

DEVELOPING ENGLISH VOCABULARY OF GRADE TEN STUDENTS AT SMA NEGERI 1 BULAGI THROUGH 3C'S(CONVEYING MEANING, CHECKING UNDERSTANDING, AND CONSOLIDATION) TECHNIQUE

Muhamad Hariri

(Mahasiswa Program Studi Magister Pendidikan Bahasa Inggris Pascasarjana Universitas Tadulako)

Abstrak

Permasalahan Kosakata yang dialami oleh siswadi SMA Negeri 1 Bulagi harus diatasi. Oleh karena itu penelitian ini bertujuan untuk menemukan cara mengembangkan kosakata siswa dalam berbagai macam teks bacaan (yaitu: teks deskriptif, teks berita, dan teks narasi). Rancangan penelitian ini adalah Penelitian Tindakan Kelas. Teknik 3C dipilih sebagai teknik alternatif untuk mengatasi masalah tersebut. Penelitian tersebut melibatkan 29 orang siswa kelas XA di sekolah itu. Penelitian ini berlangsung selama 2 siklus. Masing-masing siklus terdiri dari: perencanaan, pelaksanaan, pengamatan, dan perenungan. Data-data dianalisa secara angka dan uraian dari checklist observasi, catatan lapangan, dan tes. Hasil pengolahan data-data tersebut menunjukkan bahwa, terdapat kemajuan yang berarti dalam hal perkembangan kosakata bahasa Inggris siswa. Hasil tes di **siklus 1** adalah 12 orang siswa (41,4%) yang berhasil mencapai angka 65, dan di **siklus 2** meningkat menjadi 23 orang siswa (79,3%). Dengan kata lain, kemajuan yang dicapai adalah 37,9%. Secara klasikal, mereka berhasil mendapatkan nilai 62 di **siklus 1** dan 67 di **siklus 2**, atau 0,5 kemajuan. Minat dan keaktifan siswa mencapai 100% namun respon mereka hanya 89,3%. Itu artinya bahwa pelaksanaan teknik 3C untuk mengembangkan Kosakata bahasa Inggris siswa adalah efektif.

Istilah kunci: Penyampaian Arti, Pencekan Pemahaman, Penguatan, Kosakata dalam Kontek, dan Membaca.

English was extremely complicated subject for students of grade ten at SMANegeri 1 Bulagi. They found that it has many different aspects from their first language; the spelling, the pronunciation, the structure of word (derivation and inflection), etc. In addition, they were often confused to get the meaning of words from dictionary, because, it didn't put the kinds of word from derivative process. Those matters made English class was not interesting.

As regards the reading activities, when students of grade ten at SMA Negeri 1 Bulagi were given a reading text, most of words for them were difficult. They couldn't identify the structure of word formation in the text systematically. Furthermore, most of derivation produced new word classes with different meaning. So they couldn't classify the words, either as verb or noun, adjective or adverb.

There are three genres of reading text should be taught at tenth year in the second semester, i.e. narrative, descriptive, and news item. In Standar Isi (*Content Standard*) the topics of those three genres are about students' daily lives and to access the applied science (BSNP, 2006: 314).

Therefore, the vocabulary lesson should be integrated in context of four language skills. Students needed a sense of measurable growth in their vocabulary knowledge, particularly for the students of grade ten at SMA Negeri 1 Bulagi. Furthermore, now, in KTSP or School Based Curriculum era, the vocabulary lesson was taught integratedly in four language skills: listening, speaking, reading, and writing.

Considering those matters, teacher should apply the suitable methodology, tech-

nique and strategy to conduct the class in order to develop students' vocabulary and gather improving their skill in listening, speaking, reading and writing together.

As regard how to develop students' vocabulary, the 3C's Technique can be an alternative. The 3C's Technique is a set of procedural in teaching vocabulary. Seal (in Celce-Murcia, 1991: 300) categorizes it as planned vocabulary teaching. It consists of three stages to make the word be understood comprehensively. First, the teacher should *convey meaning*. Second, the teacher should *check* that the student has understood properly. Third, the teacher should *consolidate* and try to get the students to relate the word to their personal experience, preferably using it in a personal meaningful context. In line with this, Pinkley (2011: 2) agrees by stating "..., it is important to put into operation what Seal calls the 3C's."

This serious problem could be solved by answering the following research question: *How can English vocabulary be developed through 3C's Technique?*

The aim of the research was to find out how effective the 3C's techniques solving the problems encountered by students of grade X at SMA Negeri 1 Bulagi. They were expected to be able to distinguish words in a reading text as noun, verb, adjective, or adverb, in order they can get the specific and general information from the text. Indeed, the vocabulary knowledge would guide them to use words in a sentence or sentences properly.

