

CHAPTER 1

INTRODUCTION

1.1 The Background of Study

In recent years, English as a foreign language has been learned by Indonesian learners since they were in Elementary School. At the elementary school, English is taught as a local content subject. The importance of English as the key to international communication and commerce makes it a compulsory subject for students from Junior High School up to Senior High School. Knowledge is constructed by humans. Knowledge is not a set of facts, concepts, or laws waiting to be discovered. It is not something that exists independent of the knower. Humans create or construct knowledge as they attempt to bring meaning to their experience. Everything that we know, we have made.

There are four skills in teaching and learning English: listening, speaking, reading, and writing. Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills. This is supported by Uma and Ponnambala (2001) who state that mastering language skills will determine the students' communicative competence in the target language.

There are various methods in learning that can be applied, including Jigsaw, STAD (Student Teams Achievement Division), TGT (Teams Game Tournament), NHT (Numbered Head Together), TAI (Team Assisted Individually), Reciprocal Teaching, Explicit Instruction, etc. Any method can be used in the learning process, as long as it can achieve the stated learning

goals. From the above explanation, it takes special learning about vocabulary learning. This particular learning is guided learning, with explicit instructional learning methods.

Explicit vocabulary instruction methods have been widely applied in research (Khaiyali (2013), Lingli & Wannaruk (2010), Mahardika (2013), Qirana et al (2012), Khotijah (2013), Hidayati (2012), Fudholy (2013), and Yunita & 2013 Utomo (2012)). The results in their study showed an increase in student learning outcomes after the explicit instruction method was applied. This explicit instruction learning method was chosen because it would make students more active and give students high learning experience. Also, students will receive guidance from the teacher gradually, seeing that students have not received prior training so that each student can understand the learning provided and get maximum learning results.

The reason for choosing the subject of the eight-grade students at SMP PARULIAN 2 MEDAN in this study was that many seventh grade students were very poor in remembering vocabulary in English. Vocabulary is very influential in language skills. The amount of vocabulary produced by someone can reflect the level of intellect of the person. Therefore, the researcher needed the right strategies and methods to be applied in class later. This view is supported by (Nunan 2003) who argues that obtaining adequate vocabulary is very important in the use of second languages because without adequate vocabulary a person will not be able to use the structures and functions that have been learned for communicating well. Learners need special strategies in teaching and learning vocabulary to deduce words from context and find meaning from words found (Tuluhong, 2006). The importance of vocabulary in language learning too illustrated by (Thornbury, 2002), which states that "Without grammar, little can be conveyed; without vocabulary, nothing can be conveyed ". He further stated that studying a person's vocabulary will be able to improve language skills quickly. Harmer (1992) also states

something similar that "if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh ". From this statement, it can be concluded that for the benefit of vocabulary communication it is more important rather than grammar.

Based on the description above, researchers are interested in examining whether the explicit vocabulary instruction method affects the ability of students vocabulary mastery in seventh-grade of SMP PARULIAN 2 MEDAN

1.2.The Problem of Study

Does explicit vocabulary instruction affect student's vocabulary mastery at eighth-grade students at SMP PARULIAN 2 MEDAN?

1.3.The Objective of Study

To find out the effect of explicit vocabulary instruction on student's vocabulary mastery at eighth-grade students at SMP PARULIAN 2 MEDAN.

1.4.The Scope of Study

The scope of the study is focused on the use of explicit vocabulary instruction methods of student's vocabulary mastery. The limitation is too explicit vocabulary instruction method of student vocabulary Mastery. Explicit instruction (direct teaching) is an approach designed to develop student learning about procedural knowledge and declarative knowledge that can be taught in a step-by-step pattern (Suyatno, 2009: 127). Then Anurrahman (2009: 169) argues that Explicit Instruction or known as direct teaching is a model where activities are focused on academic activities so that in the implementation of learning activities the teacher exerts strict control over student progress, time utilization, and controlled classroom climate strictly anyway.

1.5.Significance of Study

The study of this research is expected to know the effect of explicit vocabulary instruction of students' vocabulary mastery for eighth-grade students at SMP PARULIAN 2 MEDAN.

