

Improvement of Reading Comprehension of the 10Th Grade Students of Public Senior High School 1 (SMAN 1) Wolowae, Nagekeo in Academic Year 2016/2017 through the Explicitly Taught Vocabulary (ETV) Model of Teaching

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ABSTRACT

This research is aimed at describing how the explicitly taught vocabulary (ETV) model of teaching helps to improve the students' reading comprehension and describing the use of ETV model of teaching in improving students' reading comprehension. This research was conducted at (Class X.A) of SMAN 1 Wolowae, Nagekeo. Their research subjects were the 10th-grade students in the academic year 2016/2017. The ETV model of teaching was applied in a classroom action research (CAR) with three cycles. The data were taken by using observation and tests, and they were analyzed using the pre-cycle score and minimum standard score to be the standard of comparison. The result shows that the ETV model of teaching was successful in helping the students improve their reading comprehension and making them more active in the teaching and learning process. It was portrayed by the students' scores and the alteration of students' activity that increased from cycle one to cycle three. Before implementing the ETV model of teaching (pre-cycle), the student's average score was 17.5, then it changed to 68.3 in a cycle one after implementing the ETV. In cycle two the score increased to 75 and then

increased significantly to 87.63 in a cycle. Besides, the students' activity also changed positively to 84 %. From these results, the writer then concluded that ETV model of teaching was very effective to improve students' reading comprehension especially the tenth-grade students (class X.A) of SMAN 1 Wolowae, Nagekeo, in the academic year 2016/2017. It is therefore also required to improve students' activities in the learning process inside the classroom.

KEYWORDS

ETV model of teaching, improving, reading comprehension, SMAN 1 Wolowae, Nagekeo

INTRODUCTION

Mastery of reading comprehension skills is the important key for students to get well content in lessons. Therefore, writers, educators, and researchers have dealt seriously with this issue. In particular, they have investigated that there is a relationship between vocabulary and reading comprehension, and they tried hard to find out the best techniques to improve EFL students' reading comprehension. Chall & Jacobs (2003) point out that the correlation of word knowledge with reading comprehension indicates that if students do not adequately and steadily grow their vocabulary knowledge, their reading comprehension will be affected. Cunningham & Stanovich (1998), also say that students who do not understand some words in texts tend to have difficulty comprehending and learning from those texts. Hirsch (2003) goes further by clearer saying that "Vocabulary experts agree that adequate reading comprehension depends on a person already knowing between 90 and 95 percent of the words in a text." August, Carlo, Dressler, & Snow (2005) also find that English language learners who experienced slow vocabulary development were less able to comprehend texts at the grade level than their English-only peers. From the theories above, the writer then concluded that a particular problem for students with poor comprehension was that they have difficulty in learning new vocabulary. Students in EFL class who are rich in the vocabulary will have a better comprehension of the text provided by the teacher. Thus, students of EFL class are supposed to enrich their vocabulary to improve their reading comprehension. Meanwhile, the teacher is also demanded to facilitate their students in learning vocabulary by using some techniques.

In Indonesia context, in which English is learned by students as a foreign language, the difficulties when reading text always happens. Scrivener (2009) provides some students' lamentations in reading a text in a language that they do not know well, the students say that "I don't know enough vocabulary," "I need the dictionary all the time," "It is very slow, it takes ages just to get through a few sentences," "I often get to the stage

where I understand all individual words, but the whole thing eludes me completely,” because it is slow, the pleasure or interest in the subject matter is soon lost.” All these problems indicate that reading English text is not easy. The teacher should find out the solution to overcome this problem by realizing that there are many methods, strategies, and techniques out there that can be adopted and adapted creatively. Some researchers have focused on finding a good method that can be used by the teachers to help their students in enriching their vocabulary. However, (Sedita, 2000) found that there is no one best method for vocabulary instruction and that vocabulary should be taught both directly and indirectly. Direct instruction means teaching specific words, such as pre-teaching vocabulary prior to reading a selection.

FRAMEWORK

What is teaching? Cohen (1988) states that “Teaching is a practice of human improvement.” In its broadest sense, teaching is a process that facilitates learning. Teaching is the specialized application of knowledge, skills, and attributes designed to provide unique service to meet the educational needs of the individual and society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the teaching profession. Especially, when teaching related to English as a second language in Indonesia which has different language system compared to Indonesian language (Djuwari, 2013).

Comments on “constructivism have become the dominant view of how active method of student learning it may seem obvious to equate active learning with an active method of instruction” Mayer (2004). This can allow the teacher to construct a method that focuses on active learning. Teacher should be a facilitator or supporter, rather than an instructor. The teacher will more pay attention to gain student to more active in the teaching and learning process. Thus, in term of a good method, by looking at the constructivist principle, explicit instruction is more recommended.

The Explicitly Taught Vocabulary in Teaching Reading Comprehension

By combining the adapted theories of Sedita (2005) about the three steps and four strategies for teaching individual words explicitly (adapted from Graves, 2006; NICHD, 2000; PREL, 2008), the writer than constructed the ETV teaching model by using these theories that focus to improve students’ reading comprehension.

What words should the teacher choose for direct instruction? Teachers should focus on words that are important to the text, useful to know in many situations and that is uncommon in everyday language but recurrent in books (Juel & Deffes, 2004; Sedita, 2005; Djuwari, 2011). Additionally, Sedita (2005) then formulates the following guide about the steps that teacher should do in ETV model of teaching;

- ✓ Before instruction, preview the text, even when using text that has pre-selected vocabulary words.

