THE APPLICATION OF GBA ASSISTED BY CLASSICAL METHOD RE-INFORCEMENT FOR VOCAB MASTERY FOR XI GRADE OF SMK MUHAMMADIYAH DORO

Putri Mutiarani, M. Fajru Sidqi
Universitas Pekalongan
Email: pmutiarani0@gmail.com

Abstract

Vocabulary is important in learning English, vocabulary is the basis of the language that will be used to communicate in everyday life. Many students in Indonesia who do not master English, have difficulty learning it. This research was conducted to find out how the application of GBA assisted by reinforcement as a classical method for vocabulary mastery in class XI TBO SMK Muhammadiyah Doro students. In particular, this paper tries to explain the condition of students in learning and mastering vocabulary, as well as explaining the application of GBA with reinforcement as a classical method for vocabulary mastery. The method used in this study is a qualitative descriptive method with a case study approach, fifteen students were selected as participants and an English teacher as an informant. Data was collected through pre-test, post-test and questionnaires for students and interviews with English teachers. The results showed that students' improvement was very significant both in the field of grades and enthusiasm for learning, this affected the condition of students who initially felt insecure and had difficulty in mastering vocabulary slowly increasing, students began to try asking questions and began to master vocabulary. This is also evidenced by the scores obtained by students in the post-test, students get a significant increase in grades. from the initial average pre-test score of 62 students and at the time of post-test students obtained an average score of 80, with GBA assisted by the classical method helping students master the material with limited time due to limited study hours due to covid. From this it can be concluded from this research, namely: the condition of students in learning must be considered because it will affect the learning to be carried out, GBA assisted by classical methods makes it easier for students with certain characteristics to master the material. the teacher also acknowledged that the results obtained in the application of the GBA method assisted by the classical method facilitated the student learning process. The researcher hopes that the results of this study provide some useful information that can be used by teachers or stakeholders to improve the quality of teaching and learning English.

Keywords : GBA, Vocabulary, English, Classical Method

Abstrak

Kosakata merupakan hal yang penting dalam pembelajaran bahasa Inggris, kosakata merupakan dasar dari bahasa yang akan digunakan untuk berkomunikasi dalam kehidupan sehari-hari. Banyak siswa di Indonesia yang kurang menguasai bahasa Inggris, mengalami kesulitan dalam mempelajarinya. Penelitian ini dilakukan untuk mengetahui bagaimana penerapan GBA berbantuan penguatan sebagai metode klasik untuk penguasaan kosakata pada siswa kelas XI TBO SMK Muhammadiyah Doro. Secara khusus makalah ini mencoba menjelaskan kondisi siswa dalam pembelajaran dan penguasaan kosakata, serta menjelaskan penerapan GBA berbantuan penguatan sebagai metode klasik untuk penguasaan kosakata. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif dengan pendekatan studi kasus, dipilih lima belas siswa sebagai partisipan dan seorang guru bahasa inggris sebagai informan. Pengumpulan data dilakukan melalui pre-test, post-test dan quisoner untuk sisiwa dan wawancara dengan guru bahasa inggris. Hasil penelitian menunjukkan bahwa peningatan siswa sangat signifikan baik dibidang nilai maupun semangat belajar, hal ini mempengaruhi kondisi siswa yang awalnya merasa tidak percaya diri dan sulit dalam menguasai kosa kata perlahan meningkat, siswa mulai mencoba bertanya dan mulai menguasai kosa kata. Hal ini juga dibuktikan dengan nilai yang diperoleh siswa pada post-test, siswa mendapatkan peningkatan nilai yang signifikan. dari rata-rata awal nilai pre-test siswa 62 dan pada saat post-test siswa memperoleh rata-rata nilai 80, dengan GBA berbantu metode kelasik membantu siswa menguasai materi dengan waktu yang terbatas karna jam pelajaran yang dibatasi akibat covid. dari sini dapat ditarik kesimpulan dari penelitian ini, yaitu: kondisi siswa dalam belajar harus diperhatikan karena akan memengaruhi pembelajaran yang akan dilakukan, GBA berbantu metode klasik memudahkkan siswa dengan karakteristik tertentu untuk menguasai materi. guru pun mengakui hasil yang diperoleh dalam penerapan metode GBA berbantu metode klasik memudahkan proses belajar siswa. Peneliti berharap hasil penelitian ini memberikan beberapa informasi yang berguna yang dapat digunakan oleh guru atau pemangku kepentingan untuk meningkatkan kualitas belajar mengajar bahasa Inggris.