1. Theoretically,

This research finding is expected to support the existing theories and empirical evidence of the working knowledge and principles of English language teaching, particularly to the achievement of the students in learning vocabulary using the explicit vocabulary of Students vocabulary mastery at seventh grade of SMP PARULIAN 2 MEDAN.

2. Practically

a. For the other researcher

It is expected to be able to provide insights for researchers regarding Explicit Instruction learning methods which can later be applied to students when they are involved in education as teachers.

b. For teacher

It is hoped that they can apply explicit instructional learning, try to hold demonstrations so students can discuss the material in their language, and the challenge of English vocabulary in front of the class. Give motivation and a little difficulty in front of the class.

c. For students

By using the Explicit Instruction method it is hoped that it can help students to follow the learning by creating enthusiasm can increase student motivation and interest in learning vocabulary that was improve student learning outcomes and be able to study hard, because learning was train students to think real, dare to express opinions, increase learning motivation, and can improve student learning achievement.

1.6.Hypothesis

In this study, the hypothesis as follows:

Ha: There is a significant effect of explicit vocabulary instruction methods of student's vocabulary mastery.

Ho: There is no significant effect of explicit vocabulary instruction methods of student's vocabulary mastery.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

2.2 Language

Language is the main element in human life used for communication. In terms of communication, language means the use of a system of sounds and words to communicate. The use of language is almost always a social activity (Falks, 193: 59). Standing on the idea that language is a means of communication and social interaction between human beings Wardhaugh (1992: 1) says that language is what the members of a particular society speak. Communication itself always involves individuals with their distinctive personality traits, attitudes, beliefs, and emotions. As an instrument of communication among people, language is a social phenomenon used as a process of conveying ideas to others that enables people to regulate relationships to keep their role as social beings in society.

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to master all of the four skills. This is supported by Uma and Ponnambala (2001) who state that mastering language skills will determine the students' communicative competence in the target language.

2.2.1 Skills

1. Speaking Skill

English is divided into four skills which are as follows: speaking, listening, reading, and writing; therefore, speaking is to express ideas orally and has an important role in communication. By expressing what is in mind, a speaker can make somebody comprehend things inside in their mind. To make the others capture and understand what they express using orally, a student should need to pay attention to the signs that should be fulfilled. Some experts have purposed the definition of speaking. Brown (1994:1) speaking is a process to collect the data of information and in accepting, produce, and processes the data to be valid information and ready to deliver as good communication. Speaking skill is positioned in the first rank of the education sector Thornbury (2005:1).

2. Listening Skill

Listening is an activity where one uses their ears to get information or entertainment. It is an interactive, and active process of receiving, organizing meaning form, and responding to spoken or nonverbal messages where listeners use both before and linguistic knowledge in understanding messages (Vandergrift 2004:75). Listening is the basis for the development of all other skills and the main channel of the students which makes initial contact with the target language and the culture. It is language modality and the key to receiving messages effectively.

3. Reading Skill

Reading is one of four skills in English that the students should acquire. Nunan (2003:8) states that reading is a process of readers combining information from the text and their background to build meaning. This means that the readers should combine their knowledge and the information they read. It is a very important skill that the students need for the success of their studies. Reading is an interaction between the reader and the writer, Albert (1962:35) said that the text provides information that the author wants the reader to understand in certain ways. It means that the writer hopes the reader can understand the information provided in the text. From some definitions of reading above which are appropriate to this research is Albert definition and Nunan, because, in this research about how to get the information from the text in certain ways like by combining their background knowledge and what information they read, it is also to improve reading comprehension of the text.

4. Writing Skill

Writing is one way to communicate with others by delivering the information and message through written form. Richard and Renandya (2002: 303) the difficulty in writing is not only in generating the ideas but also in translating the ideas into readable text. Nunan (2003) stated that writing is a process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statements and paragraphs. Troyka (1996) stated that writing is a process of a series of activities that start when a writer begins thinking about the object and when the writer complete a final draft. This process shows a requirement to explore ideas and write them into a good paragraph. All of those written paragraphs should be clear so that the reader can understand all of the ideas, desires, hope, and the author's experience. According to the explanation above, it can be concluded that writing is a process of thinking to

create ideas into a good paragraph. It is a communication tool through the written form which has some rules to be followed and applied to make the reader understand the ideas of the writer.