- ✓ Read the passage and identify vocabulary words you think students will find unfamiliar. Ask yourself: “How difficult is this passage to understand?”
- ✓ Select words that are important to understanding the text.
- ✓ List words you predict will be challenging for your students. You may not be able to teach all of these words. Research supports teaching only a few words before reading.
- ✓ Determine which words are adequately defined in the text. Some may be defined by direct definition and others through context. Expand on these words after reading, rather than directly teaching them before reading.
- ✓ Identify words students may know based on their prefixes, suffixes, and base or root words. If structural elements help students determine words’ meanings, don’t teach them directly.
- ✓ Consider students’ prior knowledge. Words can be discussed as you activate and build prior knowledge. Words can also be extended.
- ✓ Determine the importance of the word. Ask yourself: “Does the word appear again and again? Is the word important to comprehending the passage? Will knowledge of the word help in other content areas?”
- ✓ Remember, words taught before students read include; Words that will be frequently encountered in other texts and content areas. Words that are important to understanding the main ideas. Words that are not a part of your student’ prior knowledge. Words unlikely to be learned independently through the use of context and/or structural analysis.

Then, Hanson & Padua’s (2011) theory focused on the three steps and four strategies for teaching individual words explicitly (Graves, 2006; NICHD, 2000; PREL, 2008); Teaching individual words explicitly should be done meaningfully and through a systematic approach so that students will establish routines for learning. These are the three steps and four strategies for teaching individual words explicitly (Graves, 2006; NICHD, 2000; PREL, 2008 in Hanson & Padua, 2011); Identify the potential list of words to be taught. Determine which of these words to teach. Plan how to teach the words using the following strategies; provide a student-friendly definition. Use the word in context and give contextual information. Provide multiple exposures. Offer opportunities for active involvement. And the four strategies are: Provide a student-friendly definition, Use the word in context and give contextual information, provide multiple exposures, and Offer opportunities for active involvement.

After the teacher has provided background information about the topic and explicitly taught the vocabulary by providing student-friendly definitions, using the words in context providing multiple exposures, and offering opportunities for active involvement, it is time for students to read the text. Each day, teachers must create opportunities for students to read a continuous text without interruptions (Hanson & Padua, 2011).

OBJECTIVES OF THE STUDY

The study aims to describe the way an English teacher creates the Explicitly Taught Vocabulary (ETV) model of teaching to improve reading comprehension of the tenth-grade students of SMAN 1 Wolowae, Nagekeo in academic year 2016/2017. And, to describe the reading comprehension improvement of the tenth-grade students of SMAN 1 Wolowae in academic year 2016/2017 in the teaching reading comprehension through Explicitly Taught Vocabulary (ETV) model of teaching.

METHODOLOGY

This research was implemented in second-semester students of class X.A of SMAN 1 Wolowae in the academic year 2016/2017. This school was located on Wolowae sub-district, Nagekeo regency. This school has only existed in Wolowae sub-district. It started on January, 1st 2017.

The research design for this study was classroom action research, a systematic process of solving an educational problem and making improvements (Tomal, Schilling, & Wilhite, (2014). In the classroom action research (CAR) there were many steps which were conducted by the researcher or teachers. According to Koshy (2005), action research involves some stages; those are planning a change, acting and observing the process of and consequences of change, reflecting of these processes and consequences and then re-planning acting, observing, reflecting and so on, that we can see clearly as follows;

Planning

Planning is the process of preparing something before applying method, or strategy, or technique in the CAR. Planning is always at the beginning of the research after the researcher conducts the preliminary study and observation. Planning is also at the beginning of the next cycle. All planning is based on the result of evaluations and reflections.

Action

Action is the crucial part of some activities in the classroom action research. The writer's action was based on the planning that has been set up. In this stage, the writer implemented the ETV model of teaching to improve the reading comprehension of the tenth-grade students in SMAN 1 Wolowae, Nagekeo. In classroom action research (CAR), the action changes in every cycle based on the planning.

Observation

The observation was done while the ETV model of teaching was being applied by the writer in the classroom action research (CAR). The writer's collaborator observed

the teacher and students and the writer's behaviour and interaction. The collaborator was allowed to fill the observation guidance and take some notes dealing with the classroom activity when the ETV was being implemented. The writer's collaborator also gave the systematic evaluation dealing with the test given to the students and the writer by using his result found. From the notes which were given by the collaborator in every meeting, the writer and the collaborator then reflected that there would be important to be constructed some preparation in the planning stage before teaching in every cycle. The result of observation on students would be scored by the writer; moreover, every activity would be scored in which the writer scored 1 for those who were active in teaching and learning process.

Evaluation

In this research, the writer added an evaluation section because it covered the tests result in a score of every meeting in each cycle. In this section, the writer put the students' score after giving them the test which was provided in every meeting. The scores were listed on the table of Microsoft Word Excel, and then computed its sum and mean.

Reflection

The reflection covered the teacher and students' activities in the previous action. It was aimed to know the weaknesses or the problem occur in the previous action. The result of reflection became the important information that was very useful to be implemented in the next action. Students in this case, were demanded to remember the past activities. They were supposed to give their supporting suggestion if necessary in the last process of every meeting base on their filling; happy or not, satisfied or not, or understand the material or not. In this research, the writer also used the result of observation. The writer took some information, not only from the result of observation on students, but also from the important notes on the writer. The collaborator gave some notes in the observation sheet provided in every meeting of each cycle. The collaborator also scored students' activity based on students' action teaching and learning process in the classroom.

