17. The Teaching of EFL Vocabulary through Anticipatory Learning Strategy in Islamic Higher Education Context in Indonesia

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The Teaching of EFL Vocabulary through Anticipatory Learning Strategy in Islamic Higher Education Context in Indonesia

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Abstract

This research aims at analyzing the teaching of EFL vocabulary through anticipatory learning strategy. This research was conducted at one of the Islamic Colleges in Indonesia. The subjects were the students of the first semester 2020/2021 academic year. The design of the research was CAR (Classroom Action Research) which was done in two cycles with three meetings for each cycle, using two techniques as anticipatory learning strategy; organizing by words families and organizing by words classes (noun, verb and adjective). The data were collected through observation, questionnaires, and tests. The data were analyzed descriptively and quantitatively. The result of the research revealed that the application of ALS (anticipatory learning strategy) can develop the students' vocabulary and can change students' learning behavior and attitudes in terms of students' active, enthusiasm, participation, and motivation. Moreover, students' performance could be improved during the process of action by achieving the setting of passing level in cycle two. The result of quantitative data from cycle one is 52.92% become 87.49% in cycle two. Therefore, anticipatory learning strategy could help students to develop their vocabulary and improve their English proficiency.

Keywords:
Anticipatory Learning Strategy, EFL, Vocabulary

1. Introduction

Indonesian students study English as a foreign language. They get many problems to perform it as they learn it after they firstly acquired their national language. Students at Palu State Islamic College encounter a lot of difficulties related to the language components: for examples grammar, vocabulary and language skills: listening, speaking, reading and writing. Many English teachers/lecturers attempt to look for and to apply appropriate strategies that can overcome the problem so the students will be able to perform it in communication (Alqahtani, M., 2015; Tosun, 2015; Cahyono & Widiati, 2015; Asyiah, 2017; Susanto, 2017; Marzuki, 2019; Al-Awaid, 2020; Namaziandost et al., 2020).

Vocabulary is one of the language components to support the implementation of the four language skills. They are taught to the students integratedly (Carter & McCarthy, 2013; Alqahtani, M., 2015; Marzuki, 2016; Abdulrahman & Basalama, 2019; Chen, 2019; Kuliahana & Marzuki, 2020). Developing vocabulary mastery is considered as a first step done by them when performing the language in oral or written communication (Carter & McCarthy, 2013; Şen & Kuleli, 2015; Guaqueta & Castro-Garces, 2018). Particularly in writing and speaking skills, vocabulary is much needed in arranging phrases or sentences and making conversation. Surely, without vocabulary, it would be impossible to learn a language (Siyanova-Chanturia & Webb, 2016; Zou et al., 2019; Al-Awaid, 2020).

Related to the present fact that most of the students in Islamic colleges especially for the first semester students were unable to write or speak English, because they are lack of vocabulary stock. They could not understand and know the meaning of the words they read. They could not write English as they did not have enough vocabulary and good

grammar. So, every English skill needs English vocabulary and no student is able to express in English without having sufficient vocabulary. In Islamic colleges which are currently applying KKNI (Indonesian Qualification Framework) put emphasizes on students' language skills. It means teaching English based on this curriculum has to be stressed on receptive and productive skill (Ely et al., 2020; Mu'adi et al., 2020; Sumitro et al., 2020; Zakaria et al., 2019). It is the priority in language teaching. It might be due to the reason that most of the students at Islamic colleges are prepared for practical and skillful graduates that will be ready to work right after graduation (Ervina et al., 2019; Juanamasta et al., 2019; Yusuf et al., 2019). So teaching English is directed to provide students with capability to use English language in order to support them with practical skills.

In the KKNI (Indonesian Qualification Framework) it is stated that a good framework for creative and innovative English lecturers are to develop their own teaching strategies because they are given flexibility and freedom to undertake their own teaching and learning (Muhasidah et al., 2019; Umanailo et al., 2019). Lecturers have more opportunities to decide and choose their own instructional materials and learning strategies that correspond to the student's needs and characteristics. In relation to the problem, the researchers intended to raise several strategies to help the students to develop English vocabulary mastery as a language component and those who get handicaps in learning and performing the language by using their own vocabulary. Moreover, in teaching and learning process the researchers applied anticipatory learning strategy.