2.3 Vocabulary

Vocabulary becomes one of the language components that has a major influence on someone's ability to produce words. Mostly by vocabulary, people are engaged to communicate with each other, share ideas both in writing and speaking, and understand what someone's talk. Talking about vocabulary, it is commonly related to the words we acquire and use in daily life.

Vocabulary is more components in language teaching that have been mastered by learners. Vocabulary can be nouns, verbs, adjective, etc. by mastering vocabulary well, can help learners master language skill. When talking about vocabulary, any experts defined it. The definition of vocabulary is more than lists of target language words, knowledge of word meaning and the words are constructed from the unit of sound which are a form of units of meaning all the words that a person now or use the total number of words you know in a particular language all the words which exist in a particular language or subject.

Furthermore, vocabulary is highly needed by language learners to facilitate them in developing communication. In line with the importance of vocabulary for learners, (Nation, 2007) argues that all stages of education need the vocabulary to be acquired because it is one of the important aspects of learning a language. It means that each aspect of language learning cannot be separated from the role of vocabulary. All activities planned for speaking, listening, writing, and reading needs words or vocabulary. Therefore, by mastering vocabulary, students will be easily achieving the educational objectives of language. Many experts have put forward several interpretations of the definition of vocabulary.

Richards and Renandya (2002) say vocabulary is a central component of language proficiency and is the basis for how well learners speak, listen, read, and write. They continued that with extensive vocabulary and strategies for acquiring new vocabulary, learners will achieve to their fullest potential and be encouraged to make use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading or watching television. Vocabulary can be defined as “the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (Neuman & Dwyer, 2009, p. 385). So, second language learning is deeply related to the size of the vocabulary learned (Nassaji, 2020).

However, without the right strategy, memorization activities make students frustrated and give up losing in the first step before they master a few dozens of words, which is certainly not comparable with the demands of some vocabulary that should be mastered by students according to their level of education. Vocabulary learning (learning vocabulary) is an important aspect of language development vocabulary knowledge that is closely related to reading skills, and also vocabulary knowledge can help achieve successful learning in school. Vocabulary learning (vocabulary learning) is very important. In vocabulary learning, procedures and approaches are needed. Vocabulary learning, in this case, involves teaching and learning vocabulary (Pikulski & Templeton, 2004).

2.3.1 Definition of Vocabulary Mastery

Vocabulary is always linked with the words, where they come from, how they change how they relate to each other, and how we use them to view the world. People need vocabulary in their life for better communication. Besides, in its pedagogical application, vocabulary appears

in language skills. Therefore, having a lot of vocabulary will give a significant contribution to almost all of the aspects of language.

That is why the most important of learning a language, especially English, is mastering vocabulary. The mastery of vocabulary determines the mastery of four language skills. Mastery itself means comprehensive knowledge. It means that someone who masters such a skill is expected to know about that skill comprehend. Like the vocabulary, vocabulary mastery means the competency to understand the meaning of the words and to apply the words in a sentence. In an academic context, mastering a word means mastering the aspects of word knowledge.

According to (Thornbury, 2002) knowing word includes knowing words form and words meaning. Accordingly, to master it, it is a kind of gradual process. To reach out to the good vocabulary mastery someone needs to follow the process. Besides, the complexity of vocabularies may cause a problem in mastery. Besides, many experts have been proposed a certain number of words that should be required by language learners. And also states that learners should have roughly 2000 words as their vocabulary size. By having it, it will ensure an understanding of such a text.

2.3.2. Kinds of Vocabulary

According to Nation (2001: 24), there are two kinds of vocabulary about the language skills of reading, listening, speaking, and writing. They are receptive and productive or passive and active vocabulary. Receptive or passive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive or active vocabulary is utilized actively either in speaking or writing. Learner's listening vocabulary is generally larger than speaking vocabulary while learners' reading vocabulary is relatively larger than writing vocabulary. At the most stage of

language learning, learners' receptive vocabulary is much larger than their productive vocabulary, although as Waring (1997) has shown, the size of this relationship is not regular or predictable.