The successful conduct of ETV model of teaching in improving students' reading comprehension could be seen in two indicators; Indicator in the process and Indicator in the result. The indicator of success in the process could be seen based on the result of observation during the ETV model of teaching is being implemented by the writer well. It was also known from the observation sheet because it shows us the level of students' participation while being given the action or treatments. The success of the process was also influenced by the result of the evaluation that was showed students scores (class average scores) in every meeting of three cycles until the score of students achieved the standard minimum provided.

The indicator of success was based on the result of the tests in every meeting of three cycles, especially the average of class scores and percentage of students' activity. If the

result of the test is higher than pre-test after ETV has been implemented by the writer, so the ETV is successful to improve the tenth-grade students' reading comprehension. In other words, if the class average score and the percentage of students' activity reached the minimum standard provided then the ETV was successful in improving reading comprehension of the tenth-grade students of SMAN 1 Wolowae, Nagekeo', in academic year 2016/2017.

Moreover, in this research, the writer standardized first the minimum standard of students' activities percentage and the minimum standard of students' score. These two standards were formulated by the writer after confirming with the school standard. The minimum standard of percentage was required to be the standard for comparing the improvement students' activities in every cycle, whereas the minimum score standard was needed to be the standard of students' achievement in comprehending a text in every cycle.

The minimum standard of students' activities percentage in this research was based on every student's activity (paying attention, asking question, responding to question, and accomplishing task activities). Every activity was scored by 1 (one) for each student, whereas the minimum standard percentage of those activities was 60%, and the maximum was 100% for each activity which was gained by using the same formula used by the writer in competing for the students' percentage below. Moreover, to get the percentage of students' activities, the score given for each student would be totaled, the total would be divided by a number of students and then multiplied 100. The formula was as follow;

$$N = \frac{\sum t}{T} \times 100\%$$

Note:

N: The percentage of students' activity

$\sum t$: Total score of students' activity

T: Number of students

The measurement result of that students' activity in every meeting in this research would be compared with the minimum standard of students' activities percentage which had been provided.

The minimum standard of students' score to be achieved was 70 and the maximum score was 100. It was represented by the average class score. The average class score was measured after the writer got the score of each student and listed it in the table of Microsoft Word Excel to then be computed. To measure the score of every student in each test, the writer used formula as follow;

$$S = \frac{\sum T}{Tt} \times 100\%$$

Note:

S: Student' score

ΣT: Total score

Tt: Total maximum score (40)

It means that students score was taken from the total score divided by the maximum score (40), then multiplied by 100. Total maximum score was gotten from the eight numbers of questions multiplied by the maximum right answer (five); eight multiplied by five was forty. To get the average class scores, the writer would compute by Microsoft word Excel. After listing the students' scores and put it all on the table, the writer then computed those scores by using *Sum* and *Mean*. The sum to measure the total scores of students, whereas the mean was required for finding the class average scores of students. In every cycle, the writer measured the mean of students' scores and compared it. The writer would measure first the pre-cycle score and then measured all scores in every meeting of each cycle by using the same way; computed by using Microsoft word Excel. The success of this research could have happened if the percentage of students' activates in every cycle reached 60% and the average class scores of students reached 70.

Research Instruments

To support the result of this research, the writer tried to collect data from the field of research by requiring some Instruments. According to Arikunto (1992), there are many kinds of instruments such as test, questioner, interview, observation, rating, scale and documentation. But, in this research, the writer only used test (pre-test and post-test), interview (free interview) and observation.

RESULTS AND DISCUSSION

Table 1. The result of observation on the researcher in meeting I and II (Cycle I) Commented by a collaborator (The English teacher of class XA)

Aspects 1	Comments & Suggestions 2
Learning Process	
1. Opening	See the lesson plan Tell the students about the recount text generally and give an example to make sure that at least, students can achieve a little about that so that they can follow the class with prior knowledge about the topic.
2. Material Presentation	
A. The teacher provides text based on the topic.	

B. The teacher tells the prior explanation about the text.	
C. The teacher reads the passage and identifies vocabulary words that the teacher thinks students will find unfamiliar.	You must identify unfamiliar vocabulary at home. Coming to the classroom, you can then provide it to your students to be discussed together
D. The teacher selects words that are important for understanding the text.	Prepare this at home/before class activity.
E. The teacher lists words he predicts will be challenging for your students.	Prepare this at home/before class activity.
F. The teacher determines which words are adequately defined in the text. Some may be defined by direct definition and others through context.	Prepare this at home/before class activity.
G. The teacher identifies words students may know based on their prefixes, suffixes, and base or root words.	Prepare it this at home/before class activity. Consider to use synonym and antonym.
H. The teacher provides student-friendly definition.	
I. The teacher uses the word in context and gives contextual information.	
J. The teacher provides multiple exposures.	
K. The teacher considers students' prior knowledge.	
3. Learning Method	
4. Language Use	
5. Time Allocation	See your RPP/lesson plan
6. Gesture, body language, facial expression, and teacher movement.	
7. The way how the teacher motivates students.	You have to motivate the students based on the passage that you are discussing.
8. Technique of asking	
9. Controlling classroom technique	Perfecting your ETV strategy above and let you consider all my suggestion
10. Media	Are there no media?
11. Form and the way how to motivate students	
12. Closing	See RPP/lesson plan