Kata kunci : GBA, Kosa Kata, Bahasa Inggris, Metode Klasik

INTRODUCTION

Vocabulary is an important thing in learning English, vocabulary is the foundation of the language itself that will be used to communicate in daily life. Because vocabulary is fundamental in learning a language, vocabulary can be a measure of the extent to which students understand the language. In

general, students who are just starting to learn English really need an introduction and knowledge of vocabulary because that way, students who are just learning English will more easily adjust to understanding the meaning of each vocabulary.

However, the method is usually used by teachers for students who are starting learning English and students who do not master English is to use classical methods such as saying, writing, and exemplifying vocabulary and their meanings.With this classical method, besides being easy for the teacher, teaching vocabulary through pronunciation, this will make it easier for students to know how to pronounce vocabulary correctly. In learning English vocabulary there is a method called GBA (genre based approach). In general, genre is used to describe the range of process (such as explaining, instructing, recounting, describing, arguing, and narrating). In order to measure the effectiveness of GBA, many researchers have conducted research. One of the first was Surya Sagiro Batubara (2013) he admitted that the genre- based approach implementation is significant to improve students' ability in English writing.

Researchers are interested in improving the ability to master English vocabulary for students of class xi automotive body engineering (TBO) SMK Muhammadiyah Doro. Because before doing the research, the researcher took an internship at the school as an English teacher for class xi TBO for three months and made observations there. From these observations, the researchers obtained data that students' vocabulary mastery was still low. It is proven by the fact that most of them do not know the vocabulary given by the teacher. The survey was conducted by distributing short questionnaires to them and most of them said they were interested in learning English but were constrained by their limited ability to master English vocabulary. they also said it was easier to understand and remember vocabulary with the classical method (the teacher's manual way of mentioning vocabulary with the meaning) rather than using an application which they thought was complicated because they must to install it first and had to be connected to an internet data connection.

Methods and approaches are important to attract students' attention and motivation which can help develop their abilities. Derewianka (1997) explained that in a genre-based approach, teachers not only teach the structure and grammatical characteristics of spoken and written language, but also make it possible to develop language skills in relation to genres through certain stages. This approach may not only contribute to helping develop students' grammar and vocabulary skills, but also facilitate the development of reading, speaking, listening, and writing. Related to the above description, GBA is suitable to be applied in learning English for students of class XI TBO Smk Muhammadiyah Doro.

RESEARCH METHOD

This type of research is descriptive research with a qualitative approach. Qualitative research is a research that is descriptive and uses analysis. Miles and Huberman state that qualitative data analysis consists of "three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification" (1994, p. 10). Qualitative data is the source of a broad and well-founded description, and contains an explanation of the processes that occur within the desired scope. With qualitative data, researchers can follow and understand the flow of events chronologically, assess cause and effect within the scope of the minds of the people who are the research sample and obtain many and useful explanations. In addition, qualitative data are more likely to guide researchers to make unexpected discoveries and to form new theoretical frameworks. the data helps researchers to go beyond preconceived notions and initial frameworks.

FINDING AND DISCUSSION

a. Result of Test

In this study, tests are needed to determine students' abilities, both the initial abilities that have been mastered before the learning is carried out and the abilities that are mastered after the learning is carried out.

1. Pre-test

In the following table, the pre-test scores on students' vocabulary mastery (students' correct answers), the mean and standard deviation of students, and the percentage level of students' vocabulary scores on the pre-test with multiple choice questions on vocabulary are presented.