METHOD

The design of this research was Classroom Action Research. Classroom Action Research was defined as a form of collective self-reflective enquiry undertaken by participants; teachers, students, principals, parents, and collaborator in order to improve the educational practice (Kemmis, 1988: 5). The researcher focused on particular classroom with qualitative and quantitative approach.

The research had been conducted at SMA Negeri 1 Bulagi, Banggai Kepulauan regency. Since there were three parallel classes of grade ten, the researcher had conducted his research in grade X^A. It was located at Pramuka Street, 02 Bulagi. It was one of twelve Senior High Schools in that regency. The school was about sixty kilometres from Salakan the capital of Banggai Kepulauan regency.

The study had been conducted in spiral of steps, each step was called a cycle and it consist of four stages: planning, acting, observing, and reflecting. These steps had been continued to the next step or cycle, if the first cycle was not successful.

According to this research, there were three significant instruments had been prepared, i.e. observation checklists (for teacher and students), field notes, and tests. Those kinds of data that had been collected in this research were going to be qualitative and quantitative ones. In this research, the qualitative data were all data collecting from whatever sources during field research, including observation check list, field notes, and test. Meanwhile, the quantitative data had been taken only from the students' score in vocabulary test.

In order to require achievement in vocabulary mastery and to determine continuation of cycles, criteria of success was needed to be previously determined. Therefore, the researcher and the collaborative teacher had determined the criteria of success as follows:

1. Individually, the students' score on vocabulary test should achieve 65. After the score of the test were computed, classically, there should be at least 70% of students who achieved the score. It had been analyzed through the following formula on proposed by Harahap (1992: 123).

$$\text{Score} = \frac{\text{Achievement Score}}{\text{Maximum Score}} \times 100$$

And to know the students successfulness in vocabulary test classically, the researcher

used the following formula, adapted from Harahap (1992: 187).

$$\text{Successful Percentage} = \frac{\text{Total Successful students}}{\text{Total Students joint the test}} \times 100\%$$

- The students' participation in learning process should meet the "success" category or 80% of students were indicated by "mid" or "high" of interest, response, and activeness.

DATA PRESENTATION AND DISCUSSION

The research was conducted at SMA Negeri 1 Bulagi since 30th April 2012 until 2nd June 2012. It was held in two cycles. Each cycle consist of 4 meeting, i.e. 3 meeting for action and 1 meeting for evaluation. The researcher was greeted happily and enthusiastically by students of grade X^A. They consisted of 29 students.

Cycle 1 Planning

In this phase, the researcher and his collaborator designed three lesson plans and provided the teaching and presentations materials. Anticipating the electricity problem, the researcher also prepared printed pictures.

Acting

- Introduction Research Program and Checking Students Word Knowledge

In that activity, the researcher explained a clear description dealing with the steps of the technique that the researcher done in Classroom Action Research. Then, he checked students' dictionary and distributed the checklist of students' word knowledge to figure out their word knowledge.

- First Meeting

The first meeting was held on Wednesday, 9th May 2012. The meeting was at 07:15 a.m. up to 08:45 a.m. Since the topic was about 'Tourism' he asked, "Have you ever been to Bali, Lombok, Yogyakarta or

other tourist destinations in our country?" In chorus, students replied together "Belum. Pak!"

In whileactivity, students asked wordshiking, paragliding, snorkeling, diving, envi-ronment, and attraction. The teacher conveyed meaning. For examples: for 'hiking, pa-ragliding, snorkeling, and diving, he used pictures through LCD Projector. It was easy for students to guess the meanings. Next, he explained word 'environment' and 'attraction' through context.

For **checking students' understanding**, the researcher divided students into six group discussion, each group consisted of 4 to 5 students. Then he had students reread the text. After that he had student did discuss the task. The whileactivity was ended by giving students the evaluation. Meanwhile, the consolidation stage was not conducted in this meeting, because he can't manage the time well. In postactivity, the researcher and the students concluded that they had to study words not in isolation, but through context.

- Second Meeting

The second meeting was held on Saturday, 12th May 2012. The meeting was at 07:15 a.m. up to 08:45 a.m. After they got more explain about the slide they concluded that the topic was about "National Examination's News."

In whileactivity, students asked words: *whistle-blower, acknowledged, atrocious, trigger, sabotage, fraudulent, and neighbor*. For **conveying the seven words meaning**, the researcher used various ways. For instance word 'whistle-blower' and 'acknowledged' he had explained through context. Drawing sketch became a technique to **convey meaning** word 'trigger' and 'neighbor,' and made some examples of sentences containing those words to describe the pictures, such as 'Yesni and Aquito are my neighbor,' and 'the money politic become trigger of the chaos.'

