Teaching Vocabulary Mastery Through Think-Pair-Share Technique to the Efl Students of AMIK Tri Dharma

Vemmy Maidita Nur Aisyiah
AMIK Tri Dharma Palu, Provinsi Sulawesi Tengah, Indonesia
Email: vemmymaidita@gmail.com

Abstract
This research aims at finding out whether the think-pair-share technique of learning can be applied to develop the vocabulary mastery of the EFL students of AMIK Tri Dharma. The researcher focused the vocabulary mastery with the objectives: 1) to know the meaning of the words; 2) to know the pronunciation of the words; 3) to know the category of the words, and 4) to know how to use the words in sentences or contexts. The subject of this research was 18 EFL students of AMIK Tri Dharma. This was a classroom action research which was done in two months. The researcher applied two cycles during the research. The result of the research shows that the application of the think-pair-share technique can develop the vocabulary mastery of the EFL students of AMIK Tri Dharma. This can be proven by the increase of the score on the test from 53.05 to 60.4 than to 74.7. The treatment was stopped after 88,8% of the group achieved the criteria of success. The application of think-pair-share technique was effective to develop the EFL students' vocabulary mastery.
Keywords: EFL student, Think-pair-share, vocabulary mastery

INTRODUCTION

English is the most inescapable language on the planet. The significance of English isn't simply in the number of individual's talk it however in what it is utilized for. English is the significant language of information and data on the planet. It is the language of business and government even in certain nations where it is a minority language. It is the language of sea correspondence and global airport regulation, and it is utilized in any event, for inward aviation authority in nations where it's anything but a local language (Alabs, 2016; Bakhsh, 2016; Susanto, 2017; Dakhi & Fitria, 2019; Permana, 2020).

In learning an unknown dialect, for this situation, English, vocabulary assumes a significant part. One component interfaces the four abilities of speaking, listening, reading, and writing together (Lund & Douglas, 2016; Basal et al., 2016; Jafari & Chalak, 2016; Munir, 2016; Schmitt & Schmitt, 2020). To convey well in an unknown dialect, students ought to secure a satisfactory number of words and ought to know how to precisely utilize them.

Notwithstanding, despite the fact that students understand the significance of vocabulary while learning the language, most Indonesian students learn vocabulary latently because of a few elements. From the perception and in view of the author's information, there are a few reasons fundamental this condition. To start with, the students think about the educator's clarification of significance or definition, elocution, spelling, and syntactic capacities exhausting. For this situation, language students don't have anything to do in a vocabulary learning area however pay attention to their educator.

Second, students just consider vocabulary advancing as knowing the essential importance of new words. Hence, they disregard any remaining elements of the words. Third, students generally just get new vocabulary through new words in their course readings or when given by educators during homeroom examples. For instance, students observe many new words in a text and afterward request that the educator make sense of the implications and utilizations. Forward, numerous Indonesian students would rather not face challenges

(all in all, apathetic) in applying what they have realized. Students might perceive a word in a composed or spoken structure and think that they definitely "know the word", yet they will most likely be unable to utilize that word appropriately in various settings or articulate it accurately. Without vocabulary, learning a language would be unthinkable. Learning a language without words would be inconceivable (Jafari & Chalak, 2016; Munir, 2016; Schmitt & Schmitt, 2020). This statement shows that in learning a language, words or vocabularies are important. The main point in language learning is the words or the vocabulary. Therefore, everyone must master vocabulary before they can be good at a language.

Customarily, vocabulary has not been a specific subject for students to advance yet has been educated inside examples of speaking, listening, reading and writing. During the illustration, students utilize their own vocabulary and are acquainted with new words given by the educator and cohorts which they apply to homeroom exercises. For some students of English, at whatever point they consider vocabulary, they consider learning a rundown of new words with implications in their local language with next to no genuine setting practice (Bakhsh, 2016; Susanto, 2017; Dakhi & Fitria, 2019). A few students might have similar experience of looking into words in a bilingual word reference to observe their implications or definitions when they experience new words. They might even record lines of new words with practically no thought of their genuine utilization of them in setting.