Tablel 1.1

The Score of Students' Vocabulary in the Pre-test

Respondent	Respondent's Correct Answer	Score
R1	15	60
R2	10	40
R3	15	60
R4	20	80
R5	19	76
R6	23	92
R7	10	40
R8	10	40
R9	20	80
R10	19	76
R11	19	76
R12	12	48
R13	14	56
R14	14	56
R15	13	52

Based on the data above, to calculate the average score of students' answers, this study calculates it using SPSS. The results can be presented in a descriptive statistical table can be seen in the following table:

Table 1.2

The average score of students' answers

	count	mean	std	min	25%	50%	75%	max
Pretest	15.0	62.133333	16.826283	40.0	50.0	60.0	76.0	92.0

From the table above, it can be seen that the highest score of students is 92.0 and the lowest score is 40.0. In addition, it also shows that the average value of student accuracy in the pre-test is 62.133333 and the standard deviation of the error is 18.826283. In addition, the researcher has also written down the scores of students' correct answers before being given

learning by applying GBA and presented through a score percentage table. can be seen in the following table:

Table 1.3

Score percentage table

Classification	Score	Frequency	Percentage
Very good	80-100	3	20%
Good	72-76	3	20%
Fair	40-68	9	60%
Poor	24-36	0	
Very poor	4--20	0	
Total		15	100%

The table above shows that the students' scores in the frequency of the pre-test. The table shows that there are 3 students (20%) who got very good, 3 students (20%) got good and 9 students (60%) got fair. There were no students (0%) who scored poor and very poor. Based on the data above, it can be seen that there are only 3 students who get very good scores, which means that the majority of students have low vocabulary mastery.

2. Post-test

Setelah melakukan pre-test peneliti melaksanakan pembelajaran menggunakan GBA dengan metode klasikal, setelah pembelajaran dilakukan dalam dua kali pertemuan peneliti melakukan post-test kepada siswa.

Table 1.4

Post test score

Respondent	Respondent's Correct Answer	Score
R1	20	80
R2	17	68
R3	19	76
R4	23	92
R5	20	80
R6	25	100
R7	17	68
R8	15	60
R9	25	100
R10	22	88
R11	20	80
R12	19	76
R13	21	84
R14	20	80
R15	19	76

Based on the data above, to calculate the average score of students' answers, this study calculates it using SPSS. The results can be presented in a descriptive statistical table can be seen in the following table:

Table 1.5

The average score of students' answers

	count	mean	std	min	25%	50%	75%	max
Postest	15.0	80.533333	11.198639	60.0	76.0	80.0	86.0	100.0

From the table, it can be seen that the highest score of students is 100.0 and the lowest score is 60.0. In addition, it also shows that the average accuracy score of students in the post-test increased to 80.533333 and the standard deviation of the error became 11.198639.

In this post-test, the researcher has also written down the students' correct answer scores after being given learning by applying GBA and presented through a score percentage table. can be seen in the following table:

Table 1.6

Score percentage table

Classification	Score	Frequency	Percentage
Very good	80-100	9	60%
Good	72-76	3	20%
Fair	40-68	3	20%
Poor	24-36	0	
Very poor	4--20	0	
Total		15	100%

The table above shows the students' scores in the post-test frequency. This shows that there are 9 students (60%) who got very good and there are 3 students (20%). the other shows that there are 3 students (20%) who get enough, and no students (0%) who get less and very less. based on pretest data that has been done by students. it can be seen in the table above that students achieving very good scores increased from 20% to 60% after implementing GBA using the classical method. In doing the post-test, students are also faster in working on the questions compared to the pre-test which spends almost an hour of lessons for only 25 questions.