Checking students' understanding, he had students to do task 1 individually first,

then in pairs. Next, he asked them to exchange their task with other pairs in order to do cross correction. Then, he discussed the answer key. He explained how to recognize the characteristics of noun, verb, adjective, and adverb in the text. For example: article 'a, an, or the' for noun, modal 'will' for verb, suffix '-ous' for adjective, and suffix '-ly' for adverb.

The second task of checking understanding stage was translation of five sentences in the text. He noticed that he would choose the best group discussion of them at the end of cycle 1, and gave them the interesting present. Next, he discussed the answer key by showing the slide one by one. Since the time was limited, he ended the while activity with the evaluation. It was held on fifteen minutes

. In postactivity, he asked student for making a conclusion of the material. After that, he decided to ask students for doing task 3 in form of group homework. Beside of the former reason, this task would be too time-consuming one.

4. Third Meeting

The third meeting was held on Wednesday, 16th May 2012. The meeting was at 07:15 a.m. up to 08:45 a.m.

Driving students into relaxation and became joyful, he let students to watch the short video (length: 30 second) about animal (in slide 1). In while activity five students asked their difficult words, i.e. 'precious stones, perfumed, decorated, look for,' and 'attention.' Then the five others asked word 'deserved, came across, eventually, arguing,' and 'complained.' Actually, ten words hope-fully all from students who was never asking in the previous meeting, but the fact they didn't.

Those ten words had been **conveyed the meaning**. For example, word 'look for,' he conveyed its meaning through context and modeling. When he went out he dropped his pen and then enter again into the class and said two times "I look for my pen, did you see

it?" All students looked him, then, most of them said "mencari." Immediately, he replied, "good." The same ways as for word 'came across,' while he walked around the class he told them, "In any time you may meet or find something in your journey, may be on the road, in the yard, in the garden, etc. it can be some money, a wallet, a crazy man/women, etc." then when he pretended find money he said "Wow! I come across some money." Easily, they said "menemukan."

Checking students' understanding, he had students to do task 1, but in contrast with two previous meeting, the researcher pointed the representative of ten pairs filling the table in white board one by one. Then another one becomes corrector. The activity was successful to make competitive pairs. The meeting was continued to group discussion for task 2 (translation). Unfortunately, the time was limited, so he decided to end the while activity by giving them the evaluation.

In postactivity, after the researcher and students concluded the material, he communicated the task 3 replaced the consolidation stage that he didn't conduct it yet in while activity. The result was only five of them collected their assignment. For instance: "A fisherman came across a fish in the beach" by FM, "Vina does not like the precious stones" and "I will decorated this room with the flower" by IRH.

Observing

1. Result of the Observation Checklist

Based on the data from the observation sheet of students' attitude, he found that none of them were in 'low' category. It means that their interest, response, and activeness were 'mid' and 'high' category. In other word, they were enthusiastically in joining the teaching and learning process. And the data of teacher performance indicated that he implemented a good way of teaching in cycle 1. He was successful to conduct the third meeting after he worked hard to improve the weaknesses in two previous meeting.

2. Result of the Field Notes

The collaborative teacher also wrote actively many things in form of field notes. Those could be shown in the following table:

Table1.1 Field Notes in Cycle 1

Number	Meeting		
	1	2	3
1	In the first activity, teaching process was delayed about 3 minutes to turn on LCD Projector.	Teacher was not clear when giving question to raise students' prior knowledge.	The quiz given was simple and clear, so students were easy to answer it.
2	The teacher clapped attractively more time to warmth the cool season, and students followed it. The attraction was ended by shouting wowowowow...wah! (imitate Papua style)	The consolidation stage was not conducted, but it was given to be homework.	Two students asked the same word with two previous students. It caused the others students laughed.
3	The consolidation stage was not conducted because the limited time.	The teacher can't manage time well.	The meeting was very enjoyable, but the teacher can't manage time well
4	The evaluation was only for 10 items of multiple choices.		

The table indicates that the main problem there were the management time was not effective and the local season influenced the soul of students in joining the class.