Table 2. The result of observation on the researcher in meeting III and IV (Cycle II)

Aspects	Comments & Suggestions
Learning Process	
1. Opening	Please act like you are a teacher, do it relax. You took so much time in this section, simplify your action. See the time allocation for this section in your lesson plan/RPP.
2. Material Presentation	Suggestion; please try to modify text by seeing the situational context where students are.
A. The teacher provides text based on the topic.	
B. The teacher tells the prior explanation about the text.	Explain does not mean that you tell all about the text/story/passage. Just tell it generally.
C. The teacher reads the passage and identifies vocabulary words that the teacher thinks students will find unfamiliar.	
D. The teacher selects words that are important for understanding the text.	Find out the words that you think can help students recognize other words. The words that you have listed did not help the students to at least guess or recognize other unfamiliar words that are not defined directly in the text.
E. The teacher lists words he predicts will be challenging for your students.	
F. The teacher determines which words are adequately defined in the text. Some may be defined by direct definition and others through context.	You defined almost of the words in the text. (This is not translation) so please find the important vocabulary as I have told you in point D above.
G. The teacher identifies words students may know based on their prefixes, suffixes, and base or root words.	There are many “bahasa serapan” in Indonesian use English. Please find it much more to be used to explain the unfamiliar words found
H. The teacher provides a student-friendly definition.	Simplify your language to be friendly
I. The teacher uses the word in context and gives contextual information.	Look at point F and find out much more contexts
J. The teacher provides multiple exposures.	✓
K. The teacher considers students’ prior knowledge.	Suggestion: in the level of students, you can mix English and Indonesian in your explanation. You may use Indonesian more than English if you find that your students are still confused with your explanation.

1. Learning Method	
2. Language Use	<ul style="list-style-type: none"> ● Speak slowly, Don't speak all English, ● Pay your attention on how to use punctuation when you say a word ● Considering to use Indonesian more than English
3. Time Allocation	See your RPP/lesson plan
4. Gesture, body language, facial expression, and teacher movement.	Make it natural.
5. The way how the teacher motivates students.	You have to motivate the students based on the passage that you are discussing
6. Technique of asking	Stimulate your students to ask.
7. Controlling classroom technique	<ul style="list-style-type: none"> ● Use your RPP/lesson Plan as guideline ● Perfecting your ETV strategy above and let you consider all my suggestion ● Construct the group discussion
8. Media	Are there no media?
9. Form and the way how to motivate students	
10. Closing	See RPP/lesson plan Give the students homework

All these data would be useful for gaining the planning stage because there were some suggestions, comments, additional information, and corrections. All these data would be combined with other results in reflections step to be completed the actions in the next cycle.

How Explicitly Taught Vocabulary (ETV) Model of Teaching was implemented to Improve Reading Comprehension of the Tenth Grade Students of SMAN 1 Wolowae, Nagekeo in Academic Year 2016/2017.

All actions of ETV model of teaching and modification of classroom action research (CAR) in cycle three was the best action to be implemented because on that cycle, the results increased significantly (See table 8). Not only increasing in students' score, but also students' activity (See table 9). Moreover, the cycle three actions were perfected based on the result of previous actions in another cycle, which were concluded in its each reflection. In cycle three, there were some new actions were added by the writer based on the collaborator comments and suggestions in the reflection of last cycle two. For that reason, the writer then formulated the way to teach vocabulary explicitly in

classroom action steps by using the actions of cycle three to improve students' reading comprehension. Here are the steps;

a. Previewing the Teaching Material Before Teaching

Before instruction, the writer previewed the text at home. This was a part of preparation on ETV model of teaching. The writer prepared some texts based on the topic which would be provided to tenth-grade students in the classroom. In cycle three, for example, the text provided was based on the topic *Essay report text*. The writer provided several Report texts entitled "Piranha" for Meeting V and "Tongue the sense of taste" for Meeting VI. The vocabulary provided, of course was also based on these two texts. The writer listed some unfamiliar words or words that the writer thought might be taught before students read the text consist of:

- Words that will be frequently encountered in other texts of different content areas.
- Words which are important for understanding main ideas. Determine the importance of the word by reflecting that:
 - Does the word appear again and again in that text? This important to make students memorize the words well.
 - Is the word important to comprehending the passage?
 - Does the word help students to guess another meaning of the previous or next word provided?
 - Will knowledge of the word help in other content areas?
- Words which are not a part of the student' prior knowledge.
- Words unlikely to be learned independently through the use of context and/or structural analysis. In this research, the writer explained this category of words by using friendly definition or/and mixing Indonesian and English; sometimes more Indonesian.
- Words that the writer predicts will be challenging for students.
- Words the writer thinks students will find unfamiliar. "How difficult is this passage to understand?"
- The word is too difficult to understand without any background knowledge.
- The contexts clues do not help with understanding the meaning of the word.
- The word is likely to be found in future reading.