2. Research Method

This research employed classroom action research (Kemmis et al., 2005; Simon et al., 2016; McTaggart et al., 2017; Bin Tahir et al., 2019; Meesuk et al., 2020). The steps of the CAR are planning, implementation, observation and reflection were implemented in two cycles with three meetings for each cycle, using two techniques as anticipatory learning strategy; organizing by words families and organizing by words classes namely: noun, verb and adjective (Kelleher, 2005; Andriyani et al., 2016). This research was conducted at TBI-1 class FTIK IAIN Palu. The subjects were 24 students of the first semester 2020/2021 academic year. The data were collected through observation, questionnaires, and tests.

3. Research Results
3.1 Cycle 1
3.1.1 Meeting 1
The researchers had applied two techniques of anticipatory learning strategy. The researchers made diagrams related to the students' problem of the words for example the students ask what the meaning of cinema is. They asked for other students, they said menonton, bioskop so the researchers made diagrams of word families of cinema and asked them to continue the relationship of the words. The students completed it with the name of familiar film, actors, actress, acting, playing, scenario, writer and script. In whilst activities the researcher 'procedure are to overcome the students' problem in teaching and learning process.

According to collaborator, one of researchers' weaknesses were that they didn't give enough examples in organizing by word families. There were only a few examples in diagram caused student problem of the words found in the passage. More comments from the observer that he is also actively guided students by giving clear direction and instruction in doing task in posttest. From their observation sheet, collaborator put a thick in columns 'yes'that was indicated that all planning in the lesson plan was conducted appropriately by the researchers. They always notice clearly the researchers'erformance and the students 'performance in teaching and learning process.

3.1.2 Meeting 2
The researchers took 105 minutes in whilst activity. Firstly they distributed the short passage about" job description" and invited the student to find out the difficult words. When the researchers discussed with the students and asked them "what difficult words did you find in the text for the first students said' worked, started, hall, trainee, round, successfully, advertised, send, application and responsibilities. The researchers made diagram of difficult words on whiteboard and then he asked the students to answer it. They asked what the meaning of the word 'worked' some of them said' *bekerja'* and he asked them 'what is the function of word in the sentence? Spontaneously students said 'verb' is it present or past? They said past tense. They asked them 'how did you know? They said ending 'ed' and the researchers wrote the root of the word 'work' it means' *bekerja'* and' worked' it means '*telah bekerja.*' After that he asked the students to make the diagrams on the whiteboard and then invited them to write the word families of 'worked' work (verb) working (noun) work-sky (adjectives)-*malas bekerja*. One of students asked in Indonesian

language '*kalau tenaga kerja apa bahasa inggrisnya pak*?' so the researchers encouraged the students to overcome their friends' problem. When the students were difficult to guess what the researchers' mean. The researchers gave more information/definition of the word related to the object. They didn't suggest explaining the real meaning of the word. They expected to give the description or even characteristics of the words. In other words, instead of presenting the meaning directly, the researchers suggested to lead the students to guess word by one letter. To give feedback on the students' responses, researchers always replied with reward expressions such as: 'good', 'very good', 'excellent' or 'fantastic' in order to appreciate their responses and participation. The researchers always gave reward after the students gave comment or suggestion when they asked for them. They were very enjoyable when they got something reward from the researchers.

3.1.3 Meeting 3

The researchers conducted the procedure that had been set up in the lesson plan in cycle one. It was agreed by collaborator' field note and observation sheet. The students had been familiarized in two techniques that were applied in teaching and learning process. This indicated that they have progress in learning English vocabulary. However, the first cycle had not yet fulfilled the recommended learning mastery that was set up in this study. So that, it needs to continue to cycle two as follow up for improvement of the process.

3.2 The Results of Research Instruments

3.2.1 Observation

Data gained from observation are presented in descriptive forms. This is to reflect how the teaching and learning process was going on through six meetings or actions that the research has carried out in cycle one and two. Then, each meeting or action is described to reflect students 'participation and responses to the topic are being discussed. Observation is suitable instrument to record qualitative data, such as students' behavior, attitude, activities, participation and motivation. The data on the teacher' activities toward the teaching of vocabulary using two techniques obtained through the observation sheet contained three phases: Pre-activity, while-activity and post activity. Based on the result of observation, the teaching and learning process conducted by the teacher was not maximum. It was improvement in cycle two. The researcher was maximum to complicate it in the teaching and learning process in the cycle two.