3. Result of the Test

The researcher worked hard to develop

students' word knowledge and their ability to find the meaning of difficult word in a text. Unfortunately, they still needed more exercises and experiences in order to gain the criteria of success in this research. In details, the results of test in cycle 1 as follow:

Table1.2 Result of Test in Cycle 1

Number	Initial	Achievement Test															
		1 st Meeting				2 nd Meeting				3 rd Meeting				Evaluation			
		Gained score	Max Score	Achievement score	Remark	Gained score	Max Score	Achievement score	Remark	Gained score	Max Score	Achievement score	Remark	Gained score	Max Score	Achievement score	Remark
1	AB	8	10	80	Sec	11	35	31.4	Fld	19	35	54.3	Sec	49	70	70.0	Sec
2	AL	-	10	-	-	15	35	42.9	Fld	23.5	35	67.1	Sec	46	70	65.7	Sec
3	AS	-	10	-	-	12.5	35	35.7	Fld	14	35	40.0	Fld	31.5	70	45.0	Fld
4	ASg	5	10	50	Fld	11	35	31.4	Fld	23	35	65.7	Sec	45.5	70	65.0	Sec
5	DFY	8	10	80	Sec	17	35	48.6	Fld	23.3	35	66.6	Sec	57.3	70	81.9	Sec
6	DSY	5	10	50	Fld	10.5	35	30.0	Fld	19	35	54.3	Fld	39.5	70	56.4	Fld
7	DY	8	10	80	Sec	9	35	25.7	Fld	25.9	35	74.0	Sec	47.5	70	67.9	Sec
8	FHD	5	10	50	Fld	13.5	35	38.6	Fld	16.8	35	48.0	Fld	38.5	70	55.0	Fld
9	FM	5	10	50	Fld	8	35	22.9	Fld	14	35	40.0	Fld	37	70	52.9	Fld
10	HMD	-	10	-	-	13	35	37.1	Fld	17.5	35	50.0	Fld	42.2	70	60.3	Fld
11	HT	7	10	70	Sec	16.3	35	46.6	Fld	26.3	35	75.1	Sec	53.5	70	76.4	Sec
12	IRH	8	10	80	Sec	30.4	35	86.9	Sec	33.1	35	94.6	Sec	65	70	92.9	Sec
13	JAM	6	10	60	Fld	13.5	35	38.6	Fld	20	35	57.1	Fld	37	70	52.9	Fld
14	JS	4	10	40	Fld	14	35	40.0	Fld	23.5	35	67.1	Sec	45.5	70	65.0	Sec
15	KVM	-	10	-	-	7.5	35	21.4	Fld	17	35	48.6	Sec	40.5	70	57.9	Fld
16	LB	7	10	70	Sec	14.5	35	41.4	Fld	16	35	45.7	Fld	36.8	70	52.6	Fld
17	MY	4	10	40	Fld	10	35	28.6	Fld	12	35	34.3	Fld	29.5	70	42.1	Fld
18	MS	-	10	-	-	11.5	35	32.9	Fld	6.5	35	18.6	Fld	22.5	70	32.1	Fld
19	NDS	8	10	80	Sec	14	35	40.0	Fld	23.3	35	66.6	Sec	51.8	70	74.0	Sec
20	NIL	7	10	70	Sec	13.5	35	38.6	Fld	28.6	35	81.7	Sec	45.5	70	65.0	Sec
21	PM	5	10	50	Fld	12	35	34.3	Fld	-	35	-	-	43.3	70	61.9	Fld
22	RT	-	10	-	-	9.5	35	27.1	Fld	16	35	45.7	Fld	28.5	70	40.7	Fld
23	RFS	5	10	50	Fld	8	35	22.9	Fld	13.9	35	39.7	Fld	32	70	45.7	Fld
24	SAS	4	10	40	Fld	-	35	-	-	10	35	28.6	Fld	40	70	57.1	Fld
25	SK	7	10	70	Sec	14	35	40.0	Fld	29	35	82.9	Sec	49.5	70	70.7	Sec

26	SY	3	10	30	Fld	6	35	17.1	Fld	6	35	17.1	Fld	28	70	40.0	Fld
27	WM	7	10	70	Sec	7	35	20.0	Fld	14	35	40.0	Fld	31	70	44.3	Fld
28	YD	9	10	90	Sec	12	35	34.3	Fld	14	35	40.0	Fld	37	70	52.9	Fld
29	YM	8	10	80	Sec	20	35	57.1	Fld	27.8	35	79.4	Sec	55	70	78.6	Sec
Total				1.430				1.012				1.523				1.723	
Mean				62				36				54				62	
Failed				47.8%				96.4%				60.7%				58.6%	
Successful				52.2%				3.6%				39.3%				41.4%	

The table above indicates that the criteria of success didn't achieve yet, both individually and classically. Individually, only 12 students (41.4%) were successful, and classically, it was only 62, it should be 65.

Reflection

Considering the all data, the researcher-

concluded that the criteria of success in this cycle were not successful yet. He found that there were some problems occurred during activity in cycle 1, i.e. in the observation and in the test. Therefore, he should revise both of them. Furthermore, there were some results of discussion among the researcher and his collaborator.