Additionally, the writer intentionally listed some important, challenging, and unfamiliar words to stimulate students to find out, guess or recognize the meaning of other words that also appeared in the next text.

b. Providing More Texts with More New Words

After preparing some texts and the new words at home the day/s before teaching vocabulary explicitly, the writer then provided the texts to the students and listed some new words in the whiteboard for being explained later on. The words were important,

challenging, and unfamiliar word. In this step, the writer let the students read and try to find unfamiliar words by themselves. The words would be underlined by the students. The writer then asked the students to tell their words and discussed together. If the words found by the students were same as the writer's founding, then the words would be combined and written in the whiteboard. However, if the words found were a different with the writer's founding, then the writer added and listed it in the whiteboard to be explained later on. In the process of explaining the meaning, the writer did not teach or explain the meaning of the word literally or by opening the dictionary to find meaning like in the process of translating, but the writer used structural elements (affix, antonym, synonym and base) antonym, synonym and Indonesian loanwords to help them understand and memorize the meaning of the words. In cycle three, for example, the words were provided, of course also based on those two texts. To explain the meaning, the writer conducted ETV to help students understand and memorize the unfamiliar words existed in the texts provided. The writer also tried to use the student-friendly definition to explain the unfamiliar words.

c. Using Structural Elements, Antonym, Synonym, and Indonesian Loanword to Help Students Recognize, Understand and Memorize the Meaning of the Words.

The writer might make sure that, before continuing the reading process, the students should have recognized, understood, and remembered the unfamiliar, important, and challenging words listed. Because the main aim of the teaching vocabulary explicitly is to make students understand or comprehend the reading text. In the process of comprehending the text, knowing the words provided was required. In order words, as the writer stated before that, if the students were poor of vocabulary, then they could not understand the whole text. It could be seen in pre-cycle when the writer had not implemented the ETV model of teaching in asking students read, the scores were low, but after conducting ETV model of teaching in which the writer required some structural elements like an affix, base, antonym, and synonym, there were some improvements. It could be seen in the first discussion above.

Beside that the writer also used appropriate Indonesian loanwords to help students to recognize, understand, and memorize the meaning of the unfamiliar words found. Actually, the using of the loanword of Indonesian to explain the meaning of the unfamiliar words should be used by the writer in previous cycles, for instance in Meeting II of cycle one, text "Picasso", the writer might ask the meaning of *reperesentasi* (Indonesian loanword) to explain the word *representation/representing* and the word *travel bag/tas travel* for the meaning of *travel*, but the writer did not use it along cycle one and two, because the writer only focused to explain the meaning by using structural elements and synonym or antonym. In cycle three, the writer added the loanwords to explain the meaning based on the suggestions which were given by the collaborator (See Table 2).

In this cycle, the loanword was intensely used. In the process of recognizing, understanding, and memorizing the unfamiliar words, for example in cycle three,

Meetings V and VI, where, the writer told the meaning of word *attack* in text “Piranha” (meeting five) by using Indonesian loanword *attack* and *defensive* which existed in football playing strategy and the word *sensation* in text Tongue the sense of taste (meeting six) by using Indonesian loanword *sensasi*. In this activity, the students were very enthusiastic to respond and answer the questions. They were also supposed to find the loanwords themselves.

d. Providing Student-Friendly Definitions

Using everyday language to help students understand the meaning of a word was recommended in ETV model of teaching. Moreover, student-friendly definition could be used as an alternative tool before asking students to open the bilingual dictionary. This was the most alternative way to explain the word meaning in the ETV implementation, instead of using Indonesian.

This action was implemented in every cycle, for instance in explaining the unfamiliar words that the writer thought could be explained by using structural elements, antonym or synonym, and Indonesian loanwords.

Additionally, in this research, the writer found that there were several problems that happened when the writer implemented the ETV model of teaching in every meeting of each cycle. They were the problem explaining Idioms and memorizing irregular verbs. All these problems could be overcome by using friendly-definition in explaining or using a bilingual dictionary to find out its base/basic word.

e. Using Student-Friendly Definition in Explaining the Irregular Verbs

In this research, the writer explain the word’s meaning based on the steps of ETV model of teaching, but when faced the irregular verbs, the writer did not neglect; the writer tried to explain the meaning. The different form of irregular and regular verbs made students confused even though the writer had explained a little bit about that. They, of course, needed much more time to memorize the irregular verbs.

The writer believed that in the level of students, to understand and memorize the irregular verbs would be difficult. It was a general problem. The writer believed this by reviewing the students’ problem on recognizing basic words and simple past tense, for example when discussing “Recount” and “Narrative” texts, they could not distinguish irregular and regular verbs and confused to put a past form of a verb, especially irregular verbs in the sentence. Thus, the writer had to explain more about verb change in simple past tense directly by used more Indonesian.

In this research, the writer guided students to recognize words especially irregular verb found by showing its basic verb, if the students still did not recognize then the writer explained more by appearing those words in every meeting. Moreover, to anticipate this problem, the writer then listed some irregular verbs found in the text. If the writer identified these irregular verbs were easy to be recognized the meaning, then words would be directly explained by showing the basic words first and let the students

recognized by themselves, whereas for irregular verbs that the writer thought would be difficult to be understood, the writer would tell the meaning directly by using friendly-definition, simple language, or used Indonesian more.

f. Using Student-Friendly Definition The Problem in Explaining Idiomatic Expressions

Idioms made students confused because the literal meaning was different with the idiomatic meaning. To explain the idiomatic meaning, the writer faced a problem, because the writer was seemed like telling the wrong meaning to the students. However, students had been formed to recognize meaning literally, for instance; book means *buku*, fish means *ikan*. They were then confused when faced idiomatic words like *bottom-side up* in text about “Tommy.” They said *sudut dasar atas*, *sudut bagian atas*, and *dasar sudut bagian atas*. Thus, when the writer told that *bottom-side up* as floating or *terapung (melayang di tengah-tengah air)*, the students looked confused. The writer then told them that, idiomatic expression could be understood literally, or translated word per word literally. It might be translated idiomatically.