Similarly, Corson (1997: 6) distinguishes between productive and receptive vocabulary in the following way. He calls productive vocabulary as a motivating vocabulary. It consists of all the words learners need in the communication of everyday life. A receptive vocabulary includes the productive vocabulary and it also includes the learner's unmotivated vocabulary. The unmotivated vocabulary can be divided into two groups: (1) words that are only partly understood and are not well known enough to use actively, and (2) words that are not needed in daily communication. Furthermore, Hoffman (1993: 232) says that there are two kinds of vocabulary. They are the core vocabulary and peripheral vocabulary. The core 14 vocabulary is vocabulary that contains the words used every day. The peripheral vocabulary is the innumerable words that one uses only infrequently.

In conclusion, mastering vocabulary is very important. It concludes receptive and productive vocabulary. The learners need to master receptive vocabulary in listening and reading. They only know and understand enough the words that are used by the native speaker. They also do not need all the words in daily communication, whereas productive vocabulary is needed in daily communication. Thus, learners must understand all the words in speaking and writing.

Also, (Graves, 2006) expands the kinds of vocabulary from both productive and receptive into four classifications, they are:

- a. Productive oral (words produced in speaking)

- b. Productive written (words produced in writing)
- c. Receptive oral (words heard from listening)
- d. Receptive written (words obtained from reading)

2.4 Explicit Vocabulary Instruction

Explicit Instruction is direct learning specifically designed to develop student learning about procedural knowledge and declarative knowledge that can be taught in a step-by-step pattern (Rosenshine & Stevens, 1986: 3). According to Archer and Hughes, as quoted by Huda (2013: 186), the Explicit Instruction strategy is one of the teaching approaches specifically designed to support student learning processes.

This strategy is related to declarative knowledge and procedural knowledge that is structured and can be taught in a pattern of gradual, step-by-step activities. This strategy is often known as the Direct Teaching Model. According to Trianto (2009: 41) explains that the Explicit Instruction model is also called direct instruction (direct teaching) is one of the teaching approaches designed specifically to support student learning processes related to declarative knowledge and structured procedural knowledge well that can be taught with a pattern of gradual activity, step by step.

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2.4.1 Purpose and Characteristics of Explicit Instruction

Explicit Instruction or direct teaching model according to Arends is intended to help students learn basic skills and obtain information that can be taught step by step (Trianto, 2009:

41). According to Kardi & Nur, as quoted by Trianto (2009: 41-42) there are some characteristics of the Explicit Instruction model (direct teaching), which is as follows.

1) The existence of learning objectives and the influence of models on students including learning assessment procedures.

2) The syntax or overall pattern and flow of learning activities and

3) The management system and learning environment model needed for certain learning activities to take place successfully. Also in Explicit Instruction (direct teaching) must meet a requirement, including (1) there is a tool to be demonstrated, (2) must follow the behavior of teaching (syntax).

2.4.2 Explicit Instruction Steps

Explicit Instructions according to Kardi, as quoted by Trianto (2009: 43) are used to convey lessons that are transformed directly by the teacher to students. Related to this, then in its application, the preparation of time used to achieve learning objectives must be as efficient as possible, so that the teacher can design the exact time used. From this description, a teacher must understand the steps or syntax of the method.

Explicit Instruction Syntax is presented in five stages according to Kardi & Nur, as quoted by Trianto (2009: 43), as shown in table 2.3.following.

Table 2.3.2. Explicit Instruction Steps

Phase	Teacher's Role
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Phase I Delivering goals and preparing students	The teacher explains the TPK, background information, the importance of the lesson, preparing students to learn.
Phase 2 Demonstrate knowledge and skills	The teacher demonstrates the skills correctly or presents information step by step.
Phase 3 Guiding training	The teacher plans and provides initial training guidance.
Phase 4 Check to understand and provide feedback	Check whether students have successfully done the task well, giving feedback
Phase 5 Provide opportunities for advanced training and implementation	The teacher prepares opportunities for further training, with special attention to the application of more complex situations and everyday life.