3.2.2 Questionnaire

This questionnaire consisted of ten statement related to the implementation of anticipatory learning strategy. It was clearly described in the following table.

Table 1. The result of questionnaire with two option responses

Items	Percentages of the students' opinion	
	Yes	No
Enthusiasm and interesting	22 or 91.66%	2 or 8.34%
Easy to done for exercises	20 or 83.34%	4 or 16.66%
Fast to understand the text	20 or 83.34%	4 or 16.66%
Improvement of speaking	18 or 75%	6 or 25%
Develop vocabulary	23 or 95. 84%	1 or 4. 16%
Making self-confidence to speak	16 or 66.67%	8 or 33.33%
Understanding vocabulary in listening	21 or 87.50%	3 or 12.50%
Understanding of differentiation both Indonesia and English language	23 or 95.84%	1 or 4.16%
Joyfulness of learning English	24 or 100%	-
Motivation to study English language	22 or 91.66%	2 or 8.34%

The table showed that most of the students enjoyed the learning process using anticipatory learning strategy. It could be clearly seen that there were 24 students or 100% of the class responded the 9th item with yes. Most of students agree, because they felt joyful, interesting, and have motivation of learning English. In general, students admitted that the main problem they faced in learning English related vocabulary. They said that word classes were very difficult to investigate in a sentence. However, the researchers assume most of them agree with the techniques to develop their vocabulary.

3.3 Evaluation

The evaluation given by the researchers to the students were just the ones given in the post tests in every meeting. They were given with the intention to know the students development of vocabulary mastery in every meeting.

There are only eight students from nineteen students or 42.10% who are successfully got 70 up the minimum score. Whereas unsuccessful students are eleven or 57.90% of students got under minimum standard. In the task 1 the students got highest score, most of the students can finish each part in the task 1. In the task 1 the researchers divided three parts: part A consists of organizing words by word families, part B related to the word families.' Part C related to organizing words by word families.' The result showed that the students only achieved 65.26%. The task related for organization word classes the students could only perform 64.84% from total test assigned. Both task 2 and 3 the percentage in classical 65% of each task. In this section the researchers measured task 2 and task three of word classes. The result of the evaluations the students is low capability to finish clarifications of word to noun, verb and adjectives. The students got minimum standard 70 up score only seven students or 36.84% from nineteen students joined evaluations in meeting one. The highest score in this meeting was 85 and the low score got the students was 45. Those indicator two techniques were applied in teaching and learning process didn't maximally respond by the students.

The students' score of the 2nd meeting shows the result of the evaluation that indicated the changed of score obtain from the meeting one. If it is compared to the score gained by the students with the previous meeting, the figure shows that the percentage of leaning mastery develop from 42.10% to 50% or ten from twenty students classified successful. The percentage of task 1 related to the development of vocabulary by organizing word families that had been achieved from 67.34% up to 78.75% in second meeting. The result of their evaluation in task 1 related to the word families is 100% or they were familiar to the words related to their skill whereas out of their skill like architect and technician tends to be dropped under 50%.

In the last meeting of cycle one, the scores of students' achievement from 50% up to 66.66% or ten up to fourteen students are successful. Even though the indicator was success, it still hasn't reached in the 3rd meeting of cycle one. They consulted with indicator or criteria of success they had set up before, that is 80% of students got score 70 up in each classroom meeting.

3.3.1 Reflecting

Based on the students' score in these tables given by researcher, it was very clear that the students' vocabulary mastery was developed. In analyzing the three meetings worked very well in which students actively participated. Only at the organizing word classes' technique having less achievement only is achieved at the level of 61.53% at the meeting one, 48.50% at the meeting two and 67.31% at the meeting three. The result of cycle one after comparing in three meeting shows the percentage at learning mastery only 59.11%. It didn't meet the criteria of success was stated 80% of the students got 70 of minimum score and classical achievements was 65%. So the researchers continued to the next cycle.

In cycle two, the researchers focused on word classes (noun, verb, and adjective). Because in cycle one after compare meeting one until meeting three of achievement score only get 59.11% under minimum score was stated in standard achievement 65%. So the researchers were able to accomplish in cycle two. They would modify teaching aids; simplify the task and still apply the same techniques as in cycle one.