Furthermore, to anticipate the problem, the writer provides some friendly definition and about those idioms, and then told to students directly. The writer used simple or mixing language. For instance, there were some texts contained many idioms like in the text about “Tommy.” One of those idioms was “*then he took him out more often and kept him out longer.*” To explain those idioms, the writer tried to explain directly the word *took out* to be *take out* with its examples; take him out or take it out, or take Andy out of there. In additionally, the writer also used some real event to make them understood more because some of the idioms were familiar their real situation, for instance ‘take me out’ the name of a reality show in television. The writer tried to relate the meanings of the event and the meaning of idiom taught. And *kept out* to be *keep out* with its examples; keep him out, father keep the dog out, and keep them out of class. After that, the writer then told the idiom meanings.

g. Using more Bilingual Dictionaries Contextually

In teaching vocabulary explicitly, especially in the process of explaining the meaning of the unfamiliar words, the writer tried to relieve the use of a bilingual dictionary. In other words, the writer just used friendly-definition; using simple friendly languages, mixing English and Indonesian in explaining the meaning of new vocabulary or the meaning of the words that were not explained directly in the text.

In this step, the writer used a bilingual dictionary when the writer did not find the appropriate help from affix, base, antonym, synonym and Indonesian loanwords to explain and make students understand the meaning of the unfamiliar words. For instance in Meeting V, text “Piranha”, there was word *skeleton*. The writer found that there were not any helps to explain the word, so the writer used a bilingual dictionary to find the meaning.

The bilingual dictionary was also required by the students, to find out the base word or Verb I of irregular verb found by the students in the texts provided by the writer. The writer allowed students to open the bilingual dictionary Indonesian to English or English to Indonesian to find out some basic words of irregular verbs, then the writer let the students read aloud the word; verb I to III. In this case, the writer then formulated some sentences in which the irregular verbs found by students always appeared.

h. Using Both English and Indonesian Contextually

In the process of explaining the meaning of unfamiliar words, the writer also used simple English and combined with Indonesian to make the students understand the meaning, for instance in explaining the word *Triangular* in Meeting VI of cycle three, text "Piranha. "The writer explained the word by using simple English.

The writer also used the mixing language of English and Indonesian to tell and make sure whether students have known the story generally because in ETV model of teaching, the writer was supposed to tell the students the prior knowledge or what the text tells about generally. It is aimed to make students easy to guess the meaning of the word.

Combining English and Indonesia, speaking English slowly, and considering using Indonesian more than English were the new actions which the writer used in cycle three. It was provided based on the collaborator' suggestions in the last cycle two.

i. Asking more Questions to the Students

This was the crucial action of cycle three. The writer used it in the process of explaining the meaning. It was recommended by the collaborator in the last cycle two. In this action, the writer did not act dominantly in the classroom. The writer tried to stimulate students by asking students about the meaning of the loanword, antonym or synonym, and affix provided or asking them to find out the structural elements, antonym, synonym, and loanwords of the words provided, for instances the actions of cycle three.

The writer asked the students to make a group of four, then asked them to construct several sentences based on the words that had been explained, and then the writer corrected their works. In action, the students were allowed to ask all things they wanted to ask, except anything beyond the topic or material.

After teaching words explicitly, the writer then asked the students to sit individually and continue reading the passage, and then answer the question dealing with the text given. This was aim to know more students' comprehension. After that the writer let students asked again about something which was related to the text and topic of material. This process happened only in cycle three.

j. Using the Words in Context and Giving Contextual Information

This action mostly used by the writer in cycle three instead of preview cycles after the collaborator recommended to. That was why in the previous cycle, there were very less actions done by students. In this cycle, the writer supposed students to sit in a group and asked them to construct sentences based on the words that had been explained. The sentence might be done based on the context (place, time) where the students in.

Additionally, when teaching vocabulary, it is important to show students how the words are being used in context, so that they can understand more and memorize the words. The writer took some examples from the real situation and then let the students improved their sentences based on those contexts in the writer's examples. For example, the writer asked the students to mention the kind of fish existed in their place in process of comprehending the text titled Piranha, the students then made sentences based on that context.

k. Providing Multiple Exposure

Multiple exposures' examples can include pictures, sentences using the words in different contexts, and more. For example, when the students sit in a group, they were allowed to make not only one sentence but also imagine a form of things/words that provided by the writer. They were asked to imagine the form of knife, scissors, and teeth, in the process of recognizing the meaning of Piranha' tooth, mouth, and fin.

The writer was also suggested by the collaborator to add some media for explaining the meaning of the words. That was why only in the cycle three that the writer provided media. For instance, the writer has drawn a fish in whiteboard and asked the students to mention the part of the fish. They discussed it in a group and then chose someone in their group to write a name of Piranha's part of the body in the whiteboard. Moreover, it could be the prior knowledge for students to learn about Piranha.

l. Offering Opportunity for Active Involvement

Students are more likely to solidify their understanding of words when the teacher allows them to process the information through one or two quick activities. In this research, the writer uses some gestures or non- verbal expressions to gain students' thought.