Based on the phase-in table 1, the researcher concludes that this consists of the preparation phase, which consists of the phase of delivering goals and preparing students which include (1) the teacher gives the goal of this initial step to attract and focus students' attention, and motivate them to participate in the lesson, (2) the delivery of goals to students can be done by the teacher through a summary of the learning plan by writing it on the board, (3) this activity aims to attract the attention of people (students), focus student attention on the subject, and remind on the learning outcomes they have, relevant to the subject matter to be studied.

Then proceed with the phase of demonstrating knowledge and skills that include (1) making a presentation or demonstration of knowledge and skills, (2) direct teaching plays a firm role on the assumption, that most of what is learned (learning outcomes) comes from observing others, (3) achieving understanding and assignment include to ensure that students will observe

the correct behavior and not vice versa, the teacher needs to pay attention to what happens at each stage of the demonstration.

Furthermore, the training phase and providing feedback include 1) guiding the training to include (1) practicing including the teacher being able to demonstrate something that requires intensive training, and paying attention to important aspects of the skill or concept being demonstrated, (2) providing guided practice in this several things need to be considered by the teacher in implementing and conducting training, which is as follows. a) mastering students doing short exercises, b) providing training to students until they master the concepts/skills learned, (3) be careful of ongoing training, training that is carried out continuously for a long time can lead to boredom in students, (4) pay attention to the initial stages of training, in which students may perform skills that are incorrect or even wrong without being realized. Next 2) checking to understand and giving feedback this stage is also called the recitation stage, where the teacher gives questions orally or in writing to students and the teacher responds to students' answers.

Provide opportunities for further training and application by providing independent training opportunities that are connected with students' daily lives in doing this that teachers need to pay attention to in providing independent assignments, namely: a) the homework given is not a continuation of the process learning, but is a continuation of training for subsequent learning, b) teachers should inform parents of students about the level of their involvement in guiding students at home, and 3) teachers need to provide feedback about the results of assignments given to students at home.

2.4.3 Teaching Individual Words Explicit

In addition to learning vocabulary indirectly through various reading and writing activities, students benefit from direct and explicit teaching of individual words (Graves, 2006). Although students will learn many words from the various classroom language experiences, explicit instruction of carefully selected words is needed for students to understand content-specific texts. Through the direct teaching of keywords, students acquire the in-depth knowledge they need to understand the meaning of words they will encounter while reading. The National Reading Panel found that direct instruction is highly effective for vocabulary learning (NICHD, 2000).

The four strategies for teaching individual words explicitly are:

1. providing student-friendly definitions,
2. using words in context,
3. providing multiple exposures, and
4. offering opportunities for active involvement.

Understanding the context in which academic vocabulary is found and how it is defined, leads to the question of why English Learners need explicit vocabulary instruction. To begin with, there is an achievement gap between English Learners and other students. August et al. (2005) cite that ELs fall persistently behind their English-only peers in reading scores at the national level. Furthermore, Townsend et al. (2012) found that ELs in their study demonstrated a gap in both their general vocabulary knowledge and academic vocabulary. This is in addition to the findings of many researchers who have found that ELs lack breadth and depth in their vocabulary knowledge (August 2012).

Additionally, vocabulary instruction is linked to achievement in the content areas. In the research of Townsend, (2012), a diverse group of middle school students was given a variety of assessments. Students were tested on their general vocabulary abilities, academic vocabulary knowledge, reading comprehension, science, and math skills. The researchers found that students from low socio-economic status and language minority students (ELs) were consistently outperformed by students from standard socio-economic backgrounds and English Only students (Townsend, 2012). The low performance by ELs on the content test which measured science and math was also present when the researchers controlled for general vocabulary abilities. This means that ELs who had average general vocabulary knowledge had lower math and science scores than English Only students with average vocabularies.

2.4.4 Strengths and Weaknesses of Explicit Instruction

Explicit instruction has weaknesses and weaknesses (Huda, 2013: 187-189).

Some of the Strengths, among others.

1. The teacher can control the content of the material and the order of information received by students so that the teacher can maintain the focus of what must be achieved by students.
2. Can be applied effectively in large and small classes
3. It can be used to emphasize important points or difficulties that students may face so that they can be expressed.
4. It can be an effective way to teach highly structured factual information and knowledge.
5. It is the most effective way to teach explicit concepts and skills to low-achieving students.
6. It can be a way to convey a lot of information in a relatively short time and can be accessed equally by all students.