b. Result of Interview

Table 2.1

Teacher interview table

No.	Questions	Answer
1	What curriculum is used in this school?	The curriculum that our school uses is the 2013 curriculum
2	How does the teacher apply the method in teaching	the method I often use is using games: word search and scrabble

	vocabulary for class XI TBO?	
3	Have you ever used the classical method?	I've used the classic method but only met a few times
4	What is the condition of students in learning English before and before using this method?	The initial condition before using this method is that it is difficult for students to interpret or know the meaning of the vocabulary, and if they are told to memorize they are also easily bored, bored and don't want to. While after using this method. Students are enthusiastic and willing to ask questions and are excited maybe because they think it will be easier if the teacher becomes the center of learning and everything is directed by the teacher. But I only used this method twice because I want children to be fast in catching up on material, you must already know how their characters are and in one class they are rarely full in attendance, so I changed the method to games to attract them to have the motivation to go to school, but it's still the same.
5	How do you apply the method (the steps)?	For the method I use, I divide students into several groups, depending on how many students are present that day. Then one student is tasked with taking notes, the other playing the game, like that in turn. Each student who can make a word or sentence is written down and how many points are counted. Depending on the letter there is a value of how many points. After that, there will be a presentation while explaining the words found in English and what they mean. but students have difficulty in choosing vocabulary and its meaning so I allow them to search on the internet and in its application it is very difficult to ask students to come forward to make presentations
6	What materials did you add to your teaching vocabulary?	The Materials such as reading or writing, recount text, narrative text. For grammar, it can also be simple past tense or simple present
7	What sources are commonly used for vocabulary learning?	Source of book material and from Google
8	Is there a short test to find out that students have mastered the material? Like making sentences and connecting words?	usually it's more of a posttest after the material is finished

9	Do you use this genre-based approach (GBA)?	I have never applied it because the GBA approach for SMK Muhammadiyah Doro seems difficult to apply to students here.
10	What type of text did you use in this lesson on the application of GBA?	report text, analytical and exposition
11	How does the teacher help students in understanding the text?	I usually use the manual method by helping children interpret it
12	What is the teacher's reference to find out students have understood the material that the teacher has given?	The reference is that student activity and grades increase or decrease
13	How was your response to the classical method and GBA that I applied for yesterday's lesson?	I think it's definitely not easy to apply, but if I look at the results and reports you provide, it really helps students in learning English
14	Will you use the classic method and GBA in the future?	yes, maybe this method will be suitable for classes where students rarely come, I will use this method in the future to increase student activity and their mastery of the material

Based on table 2.1, The results of interviews with English teachers said that the condition of students when learning English vocabulary was almost all of them lacking in vocabulary mastery both in writing, reading, and speaking, only a few students knew the meaning of the vocabulary given by the teacher and it was difficult to bring up their activity. although they are sometimes enthusiastic in learning they get bored easily and are not focused. Due to the constraints of short lesson hours due to the covid pandemic, learning is increasingly inefficient so that teachers only explain the material then give examples and carry out daily assessments or give assignments.

The group system implemented by the teacher is also less effective because only a few of them understand the teacher's questions and excel in their class, and students who almost never reach 20 people in the class. Meanwhile, the result of the second interview is the teacher's opinion after the researcher applied GBA using the classical method for learning English vocabulary in two meetings and following the pre-test and post-test with students.

The English teacher said that the use of GBA with the classical method was the first time it was applied and this method greatly affected the post-test results which were taken after knowing the pre-test score was below the average. This method also helps students who are passive in class to try to be active in learning because the classical method used helps students understand vocabulary and its meaning and pronunciation one by one. but a lingering weakness is the limited time available. the English teacher said that this method was actually suitable for the class because the class was not always full of students and only a few attended.