The writer also constructed a simple game, for instance in telling time text in two meetings of cycle one to recognize more the meaning of any time. The writer also let five students outside the classroom to find five round stone and allowed them to come into the classroom on 3 seconds. The other students would tell their students activity with its time. At the time, the writer also played by asking what time is spent by the writer to do something, "How much time do I spend to write on the whiteboard?"

m. Reviewing Topic

In this section, the writer told the students additional information that deals with the text or topic discussed. The writer asked students to make sure whether they had understood or still confused with the material. After that, the writer motivated students based on the text. Before closing the class, the students told the material or topic to be discussed in the next meeting and asked the students to memorize the words that just already learned.

In implementing the ETV in the classroom action research, the writer was demanded to adopt the RPP/lesson plan based on the writer and students need, or in other words, the action on RPP/lesson plan changed cycle to cycle based on the result of reflection.

There were some additional actions which were suggested by the collaborator in the last cycle two to be implemented in cycle three. All those actions supported the writer's ETV when the writer implemented it in the classroom action research (CAR). Those actions were; acting naturally as English teachers do, constructing students' group discussion, speaking slowly, considering to use Indonesian than English if the students seemed still confused to the explanation, stressing the punctuation in explaining something, motivating students based on the topic or text, using RPP/lesson plan as guideline, especially to manage the time, the last one was giving the students homework. All these additional actions were not existed in the previous cycle, only on cycle three, and it was applied by the writer in every step explained above.

Explicitly Taught Vocabulary (ETV) Model of Teaching Improves Reading Comprehension of the Tenth Grade Students in SMAN 1 Wolowae, Nagekeo in Academic Year 2016/2017.

The implementation of the ETV model of teaching in the classroom to improve reading comprehension of the tenth-grade students of SMAN 1 Wolowae, Nagekeo in academic year 2016/2017 was successful. It could be seen from some improvements; the improvement of students' score and the improvement of students' activity in every two meetings of each cycle. The improvement of students' score could be seen from average calss of students' scores, whereas the improvement of students' activity was portrayed by the result of observation on students' percentage. All those two things were affected, of course, by ETV model of teaching implementation.

The improvement of students' scores happened in the first cycle, but those scores did not achieve the minimum score standard provided by the writer and the collaborator. The improvement could be seen by comparing the pre-cycle scores and the first meeting scores.

The mean scores of each test were 18.2 for test I and 16.8 for test II. The average score of those two tests' score was 17.5. It was then compared with the score of the cycle one scores to know the improvement.

The mean score of Meeting I test in cycle one was 65 and the score of Meeting II tests was 72. The average score of those two meetings test was 68. 3. By comparing

the pre-cycle score and the cycle one score, the writer then concluded that there was an improvement after implementing the ETV model of teaching; 17.2 (before ETV) to 68.3 score (after ETV). Although there was an improvement in the cycle one, the score did not reach the minimum score standard; the minimum score standard was 70, whereas the average score of the cycle one was 68.3 ($68.3 < 70$). Besides that, there was not significantly improvement in students' activity.

The percentage for each activity in Meeting I of the cycle one was: 100% for paying attention, 3.8% for asking question, 19.2% for responding to question, and 76.9% for accomplishing task activity. In Meeting II, the percentage was 100% for paying attention, 7.6 for asking question, 29.2 for responding to question, and 92.3% for accomplishing task activity. The average of the students' activity percentages in Meeting I and II of the cycle one was 53%, it did not reach the minimum standard of students' activity percentage that had been provided.

By seeing these result, the writer and the collaborator then changed and added some actions based on the reflection of the cycle one into the planning stage, then implemented it in cycle two. In cycle two, the improvement happened. Scores' students increased and achieved the minimum score standard (70).

The mean score of Meeting III test in cycle two was 74.54 and the score of Meeting IV was 75.46. The average of those two tests' score was 75. By comparing the average score of this cycle two and the standard of the minimum score, the writer then concluded that there was an improvement, the score reached the minimum standard score; the average was 75 then compared with 70, the standard minimum of the score.

The writer also found that students' activity, especially the two activities which were most noticed by the writer (asking and responding to question activity) did not improve properly, or in other words, it did not achieve the minimum percentage standard of students' activity provided by the writer

The percentage for asking and responding question in these two meeting (Meeting III and IV) of cycle two did not achieve the minimum standard, whereas the other activities were 100%, achieved the maximum standard of percentage. In Meeting III, the percentage of asking a question was 38.5 % < 60% (60 %; minimum standard percentage) and the responding to question activity was 42.3 % < 60%. In Meeting IV, the percentage of asking a question was 34.6 % < 60%, the responding to question activity was 34.6 % < 60. Thus, by seeing the result of cycle two, especially students' asking and responding to questions activity percentage, the writer and the collaborator then decided to construct cycle three. The writer and the collaborator added or solved weaknesses of the previous cycle' reflections, modified the RPP/lesson plan and actions of ETV model of teaching then implemented it in cycle three.

There was a crucial alteration happened in the last cycle of this classroom action research. From those four actions which were measured, as the writer stated before, there were two actions were mostly noticed by the writer and the collaborator; the asking and responding question activities. Additionally, the writer also thought that, those two

activities were a different form of comprehension; students asked and responded to questions were related to the reading text or topic of material provided.