7. Allows teachers to express a personal interest in the subject (through enthusiastic presentations) which can stimulate student interest and enthusiasm.

Meanwhile, the weakness of the Explicit Instruction strategy is another.

1. Too much relies on the ability of students to assimilate information through listening, observing, and taking notes, while not all students have skills in these matters, so the teacher must still teach it to students.
2. Difficulties to overcome differences in abilities, initial knowledge, levels of learning and understanding, learning styles, or students' interests.
3. Difficulties of students to develop good social and interpersonal skills.
4. The success of this strategy depends only on the assessment and enthusiasm of the teacher in the class.
5. The sharing of research results which states that the high level of teacher structure and control in learning activities, which are characteristic of the Explicit Instruction strategy, can hurt students' problem-solving abilities, independence, and curiosity.

2.5 Previous of Study

There are some relevant researchers related to this study which can be considered as the references for this research. The first from Angela Pawlick (2017) *The Effect of Explicit Vocabulary Instruction on Struggling Middle School Students Reading Comprehension Skills*. The method was Quasi-Experimental Study. The writer applied to 40 tenth-grade students in each class. The study aimed to find out the same explicit vocabulary instruction that was effective to increase the students' vocabulary. The study compared the students in two social studies classes. The control group (n = 21) was taught the Economics unit using the traditional packet and instructional activities while the experimental group (n = 23) participated in the

traditional activities but also participated in a typically 7-10 minutes of additional explicit vocabulary instruction daily over 5 weeks targeting the words from the Economic unit.

The second from Carolyn M. Moscho and Ryan J. Moscho (2017) Effects of Explicit Vocabulary Instruction on Reading comprehension St. Catherine University The research took place in a second and fourth-grade classroom in the same school in central Minnesota. Students took pretests and posttests for grade-level comprehension and vocabulary assessments. Students would then receive explicit vocabulary instruction throughout the week.

Finally, students would complete the same assessments as were completed at the beginning of Student surveys were also used to measure confidence and motivation. Data was collected in the form of pretest and posttest scores for grade-level comprehension and vocabulary assessments, student surveys, and Fount as and Pinnell assessments. Study results suggest that explicit vocabulary instruction does have an effect on reading comprehension and that ELLs showed a greater degree of growth than non-ELLs. However, more research needs to be conducted to verify that the results were because of vocabulary instruction rather than students making gains from other reading areas. After completing this research, the next possible step would be to continue collecting data to increase the sample size. Another step would be to create a control group and only use explicit vocabulary instruction with some of the students and then compare data from both groups. The similarity between their studies is that the same research uses explicit methods in improving students' ability to understand the lesson. But the difference between their research is the first research focus on vocabulary skills and the second research focus on reading skills

2.6 Conceptual Framework

Vocabulary is one of the essential parts of the language which are taught for the language learner. David Wilkins in Thornbury (2002:13) states that without grammar very little can be conveyed, without vocabulary, nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary. It is known that vocabulary mastery supports the mastery of four language skills.

All of those skills will be easily reached if the students understand the meaning of the words or vocabulary well. Therefore, vocabulary is very important in teaching English. As has been stated in Chapter I, the eighth-grade students at SMP PARULIAN 2 MEDAN have main problems that are related to vocabulary skills. They still had a lot of trouble in vocabulary mastery. They had difficulties in understanding or comprehending the meanings of unfamiliar words. Based on that fact teachers have to choose the best way, approach, method, technique, or media which is going to be used when teaching vocabulary.