c. Result of Questionnaire

Table 3.1

Student questionnaire table

No.	Questions	Student Response
1	In teaching the teacher uses JCOT (is there any interaction between students and teachers or students and students (shared knowledge)?	Of 15 participants, 7 (46.7%) students gave a score of 4/5 from low to high, 6 (40%) students gave 5/5 and 2 (13.3%) students gave 3/5. On average, students feel involved and participate by sharing knowledge with the teacher and agree with the statement, and this statement shows positive results.
2	How important is the teacher's role in helping students learn English vocabulary?	Of 15 participants, 9 (60%) students gave a score of 4/5, 5 (33.3%) students gave a score of 5/5 and 1 (6.7%) students gave a score of 3/5.
3	The teacher can direct students to revise and paraphrase the use of vocabulary, grammatical patterns, and textual devices if necessary in their own words.	Of 15 participants, 6 (40%) students gave a score of 5/5, 6 (40%) students gave a score of 4/5 and 3 (20%) students gave a score of 3/5.
4	The teacher guides students to discuss and asks students to memorize so that students really understand well	Of 15 participants, 9 (60%) students gave a score of 4/5, 3 (20%) students gave a score of 5/5 and 3 (20%) students gave a score of 3/5. Students feel they can play an active role and recite English vocabulary.
5	The teacher chooses the type of genre text according to the material to develop class activities.	Of 15 participants, 6 (40%) students gave a score of 4/5, 5 (33.3%) students gave a score of 3/5 and 4 (26.7%) students gave a score of 5/5.
6	The teacher and students discuss vocabulary by creating or manipulating the existing text.	Of 15 participants, 8 (53.3%) students gave a score of 4/5, 4 (26.7%) students gave a score of 3/5 and 3 (20%) students gave a score of 5/5.
7	Students are directed to know and understand the function of the text, the communicative purpose of the text.	Of 15 participants, 9 (60%) students gave a score of 4/5, 5 (33.3%) students gave a score of 5/5 and 1 (6.7%) students gave a score of 3/5.
8	The teacher teaches students to learn the use of vocabulary, grammatical patterns or text structure, and then students practice	Of 15 participants, 8 (53.3%) students gave a score of 4/5, 6 (40%) students gave a score of 5/5 and 1 (6.7%) students gave a score of 3/5.

CONCLUSION

The use of GBA with the classical method for vocabulary mastery can improve students' speaking, writing, and pronunciation skills of English vocabulary. The analysis of the questionnaire that the researchers took from the students showed that the students paid attention and followed the learning using GBA with the classical method well. The researcher concludes that the positive response given by the English teacher to the method can reduce passivity and increase students' grades. by using the classical method researchers can direct students in learning and answer questions asked by students. in two meetings students can respond, analyze, create and deliver material with a good increase in English

vocabulary. The results of the use of the GBA application with the classical method can also be seen from the post test with a significantly increased student score.

SUGGESTION

Although this research was conducted with a small number of respondents and in a short time, these findings provide some useful information that can be used by teachers, people concerned in the field of education or people who want to do further research to improve the quality of teaching and learning English. Based on the results of this study, there are several suggestions that can be made to improve mastery of English vocabulary. First, the researcher suggests that teachers use a genre-based approach to improve the quality of the teaching and learning process, not only in class xi tbo but for other classes. The researcher hopes that other researchers can conduct further exploration regarding the application of a genre-based approach in learning to improve vocabulary mastery.

REFERENCES

Batubara. S.S. The Implementation Of A Genre-Based Approach: A Case Study In Teaching A Narrative Text To Second Grade Junior High School Students. July 2013 English Education Vol. 1 No. 2.

Irwansyah. (2016). Genre Based Approach:A Way to Enhance Students' Writing Ability. *Jurnal Tadris Bahasa Inggris*, 13-14.

Reinforcement Learning An Introduction. (1992). In R. S. Sutton, & A. G. Barto. MIT Press.

Solopress. (2015, july 18). *The importance of vocabulary*. Retrieved from solopress: https://www.solopress.com/blog/print-inspiration/the-importance-of-vocabulary/

Zubaidi, U. (2020, may 28). *Apa itu Genre Based Approach (Pendekatan Berbasis Genre) dalam K13*. Retrieved from zooba: https://www.zooba.id/2020/05/genre-based-approach.html