achievement in vocabulary test. Based on the vocabulary score, it can be concluded that the use of constuctivism principle in teaching vocabulary to improve the students' vocabulary mastery didn't reach the criteria of success yet. 28 or 80% of students reached the criteria of success and rest 7 students or 20% of students got low scores.

Notice the following table:

No	Score	Total of Students
1	75	7
2	75	28

The chart of illustrating the students' vocabulary score
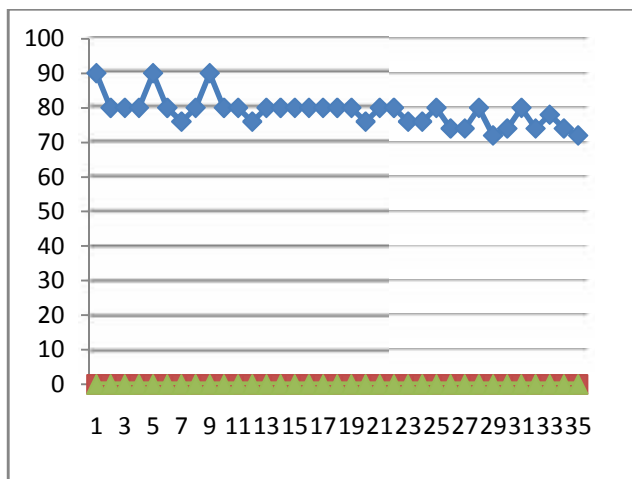
x = students' order number
y = students' score

The questionnaire of the usage Constructivism Principle in Learning Process

NO	Name	Constructivism Principle In Teaching process	
		Like	Dislike
		91,4%	8,6%

Note: 91,4% students like using Constructivism Principle In Teaching   Process to master vocabularies.

Discussion

  Vocabulary plays important roles in mastering English. Rivers in Nunan (1992:17) stated that vocabulary is essential for successful study on the second language.Wilkins in Thornbury (2002:13) summed up that without vocabulary nothing can be conveyed. Vocabulary refers to all words in the whole language used in a particular variety. According to HarimuktiKridalaksana, vocabulary is a component of a language that maintains all of information about meaning and using word in a language. In reading ability, vocabulary helps learners in comprehending the text. From the previous information the writer conclude that the vocabulary mastery is very necessary in learning foreign language.

  One of the way to master vocabulary is through constructivism principle (Byrne, Donn, 1979).Hands on learning is the basis of a constructivist classroom. Students learn by doing. "They become engaged by applying their existing knowledge and real-world experience, learning to hypothesize, testing their theories, and ultimately drawing conclusions from their findings" (Thirteen Ed.).By asking questions and evaluating their learning, students are able to work with their natural curiosity. Students work to understand their world and how it works. Assessment of learning is based on student evaluation of learning. From the result of research and theory of constructivism principle, it is able to use the principle in teaching learning process.

D. Conclusion

  Referring to the findings obtained during teaching vocabulary by using Constructivism principle, the teaching technique is able to use in teaching vocabulary. It is one of effective ways to make the students more creative to respond the teacher's assignment.

  Referring to the conclusion, the followings are some suggestionsaddressed to English teacher of SMAN 1 Kauman, Tulungagung and the institution itself.

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