A few students might expect instructors to give meaning and linguistic capacity to words that they are not comfortable. Students simply hang tight for educators who control the example to give new types of words then they compose those words in their note pads or complete their activities. They might utilize words they learn in the specific configurations as the first examples where those words showed up. This sort of ongoing verbal retention genuinely does right by a specific degree since it helps students learn and utilize the right type of words. At the end of the day, students simply know how to involve the vocabulary in an accurate structure; however they don't have the foggiest idea how to involve it with various shades of implications, in actuality, correspondence.

Contrasted and punctuation and articulation, vocabulary which is generally seen as a third language sub-ability, has drawn in little examination in second language research. An explanation which has been expressed for this absence of exploration interest is that, not normal for language structure and articulation, vocabulary isn't obviously characterized by rules and is thusly not effectively operationalized for research purposes.

A few exploration studies led have managed the lexical issues of language students. Researchers have shown that lexical issues every now and again impede correspondence; as such, correspondence separates when individuals don't utilize the right words. Accordingly, there is an expanded interest in vocabulary as a part of each language. Vocabulary is seen as a huge part of normalized language tests, and consideration is being given by methodologists and program organizers to the best ways of advancing the order of vocabulary among students.

Also, for a moderately significant stretch vocabulary is seen as a language sub-expertise that creates in corresponding with a significant language ability, like reading and writing (Taylor, 1997). Vocabulary is something students get while further developing their understanding abilities. This likewise turns into the justification for the essayist to apply think-pair-share when the students are perusing a text to get familiar with the substance of the vocabulary in the entries.

Agreeable learning is a better approach for learning an unknown dialect created in hundred years. Agreeable learning has numerous methodologies that can be applied by the instructors. One of the methodologies is think-pair-share. Numerous sorts of exploration have

been done about think-pair-share and its connection to unknown dialect learning, be that as it may, the emphasis is generally on language abilities. The researcher is keen on think-pair-share since there has been no examination done in Palu concerning English language advancing already. Besides, students will more often than not study and work together to take care of their concerns in learning. Think-pair-share lets urge the students to cooperate in learning. Thus, in light of this learning circumstance, the researcher is keen on investigating the effect of think-pair-share on the vocabulary improvement of the students.. Concerning this, the problem statement in this research is that can the use of the think-pair-share technique develop the vocabulary mastery of the EFL students of AMIK Tri Dharma?

RESEARCH METHOD

The exploration utilized cooperative activity research since it was directed with a teammate. Be that as it may, both researcher and the partner played an alternate part where the researcher utilized the think-pair-share strategy in her instructing while the teammate noticed the advancement of the educating and growing experience. Since the research was intended to be a CAR, it was utilized in cycles utilizing the model of CAR, the cycles began with four suggested stages including including planning, acting, observing, and reflecting (Richard and Renandya, 2002; Buaraphan, 2016; Vogelzang & Admiraal, 2017; Bangun, 2018; Wulandari et al., 2019; Meesuk et al., 2020; Barnawi et al., 2020). This exploration was directed on the EFL students of AMIK Tri Dharma. The class comprises of 18 EFL students with different capacities, orientation, and learning style. To get precise and dependable information, the researcher completed field research by utilizing a few instruments, for example poll and test. The information investigation is done through reflection where the analysts gathered, chose, ordered, thought about, integrated, and deciphered the data.

RESEARCH RESULT AND DISCUSSION

The researcher intended to complete three gatherings in each cycle. The execution of the preparation in each cycle was as per the following: The researcher applied a three-work method in each gathering. They were pre-exercises, while exercises and post exercises. In pre-exercises, the researcher welcomed the students and checked their participation records. She gave a few inquiries connected with the subject of the perusing for the afternoon. In this way, the researcher posed testing inquiries in regards to the text. The capacity of the inquiries was to stand out for students and their earlier information about the point that would have been examined today. The researcher then, at that point, appropriated a text to students.

In while action, the researcher requested that the students sit two by two. There were twelve sets in this first gathering. She then conveyed the text to each match and requested that they check the text to search for the troublesome words first before they began perusing. The researcher requested that the matches recognize first the words they believe are troublesome. Recognizing for this situation implied that the students need to know the grammatical features for the words (thing, descriptor, action word or qualifier). The researcher helped the students by giving far to distinguish the grammatical features for a word. For example, one method for distinguishing an action word in the past tense was the consummation -ed in the base word. The suffixed can likewise be perceived as the past type of an action word. To assist the students with separating action word and modifier with addition -ed, the researcher showed them the place of the words in a sentence.