Table 1.3 Advantages and Disadvantages of the Teaching and Learning Process in Cycle 1

Number	Advantages	Disadvantages	Revision
1	The researcher prepared the contextual and up to date reading text.	a. The researcher didn't give the reading text to students before the meeting. b. The reading text given was too long or consist of more than 250 words.	a. The reading text should be given early to students frequently before each meeting. b. The reading text should consisted of about 200 words.
2	The researcher worked hard to apply the student's center learning in English class.	a. The students were hesitated to ask the difficult words in a text, in spite of the words was difficult for them. b. The students were doubtful to perform their task in front of class. They were being worry to be mistaken.	a. The researcher should pointed to some students who never asking any question in the previous meeting. b. The researcher should remind to students that a mistake is human being or it is natural.
3	The 3C's technique was an interesting strategy or way to develop students' vocabulary.	a. The stage 1 and stage 2 in the lesson plan didn't match. b. The 3C's technique needs much time to be implemented. c. The Conveying meaning stage needed creative behavior in getting various and effective ways. d. The Consolidation stage was not implemented. However, it wasn't appeared in observation checklist.	a. The lesson plan should be revised. It had to follow the right procedure of the 3C's. b. The count of item in each task should be decreased. c. The researcher should make good preparation early for any difficult word in a text (make a prediction). d. The researcher should conduct the Consolidation stage by managing time well. He should revise the observation checklist, particularly for teacher performance.

Table 4.5 indicates that there are four main revisions should be considered by the researcher to improve the teaching and

learning process in cycle 2, i.e. 1) Lesson plan, 2) Observation checklist, 3) Teaching

strategy, and 4) Reading texts. Hopefully, it could be effective to be implemented in cycle 2, in order to achieve the criteria of success.

Cycle 2

Planning (Revised Plan)

Based on the result of the reflection on cycle 1, they determined the time of treatment

3 meeting of action and 1 meeting for evaluation, next they focused on revision of some instruments in this research, as follows:

First, Lesson Plan; there were five sections that had been revised in the lesson plan, i.e. a) the content of psychomotor domain in instructional objectives, he input there 'given nine words about . . . students are able to make three simple sentences.' Those words aimed at growing up students' idea in

making three simple sentences. b) In Teaching Material, he included in each lesson plan ten definitions of difficult words in a text. c) In task 1, he decreased account of words to be classified into five numbers. d) In task 2, he didn't write any certain sentence. He gave opportunity to each group freely to select three sentences in a text that containing difficult words to be translated. e) In the evaluation, for each meeting was including three simple sentences from the text and three questions for making simple sentences.

Second, Observation Checklist; three of five teaching steps in the previous observation checklist should be revised, i.e. a) the teaching steps number 3: 'Modeling of text' has been changed to be 'Conveying Meaning.' And two its items: 'giving students chance to ask clarification question' has been changed to be 'giving students chance to ask any difficult word,' and 'giving brief explanation about the topic to students' has been changed to be 'presenting the word meaning and word knowledge.' b) the teaching step number 4: 'Join construction of text' has been changed to be 'Checking Understanding' without any revision to its items. c) the teaching step number 5: 'Independent construction of text' has been changed to be 'Consolidation' without any revision to its items.

Third, Teaching Strategy; considering time management, the researcher should improve the strategy, such as, he should pointed to some students who never asking any question in the previous meeting. In addition, he should give the reading text in each meeting two days before. In order they would read the

text early and then found any difficult words in the text.

Fourth, Reading texts; he provided three reading texts to be presented for this cycle 2, i.e. a) "Television Broadcasting," (consist of 312 words), b) "Corruption Cases" (consist of 204 words), and c) "Roro Jonggrang Story" (consist of 277 words).

Acting

1. First Meeting

The first meeting of second cycle was held on Wednesday, 23rd May 2012. That activity was at 07:15 a.m. up to 08:45 a.m.

To begin the while activity, he asked students to read the reading text of television broadcasting that had been copied two days before. Next, they asked the meaning of word 'techniques, directly, decoding, transmitter,' and 'nuisance.'

The researcher showed a picture of transmitter to students directly to convey meaning of 'transmitter.' Next, for word 'nuisance' he brought them in the common situation when they were being watched TV and it was occur a problem with the image on TV screen, i.e. another image appear on the right of the original image, it was called 'nuisance.'

The while activity was continued to check students understanding. It was started by making a table of classification on whiteboard. He asked students in pairs to find out or underlined noun, verb, adjective, and ad-verb on the text, and then write them on the suitable column on whiteboard. The result of the discussion was all of the six words were correct placement.

The second task of checking students' understanding was group discussion. In this task 2, each group was given opportunity to take three sentences that include the difficult word from the text. In that task, Megawati group only chose two sentences, whereas the others group three sentences.