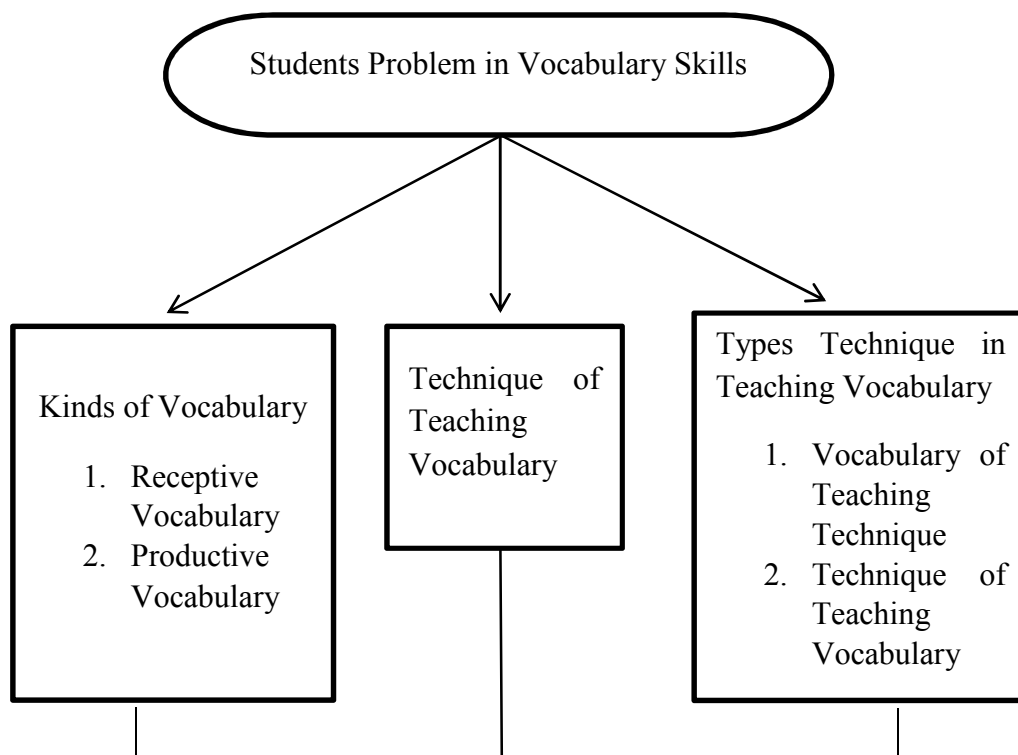
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Explicit vocabulary instruction methods have been widely applied in research the results in their study showed an increase in student learning outcomes after the explicit instruction method was applied. This explicit instruction learning method was chosen because it would make students more active and give students a high learning experience. Also, students will receive guidance from the teacher gradually, seeing that students have not received prior training so that each student can understand the learning provided and get maximum learning results

Figure2.1 Conceptual Framework of “the effect of Explicit Vocabulary Instruction Method of Students Vocabulary Mastery at Eight-grade of SMP PARULIAN 2 Medan



CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This research was applied by using experimental quantitative design. The writer employed experimental design because this research is formed to make casual inferences about the relationship between independent variables and a dependent variable, which is to find whether there is an effect of explicit vocabulary instruction on students' vocabulary mastery. Meanwhile, Creswell defines quantitative research as research that gathering data in a numerical form and generalizing it across a group of people through the instruments. Also, quantitative research can be defined as a test in which control of variables, and valid and reliable measures are required.

The objective of this kind of research is to collect measurable data, such as; quantities, values, and numbers. Then, It indicates that the data resulted in quantitative research should enable them to be counted or measured. This research involved two classes for doing the treatment. Both classes are divided into two groups they are one as an experimental group and one as a control group. To perform the treatment, in the experimental class is applied to Explicit Vocabulary Instruction Methods as the treatment in the class. Meanwhile, the controlled class is not applied to Explicit Vocabulary Instruction Methods as the treatment. The designs of quasi-experimental research can be described as follows:

Table 3.1

Research Designs

Pre-and post-test Design

Select-control class	Pre-test	No Treatment	Post-test
Select Experimental Class	Pre-test	Experimental Treatment	Post-test

3.2. Population

The population is a region consisting of generalization, objects, or subjects that have certain qualities, and characteristics are determined by the researchers to learn and then draw conclusions. (Sugiyono 2010: 72). The population of this research is conducted for eighth-grade students at SMP PARULIAN 2 MEDAN. Which consist of one class, they are VIII 1 and the total number of the population is 20 students.

3.2.2 Sample

Nunan (1992: 27) says that the sample is the subset of individuals from a given population. The sample must represent the population, as it is part of the population. As the sample of this research, the researcher choose one class of the eight-grade students at SMP PARULIAN 2 MEDAN. In selecting the sample for this research, the writer used purposive sampling which selected the population. Therefore, the sample of this study was the students in the eight-grade of 10 students as an experimental class and the students at the eight-grade of 10 students as a controlled class.