For instance, a thing comes after an action word. A thing can be a subject or an item in a sentence. The researcher likewise urged the students to look into the words in the word reference. After the students had observed the pieces of the discourse of the words, she

articulated the words before the class. She likewise requested that the students rehash those words. Those assignments were meant to foster students' vocabulary authority and practice their elocution. Then, at that point, the researcher went on by requesting that the students figure out different grammatical forms for the words to be created. For example, the word frantic was a descriptor. In this way, the researcher requested that the students figure out another pieces of that word.

The researcher then chose a few words that had been formed to be made into sentences. The researcher requested that each pair give single word they could make into a sentence. The words could generally not be rehashed. She gave fifteen minutes for the pair to develop a sentence. During the time, the researcher controlled and directed the students to foster the sentences. She strolled around and really look at the students; replies. In any case, the researcher didn't right the mix-ups. After the students completed their sentences, the researcher requested that they trade or offer the responses with different matches. For instance, match A gave their sentence to match B, and match B gave their sentence to match C.

In post action, the researcher requested that the pair present the sentence before the class. Yet, they introduced the sentence of the other gathering that their response was in their grasp. For instance, match B introduced the response of pair A by composing the sentence on the board. Assuming Pair B believed that the sentence was right, the individuals just needed to illuminate that they think the sentence was right. Then again, on the off chance that the pair thought the sentence was mistaken, they expected to compose the right one. After they composed the sentence on the board, they likewise needed to peruse so anyone might hear the sentence. This time, the researcher revised any misspoke words. Toward the finish of this gathering, the researcher closed the example and helped the students to remember the targets of the illustration. She likewise let the students in on the following title of the perusing for the following class.

Observation

In this stage the researcher noticed the execution of the growing experience, students' reality to follow the class, and students were dynamic in answering inquiries and responding to questions in light of the material. In this perception time, the spectator utilized a perception sheet. As per the observation, the students in this gathering gave off an impression of being good to go than they were in the subsequent gathering. It implies that they have arranged and prepared themselves at home by bringing their word references or in any event, looking into the words they have advanced previously. In this gathering, the researcher requested that the students open their notes from the past gatherings to see what words they have realized, in the event that they had neglected.

The primary movement at this gathering was the audit of the words that had been learned. The extra assignment was requesting that the students track down equivalents and antonyms for the words. Sentence building was as yet applied to get the students to get to know language utilization. In light of the information acquired from the field, there were four sets of students who were exceptionally energetic about perusing resoundingly the sentences they have created. As per the notes, there were five sets of students who wrapped up making the sentences in about fifteen minutes.

The students were welcome to introduce the sentences before the classroom. Albeit a portion of the sentences could contain a few blunders, the students were not more certain about introducing what they know. Whenever the students read resoundingly the sentences, they were rectified by the specialist when they mispronounced. The mispronounced words would be rehashed a few times by the researcher and the students would be approached to rehash the words after the specialist. The researcher gave awards to the students who came up before the

class to compose the sentences on the board and read the sentences resoundingly. Different students, who sit while one of the students was before the class, were asked by the scientist to give acclaim when the students have wrapped up. The remainder of the time was utilized by the scientist to ask the students what have been their troubles in grasping the vocabulary. A portion of the hardships looked by the students in learning vocabulary were their absence of assets, restricted help for learning English at home, and the shame of being giggled at by their companions while committing errors.

Learning Achievement

Looking at the result and the learning achievement of the students at this meeting, the mean score (74.7) was more than the minimum standard criteria of this subject (70). But, when we see the individual score, there were still two students who got score below 70. When we calculated the number of students (16 students or 88.8%) who passed the test, then the group achievement for this class had been achieved.

The Result of the Questionnaire

The researcher introduced the survey containing 7 items connected with teaching and learning with the utilization of think-pair-share. The items in the questionnaire could be utilized as a cross-reference with the students' responses. The itemized circulation of each item in the questionnaire should have been visible underneath.