He conducted the consolidation stage in this meeting. They were allowed to choose any word from the text. The finding was

every student was not able to make three simple sentences perfectly. Except, student with initial IRH, she was able to make three near perfect sentences, i.e. **"The buildings is very luxurious,"* (it should be: *The buildings are very luxurious or The building is very luxurious*), *"The camera is useful,"* and *"Tati is decoding to Mita."* She had only one mistake, i.e. she used to be 'is' for 'buildings,' she should use to be 'are.'

The ending of while activity was the evaluation, asked students to conclude the material, and gave them homework to make three simple sentences about television.

2. Second Meeting

This second meeting of cycle 2 was held on Saturday, 26th May 2012. That activity was at 07:15 a.m. up to 08:45 a.m.

After he communicated the Instructional objectives, he continued to distribute the news items text about Hambalang case to students (actually, it should be given two days before to be copied, but he didn't). They asked word 'allegedly, chairman, ministry, faction, and attended.' The teacher conveyed meaning of those five words one by one. For examples: he showed the slide of those definitions. After that, to convey meaning of 'chairman' he made a simple sentence, "Aif is the chairman of grade XA." Secondly, he gave the opportunity toward others students they asked word 'diverted, initially, regard, treasurer, and added.' For 'initially,' he showed the definitions first, and then brought them to look at the text to gain sentence context. The researcher then wrote on whiteboard, "Initially ... (plan 1), but ... (plan 2)."

For checking students' understanding, he ran the same task as the previous meeting. Considering the limited time, he continued to consolidate learning. They were allowed to choose any words that appropriate for them in constructing three simple sentences. The result was 27 of students' worksheets were on teacher' hand. Besides of 'to be' cases, it was found 'possessive' cases too. For example: **"She opinions always*

diverted" by YM (it should be: Her opinions always divert), **"Lina attended the birthday party Ulson's"* by DFY (it should be: *Lina attended Ulson's birthday party*), and **"I like attended the exam school"* by AS (it should be: *I like to attend the school examination*).

After passing ten minutes, he concluded the material together with students, and then communicated the homework. They should make three simple sentences about corruption behavior in our country.

3. Third Meeting

The third meeting of cycle 2 was held on Wednesday, 30th May 2012. That activity was at 07:15 a.m. up to 08:45 a.m. Starting the meeting, he showed a picture and said, "I know that you all like story, especially about 'love story' is it right?" They were just smile. After they have read the text, they asked word 'realizing, enemies, succeeded, requirement, and fight.' He conveyed meaning those five words by using some technique and strategy. For word 'realizing' he used context analysis or context clues. The second period they asked words 'amazed, burst, requested, hearing, and cursed.' Those words then were conveyed one by one.

For Checking students' understanding of those words, he asked some students to answer his question, and 10 students were checked their understanding about word class of ten previous word one by one. After that, he continued to order three students to translate three sentences. "Bandung Bondowoso succeeded to kill King Baka", "Her beauty amazed him", and "Roro Jonggrang proposed a requirement." They were able to translate each sentence, smooth enough. For Consolidation stage, the teacher asked them together to translate some simple sentence in the text. The evaluation was being the activity to end that meeting.

In postactivity, he gave the story of "Malin Kundang" and told them that it was the final of their homework.

Observing

1. Result of the Observation Checklist

Based on the data in the field, he found those students' interest, response, and activeness in cycle 2 was better than before. Such for the teacher performance, he concluded that all of items in the checklist was conducted.

2. Result of the Field Notes

In cycle 2 the researcher wrote the same things as in cycle 1. Those all became data to describe the action of each meeting, such as the students' presence, students' name who asked question and what kinds of difficult words were asked. Meanwhile the field notes from the collaborative teacher could be shown in the following table:

Table 2.1 Field Notes in Cycle 2

Number	Meeting		
	1	2	3
1	In the first class activity, the teacher speak loudly "Hei!" Spontaneously students laughed together, because of one of their friends was surprised.	Teacher pointed toward M S, SY and SAS. He asked them to raise question of any difficult words in the text.	Teacher pointed toward JAM, JS, and AS. He asked them to raise question of any difficult words in the text.
2	Students were more active than before, but they still needed more times to do the tasks, especially for HMD, AS, and SY.	Students still needed more time to do every task given, especially for RFS, SY and SAS.	Students still needed more time to do every task given, especially for AS, SM, MS, and SAS.

The table indicates that the main problem there were some students needed more times to do the tasks given, and the teacher needed to know every student's problem that encounter in vocabulary cases.