3.3 The Instruments of Collecting Data

Before doing the research, the writer was used observation to know the learning situation in the class. The observation is also aimed to observe how the teacher taught vocabulary to the students, what were the media used, and how were students responded in learning. Then, in collecting the data, the writer used instruments. Creswell states that “An instrument is a tool for

measuring, observing or documenting a quantitative data". In general, instruments are used for a measurement device (survey, test, questionnaire, etc).

There are two kinds of test, standardized test, and test which is made by the teacher. In this study, the test will be made by the writer.

There were two steps in collecting data as follow:

1. Pre-test

In this study, the test given in the first is pre-test. A pre-test have been done before students getting treatment. The pre-test was following by 20 students in 30 minutes time allocation. These are consists of 30 number of multiple choice. Before giving a pre-test, the writer informed the students of some indicators that must be reached by them. This pre-test was followed by 10 students.

2. Post-test

The post-test was the last step in collecting data. It has give the start after the treatment will finish. It was conducted and followed by 10 students. In this test there are 30 minutes available. Similar the pre-test, the post-test also has 30 questions. It will consist of 30 multiple choices test. Before administering the test, the writer explains some indicators that must be reached by students.

3.4 Validity

For the validity and reliability of the test, here the writer showed the reader what was the validity. Based on Arikunto (2010:168) states the validity is the measurement that shows the levels of the validity of the instruments. The researcher will apply the content validity because it is about is the test can measure the Vocabulary of the students. There were many methods and techniques for teaching vocabulary. For example, mind mapping, picture and picture, and soon. In this study, the problem is limited to students' vocabulary mastery by using Explicit Vocabulary Instruction. There were many parts of vocabulary, verb, noun, adjective, adverb, interjunction, pronoun, conjunction, preposition. But the researcher focus on the noun. A noun is had five types: common noun, proper noun, collective noun, material noun, compound noun. The researcher focus on a common noun. A common noun is explained about nouns in a general form. There are 3 common nouns: people, place, things. In this study, the writer focuses on three types.

Table 3.4

The test specification

No	Content Common Noun	Test Item	Kind of Test	score
1.	People	10	Multiple choice	35
2.	Place	10	Multiple choice	35
3.	Things	10	Multiple choice	30
Total		30		100

3.5 Reliability

Arikunto (2010:187) stated that reliability is the quality of consistency that an instrument or procedure demonstrates over some time. If the test is administered to the same candidates on different occasions, then to the exam that it procedures differing results, it is not reliable. The test

in this study use reading form. Reliability is another characteristic of a well-constructed achievement. The reliability of the test is calculated by using Kuder Richardson (KR-21) Arikunto (2010:187)

The formula as follows:

$$r = \frac{k}{k-1} X \left(\frac{1-M(k-M)}{k.Vt} \right)$$

Where:

r: Reliability of the test

k: Total number of question

sM: The average of the score

Vt: The standard deviation of the test score

To obtain the reliability of the test, first the mean the standard deviation should be counted. According to Arikunto (2010:187) The Value of correlation are as the following:

0.0 – 0.20 = Very low

0.21 – 0.40 = Low

0.41 – 0.60 = Fair

0.61 – 0.80 = High

0.81 – above = Very high

3.5 Technique of Analyzing the Data

The data collecting by administering the pre-test and post-test were statistically analyzed the test formula. The used formula is to know the effect or result of this study.

1. T-test formula (Arikunto, 2010:354):

$$t = \frac{mx - my}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + ny - 2}\right) \left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

Where :

t = Total score

mx = Mean of the experimental group

my = Mean of the control group

nx = The sample of the experimental group

ny = The sample of the control group

x² = Deviation of the experimental group

y² = Deviation of the control group

2. Mean score of each group formula:

$$m = \frac{\Sigma \frac{x}{y}}{n}$$

Where :

m = Mean of the group

$\Sigma \frac{x}{y}$ = The total of the x (experimenntal group) / y (control group)

n = Sum of the students