Table 1: Result of the Questionnaire

Statement	Agree	Uncertain	Disagree
The technique utilized by the researcher in teaching reading skill energizes my energy and delight to learn	15	3	
This technique can assist me with making the schoolwork simpler	14	4	
In understanding a reading, I can do it quicker with this technique	15	3	
My speed in reading and speaking had gotten to the next level	16	2	
My vocabulary mastery expanded essentially	18	0	
This strategy can be utilized in further developing the vocabulary mastery	17	1	
This technique can be utilized in further developing reading skill	17	1	

Based on the result of the questionnaire most of the students agreed that this technique might influence their reading skill and most of them agreed that the technique has helped them in developing the vocabulary mastery.

CONCLUSION

This research found that the think-pair-share technique could be used to develop the vocabulary mastery of the EFL students of AMIK Tri Dharma. The utilization of this technique should be possible by applying the variety of sentence making and words improvement. Students could work on their vocabulary after they had been given the secrets to recognize specific kinds of words, as -ness, and -tion for a noun. Illuminating the additions to the students assisted them with distinguishing the word class quicker. The utilization of the think-pair-share technique is compelling to develop the vocabulary mastery.

REFERENCES

Alabsi, T. A. (2016). The effectiveness of role play strategy in teaching vocabulary. Theory and practice in language studies, 6(2), 227.

Bakhsh, S. A. (2016). Using Games as a Tool in Teaching Vocabulary to Young Learners. English language teaching, 9(7), 120-128.

Bangun, B. K. (2018). Improving students' speaking skill by using show and tell method: A classroom action research. International Journal of Language Teaching and Education, 2(1), 41-48.

Barnawi, B., Junaedi, J., & Rido, R. (2020). Improve Teachers' Ability in Compiling Classroom Action Research Through Workshop Activities. Action Research Journal Indonesia (ARJI), 2(1), 1-12.

Basal, A., Yilmaz, S., Tanriverdi, A., & Lutfiye, S. (2016). Effectiveness of mobile applications in vocabulary teaching. Contemporary educational technology, 7(1), 47-59.

Buaraphan, K. (2016). The development of qualitative classroom action research workshop for in-service science teachers. In Asia-Pacific Forum on Science Learning and Teaching (Vol. 17, No. 1, pp. 1-11). The Education University of Hong Kong, Department of Science and Environmental Studies.

Dakhi, S., & Fitria, T. N. (2019). The principles and the teaching of English vocabulary: A review. Journal of English teaching, 5(1).

Jafari, S., & Chalak, A. (2016). The role of WhatsApp in teaching vocabulary to Iranian EFL learners at junior high school. English Language Teaching, 9(8), 85-92.

Lund, E., & Douglas, W. M. (2016). Teaching vocabulary to preschool children with hearing loss. Exceptional Children, 83(1), 26-41.

Meesuk, P., Sramoon, B., & Wongrugsa, A. (2020). Classroom action research-based instruction: The sustainable teacher professional development strategy. Journal of Teacher Education for Sustainability, 22(1), 98-110.

Munir, F. (2016). The effectiveness of teaching vocabulary by using cartoon film toward vocabulary mastery of EFL students. Journal of English Language Teaching and Linguistics, 1(1), 13-37.

Permana, I. G. Y. (2020). Teaching Vocabulary for Elementary School Students. The Art of Teaching English as a Foreign Language, 1(2), 1-4.

Richards, J. C., & Renandya, W. A. (2002). Methodology in Language Teaching: An anthology of current practice. Cambridge: Cambridge University Press.

Schmitt, N., & Schmitt, D. (2020). Vocabulary in language teaching. Cambridge university press.

Susanto, A. (2017). The teaching of vocabulary: A perspective. Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra, 1(2), 182-191.

Vogelzang, J., & Admiraal, W. F. (2017). Classroom action research on formative assessment in a context-based chemistry course. Educational Action Research, 25(1), 155-166.

Wulandari, D., Narmaditya, B. S., Utomo, S. H., & Prayi, P. H. (2019). Teachers' perception on classroom action research. KnE Social Sciences, 313-320.