3. Result of the Test

After the researcher conducted the three actions in cycle 2 under guidance of worth experiences in cycle 1, he ended the cycle by giving the students a test to evaluate their vocabulary development. In details, the result of evaluation was presented in the following table.

Table 2.2 The Result of Test in Cycle 2

Number	Initial	Achievement Test															
		1 st Meeting				2 nd Meeting				3 rd Meeting				Evaluation			
		Gained score	Max score	Achievement score	Remark	Gained score	Max score	Achievement score	Remark	Gained score	Max score	Achievement score	Remark	Gained score	Max score	Achievement score	Remark
1	AB	27	35	77.1	Sec	25	35	71.4	Sec	21	35	70.0	Sec	46.5	70	66.4	Sec
2	AL	24	35	68.6	Sec	26	35	74.3	Sec	27	35	90.0	Sec	47	70	67.1	Sec
3	AS	16	35	45.7	Fld	18	35	51.4	Fld	17.5	35	58.3	Fld	45.5	70	65.0	Sec
4	ASg	20	35	57.1	Fld	15	35	42.9	Fld	21	35	70.0	Sec	52.5	70	75.0	Sec
5	DFY	19	35	54.3	Fld	18	35	51.4	Fld	25.3	35	84.3	Sec	58.5	70	83.6	Sec
6	DSY	20	35	57.1	Fld	24	35	68.6	Sec	21.5	35	71.7	Sec	46.5	70	66.4	Sec
7	DY	25	35	71.4	Sec	15	35	42.9	Fld	26.5	35	88.3	Sec	51.5	70	73.6	Sec
8	FHD	21	35	60	Fld	25	35	71.4	Sec	22	35	73.3	Sec	52.5	70	75.0	Sec
9	FM	24	35	68.6	Sec	23	35	65.7	Sec	22.5	35	75.0	Sec	46	70	65.7	Sec
10	HMD	24	35	68.6	Sec	26	35	74.3	Sec	-	35	-	-	45.5	70	65.0	Sec
11	HT	25	35	70	Sec	27	35	77.1	Sec	26.5	35	88.3	Sec	50.5	70	72.1	Sec
12	IRH	29	35	81.4	Sec	30.8	35	88.0	Sec	28.5	35	95.0	Sec	65.7	70	93.9	Sec
13	JAM	19	35	54.3	Fld	20	35	57.1	Fld	23.5	35	78.3	Sec	46.5	70	66.4	Sec
14	JS	24	35	68.6	Sec	24.5	35	70.0	Sec	26	35	86.7	Sec	55.3	70	79.0	Sec

15	KVM	25	35	71.4	Sec	25	35	71.4	Sec	21,5	35	71.7	Sec	50.5	70	72.1	Sec
16	LB	24	35	68.6	Sec	26	35	74.3	Sec	21	35	70.0	Sec	51	70	72.9	Sec
17	MY	18	35	51.4	Fld	16,5	35	47.1	Fld	16	35	53.3	Fld	33	70	47.1	Fld
18	MS	16	35	45.7	Fld	20	35	57.1	Fld	20,5	35	68.3	Sec	29	70	41.4	Fld
19	NDS	24	35	68.6	Sec	24	35	68.6	Sec	28,5	35	95.0	Sec	58.3	70	83.3	Sec
20	NIL	23	35	65.7	Sec	25	35	71.4	Sec	24,5	35	81.7	Sec	51	70	72.9	Sec
21	PM	14	35	40	Fld	11	35	31.4	Fld	19	35	63.3	-	47.5	70	67.9	Sec
22	RT	-	35	-	-	-	35	-	-	-	35	-	-	35	70	50.0	Fld
23	RFS	13	35	37.1	Fld	15	35	42.9	Fld	-	35	-	-	37	70	52.9	Fld
24	SAS	14	35	40	Fld	16	35	45.7	Fld	17	35	56.7	Fld	49	70	70.0	Sec
25	SK	22	35	62.9	Fld	24	35	68.6	Sec	27,8	35	92.7	Sec	58,5	70	83.6	Sec
26	SY	9	35	25.7	Fld	7	35	20.0	Fld	12,5	35	41.7	Fld	19	70	27.1	Fld
27	WM	19	35	54.3	Fld	18	35	51.4	Fld	20,8	35	69.3	Sec	45,5	70	65.0	Sec
28	YD	18	35	51.4	Fld	24	35	68.6	Sec	-	35	-	-	37	70	52.9	Fld
29	YM	28	35	80	Sec	25	35	71.4	Sec	28,5	35	95.0	Sec	57	70	81.4	Sec
Total				1.666				1.697				1.888				1.955	
Mean				59				61				76				67	
Failed				53.6%				42.9%				20%				20.7%	
Successful				46.4%				57.1%				80%				79.3%	

That table indicates that after the evaluation was conducted, **the criteria of success** were **achieved** both **individually** and **classically**. For individual achievement, **23** students(**79.3%**)were successful, and classical achievement was**67**.