3.4 Cycle Two

3.4.1 Meeting 1

The researchers took 100 minutes to explore the topic in whilst activity. Firstly they distributed the material. They asked them to identify the words in short passage. Then, the students discussed. The researchers rose question such as what words from the passage make you confused. The students mostly said brochure, ceremony and handicraft. To determine students' understanding the researchers applied two techniques word families and word classes.

The researchers made evaluation in post activity. They gave 65 minutes for the students to finish their job. The researchers prepared two tasks. One was to measure the students' achievement in two techniques which had been applied in teaching and learning process. In this section most of the students finished before the time.
Based on the collaborator' observation, they evaluated the researcher' performance. The researchers had enough preparation to organize the words in whiteboard. But they said the words must derive from suitable words related the

content which had been discussed. Furthermore, they said that in word classes section these were something unclear to explain. They said that it would be better if the researchers gave example in a sentence. The students were asked to make an example, to identify class of words; noun, verb and adjective.

3.4.2 Meeting 2

The researchers brought all teaching aids such as lesson plan, students answer sheets, and observation sheets for collaborator. They took 105 minutes in whilst activity. They gave brief explanation to the topic by applying two techniques. Firstly the researchers divided students into five groups. They distributed the material. They asked them to identify difficult words in the text. They gave 10 minutes to discuss it. In the section some of groups found the same difficult words. The researchers took 65 minutes in post activity. They gave evaluation. It was to measure the two techniques that were applied in teaching and learning process. They divided in two parts in every task for evaluation. According to the collaborator, the weakness on this meeting was the researchers didn't make summary of material. They said, he only raised some questions. They didn't make conclusion and reinforcement as usual before giving a chance to ask questions and assigning tasks in whilst activity. So it seemed that the knowledge wasn't deeply reserved in the students' mind and memory.

3.4.3 Meeting 3

As usually they prepared everything related to the teaching and learning process before it was began. Teaching media consisting of some pictures related to the topic about travelling, lesson plan, students answer sheet, and observation sheet for collaborator always accompanied them in every meeting. The collaborator comes on time into the class. The researchers took 90 minutes in whilst activity. They explored the text. Firstly the researchers distributed material for every group. They discussed about 'travelling'. The researchers gave instructions on how to discuss the text. For example 'please find out the difficult of words from the text. Write a list of difficult words. The students were very active in this activity. The researchers concluded the material with some questions for examples: what does our topic today? Could you summarize? the questions provided the researchers and the students. It was important information about the students 'ability to recall the completed lesson.

3.5 The result of evaluation

The result of evaluation in the first meeting that there were 20 students from 24 students or 83.33% were successful. They got the minimum score of 70%. The students got 4 or16.67% under minimum standard in category unsuccessful. The students got 75%. For task one. It got score from accumulation each part in the task 1. But in task 2 was highly a percentage words classes' category (noun, verb, and adjective).

The result of evaluation in the second meeting that there were 3 students got highest score 95 or 12.50%. There were 19 students got high score 70 up or 79.16% and there were 2 students or 8.33% category low score 55 under minimum score was stated 65%. In percentage of achievement in classical there were from 20 students or 88.33% in first meeting and there were to 22 students or 91. 66% from 24 students got success in the second meeting in cycle two. The result of evaluation in the third meeting shows 21 or 87.50% students were successful. The unsuccessful students were 3or 12.50%. The percentage of achievement the highest score 97 and the low score 62. This indicator the students' score have achieved from the second meeting in cycle two. The score gained for each task is also in average position especially task 2. The students' vocabulary mastery developed from 66.25% in meeting two up to 78.33% in the last meeting. The table shows that the classical achievement (65%) was achieved.

3.5.1 Reflection

Table 2. the significant progress percentage between cycle one and cycle two

Cycle	Meeting	Learning mastery (%)	Mean score	Achievement of indicator
I	The 1st meeting	42.10	64	No
	The 2nd meeting	50.00	68	No
	The 3rd meeting	66.66	68	No
II	The 1st meeting	83.33	75	Yes
	The 2nd meeting	91.66	80	Yes
	The 3rd meeting	87.50	83	Yes

Table 2 showed that these were significant progress occurred on the value of percentage at learning mastery between cycle one and cycle two. It was from 42.10% learning mastery raised to 83.33%. It was shown that the students made an improvement in learning vocabulary using two techniques. The improvement could be seen distinction mean score both cycles one and cycle two for table below. It indicated that the students learning mastery was good and they met the criteria of success. On the basis of achievement of cycle two, it was concluded that the next cycle was not needed anymore because all of the criteria of success of the research had been fulfilled. Therefore, cycle two was declared as the last cycle of the research.