In the last cycle, the percentage of those two activities and students' score improved very significantly; achieving the minimum standard provided.

The mean score of Meeting V of this last cycle was 86.46 and the mean score of Meeting VI was 88.8. The average score of those two scores was 87.63. It means that the score increased significantly from 75 in cycle two to 87.63, raised the minimum standard score provided.

For students' activity percentage, it also increased fantastically, especially on the two activities noticed; asking and responding question.

The minimum standard of students' activity percentage provided was 60% for each student's activity. The percentage of asking a question in Meeting V of cycle three was 69% > 60% and the percentage responding to question was 73% > 60%. The percentage of asking question of Meeting VI in cycle three was 62% > 60% and the percentage of responding to question was 69% > 60%. Moreover, by seeing its average of percentages, the result of cycle three was very fantastic or beyond the writer and the collaborator's expectation. The students' score had overstepped the minimum standard provided; 87 of 60-100 and the students' activity percentage increased significantly from 68.8% in cycle two to 84.1 % in this cycle (by comparing their average of two meeting scores of each cycle).

Finally, from the result above, the writer then concluded that ETV model of teaching not only improve students' reading comprehension but also students' activity in the classroom. Moreover, it supported the theory of Sedita (2005) that asserts word knowledge is crucial to reading comprehension and determines how well students will be able to comprehend the texts they read in middle and high school and Chall, Jacobs, Baldwin & Chall (2009) who point out that the correlation of word knowledge with reading comprehension indicates that if students do not adequately and steadily grow their vocabulary knowledge, their reading comprehension will be affected. It also strengthened The National Reading Panel (NICHD), Sedita (2005) which find that direct instruction is highly effective for vocabulary learning, so that by improving vocabulary using direct instruction, teacher will improve students' reading comprehension directly. Thus, the writer then also recommended all English teachers to use the ETV model of teaching that has been modified in cycle three in their teaching and learning process, especially in the reading section.

CONCLUSIONS

This research is successful in helping students improved their reading comprehension and to make students more active in the teaching and learning process. It was portrayed by the students' scores (represented by a class average of students' scores) and the alteration of students' activity in every cycle. The scores and activities of students were

positively changed before and after the writer implemented the ETV in classroom action research. Before implementing the ETV (the scores of pre-cycle tests in the preliminary study), the score of students was 17.5, then changed to 68.3 in cycle one when the ETV began to be run. In cycle two the score was 75 after ETV was modified, then increased to 87, 63 in cycle three. The significant of change happened because in every cycle, the ETV model of teaching was modified based on the situation and students' need which consisted of language use, adapted lesson plan, time allocation, and the way teacher teach.

The students' activity was changed positively cycle to cycle; from 53 % in cycle one, then improved to 68% in cycle two, and then significantly increased in cycle three 84 %. Those percentages represented four actions or activities of students. The important activities that the writer noticed were asking and responding question because those two activities represented students understanding and comprehension of the material and text provided based on the topic. Those two activities were improved by the ETV in every cycle. In cycle one (two meetings), asking question activity was only 3.8% for meeting one and 7.6% for meeting two. 19% and 29% for responding question in each meeting. Asking question percentages in two meeting of cycle two were 38.5% and 34.6%, the responding questions activity were 42.3% and 34.6 % for each meeting. In meeting three those activities were increased significantly to 69.2 % and 62% for asking question activity in every meeting, 73% and 69% for responding question in every meeting.

Moreover, the results of cycle three were increased significantly in this research because there were several actions conducted by the writer based on collaborator's suggestions in the last cycle two; they were previewing the teaching material before teaching, providing more texts and more new words, using bilingual dictionary, using both English and Indonesian, using structural elements, antonym, synonym, and Indonesian loanword to help students recognize, understand and memorize the words meaning, providing student-friendly definitions, asking more questions to the students, using the words in context and giving contextual information, providing multiple exposures, offering opportunity for achieving involvement, reviewing topic and added some additional suggestions suggested by the collaborator in the last cycle two, they were; acting naturally as English teachers do, constructing students' group discussion, speaking slowly, considering to use Indonesian than English, stressing the punctuation in explaining something, motivating students based on the topic or text, using RPP as guideline, especially to manage the time, the last one was giving the students homework. Almost these additional actions were not implemented in previous cycles. That was why the students' scores and percentage of students' activity in previous cycles were lower than cycle three' score and percentages. Furthermore, all these actions supported the ETV model of teaching.

RECOMMENDATIONS

The writer suggested to all English teachers, especially English teachers of the junior and senior high school to consider applying ETV in the teaching and learning process, especially in teaching reading comprehension. The writer also expected that all the teachers could be more creative so that they can modify ETV recommended into their own ETV to make students more active and in the classroom and become more understand not only the text but also the material that is delivered based on the topic.

The writer also suggested to language and education researchers to continue this research by paying more attention to the problems faced by the writer and the students in the classroom when ETV model of teaching was being conducted and implemented. Those problems consisted of time allocation, idiomatic explanation, irregular verb explanation, and enrichment of basic vocabulary. From those problems, the writer suggested to all English teachers to build up creativity in teaching. The first thing to be noticed is paying more attention to time allocation for improving students' activity and students' comprehension on reading activity; see RPP, focus on the way to teach unfamiliar words until students understand, and then continue to test their comprehension.

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