4. Discussion

After presenting the data or information descriptively on data presentation above, the discussion of findings were described holistically in cycle way. The research took two cycles in which each cycle consisted of three meetings. All of the meetings in two cycles presented materials through a short passage in talking about describing event. He applied techniques as anticipatory learning strategy. For the first organizing word families and the second organizing word classes.

In term of the process of teaching and learning as drawn in cycle one and cycle two from all qualitative data; observation, and questionnaire demonstrated. It has positive change of students' behavior and attitude in learning atmosphere. Students were encouraged and motivated to take the class during the teaching and learning process. The students were involved in all classroom discussion. They also looked enthusiastic to respond questions given by researchers. It seems that they relaxed but studied seriously. They spontaneously answered researcher's questions freely without making mistakes. Most of them looked fun, and enjoy to follow the researcher' instructions.

In evaluation two techniques was applied in two cycles. The significant progress in the learning achievement of students in word classes technique. The students got score 56.11% in cycle one achieved 73.97% in cycle two. Not only was the classical achievement stated 65% being reached. But also all tasks could be well accomplished by them. However, the researchers have not been satisfied with this result. They needed to try other instruction to employ one of the characteristic of Classroom Action Research; continual reflective which puts emphasis more on reflection process and product to justify the progress, the improvement, encouragement, the effectiveness of this technique.

It is clearly observed when researchers showed teaching media, such as: pictures, interesting brochure, ball, and the objects in the classroom or things owned by students. They always made effort to respond any question and expression raised in the classroom meeting. Even though some of the meeting in cycle one, students looked motivated in general it could be said that the application of anticipatory learning strategy through two techniques had significant influence to change students' behavior and can develop their vocabulary mastery. The alteration of students 'encouragement, activeness and motivation as an impact of the techniques were strengthened by anticipatory techniques of the questionnaire. The responses of students communicated positive attitude concerning the application of anticipatory learning strategy.

The results of the research may be concluded that teaching of a short massage through two techniques could be applied to facilitate students both in enlarging their vocabulary and in catching message of the reading and listening.
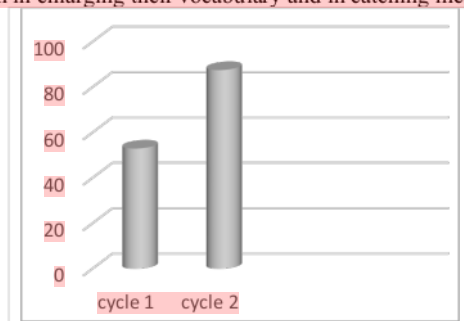

Figure 1. Mean score of students 'percentage in learning mastery of cycle one and cycle two

[1]
The conclusion of this research has shown that two techniques were applied had an advantage in developing students 'English vocabulary mastery. So automatically the techniques were supporting by some argument related anticipatory learning strategy was explained previously.

5. Conclusion

Teaching and learning activities that employed of the techniques word families and word classes can raise the students' enthusiasm, motivation, response, interest and progress in joining the class based on the result of qualitative data. The students' vocabulary mastery can be developed through the employed anticipatory learning strategy in the following procedures: first in pre-activities the researchers activated the students' prior knowledge through asking some questions related to the materials. Second in while-activities the researchers explored the topic by making diagrams of word families and word classes related the students' problems of the words. They have given the first task to do in pairs or groups. In these activities the students made lists of unfamiliar word from a short passage according to their pairs or groups, the second task is the students did individually. In this section the students develop vocabulary by constructing a sentence based on the words discussed in the first task. Third in post-activity the researcher gave evaluation related to the two techniques which were applied in teaching and learning process. The result of this research has shown that after comparing three meetings in cycle one which is 52.92% becomes 87.49% in cycle two. It means, the two techniques applied had been contributed positively in developing students' English vocabulary mastery.

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Biography

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