Reflection

Considering the data gained from cycle 2, the researcher concluded that two criteria of success stated in this research were achieved, so he could stop the cycle. Moreover, there were results of discussion between the researcher and his collaborative teacher.

Table 2.3 Advantages and Disadvantages of the Teaching and Learning Process in Cycle 2

Number	Advantages	Disadvantages	Revision
1	The researcher had known students' name entirely.	Most of students were in frozen communication.	The researcher should be more active and make English class to be fun.
2	The students were happy in joining the teaching and learning process.	There were some students often laugh their friends' mistake.	The researcher should be continuously in the first meeting to advise students to appreciate their classmates.
3	The researcher conveyed meaning of every difficult words using various strategy and make the English class to be fun.	It needed much time to conduct well.	The researcher has to find the more easy way and selected the teaching material by considering students level and word choice.
4	The researcher gave chance to students to exposetheir words that they had known, or to be used to express their opinion, experience, etc.	a. The students were lack of experiences of writing. b. The students were lack of English grammar, especially in using to be and possessive.	a. They should be given more interesting assignment to enrich their experiences of writing. b. The researcher had to guide them to construct sentence gradually and give them feedback for every task given.

The table indicates that there are five items of revision should be considered to improve the teaching and learning process later.

Finally, the important thing to be reflected here was the students' vocabulary development in cycle 2. It had a very signifi-

cant progress, and the criteria of success were achieved. This statement was strengthened by the result of observation checklist, field notes and test.

Discussion

The progress of students' attitude, teacher performance, and test.

Considering those all data and the criteria of success, it can be argued that, there was a significant progress of students' attitude between cycle 1 and cycle 2. For example, In the first meeting of each cycle, the progress of students' interest was 69.1%, response was 47.3%, and activeness was 52,2%. Even, in the second and third meeting students' interest reached 100%. Therefore, the criteria of succes of the students' attitude was achieve. Next, for teacher performance, all of activities had been conducted in cycle 2, or it reached 100%.

The progress of test result between cycle 1 and cycle 2 also gave the valuable information for the researcher. The achievement of students in meeting 1 had a descent when compared with cycle 2, i.e. **-5.8%**. But, the data of test in first meeting of cycle 1 showed that the maximum score of the test was only 10, whereas in first meeting of cycle 2 was 35. So, it means that the test given in first meeting of cycle 1 was easier than in cycle 2. However, the others test results showed that each meeting was significantly improved. It was **53.5%** in Meeting 2, **40.7%** in meeting 3, and for evaluation **37.9%**.

Application of the 3C's Technique

The application of procedure of 3C's technique properly had been done by the researcher. For example, he succeeded convey meaning word '*miss and foreign*' using **context** and **examples**; word '*destination, environment, and attraction*' using **definition, context**, and **affixes**; word '*hiking, paragliding, snorkeling, and diving*' using **photos**. In the second meeting, he also succeeded convey meaning word '*sabotage and perfumed*' using **word relation** in

students' mother tongue. While for word '*trigger, neighbor, and hut*' using **drawing sketch** of gun and some closed-houses. In the third meeting, he conveyed meaning for word '*look for, came across, and built*' by using **context** and **modelling**. Unfortunately, the researcher didn't use *videos* and *Pictorial Schemata* (grids, diagram, lines, scales) in presentation those words meaning.

Thus also for cycle 2, he applied various techniques to convey meaning of difficult words asked by students. Such as he used **word relation** to convey meaning word '*techniques and succeeded*'; **drawing sketch** to convey meaning word '*by reflection and directly*'; **showing picture** to convey meaning word '*transmitter*'; **context clues** and **definition** to convey meaning word '*allegedly*'; **context** and **example** to convey meaning word '*chairman, treasurer, ministry, and faction*'; **gestures** to convey meaning word '*enemies, attacked, and fight*'.

Helping students to deep their understanding of teacher's explanation, the researcher applied the second stage by focusing on students' word knowledge which they found difficulties to recognize word as noun, verb, adjective, or adverb. The researcher prepared two tasks, i.e. word class classification and translation task.

Finally, in the third stage, the researcher gave tasks of writing simple sentences to students. They have a good chance to explore their previous word to construct sentences written. The result was students were joyful and getting more challenges. Even they were mistake, but they got knew lesson from this experiences.

Unfortunately, applying those three stages needs much time. Moreover for students who is lack of vocabulary, because most of words in a text for them are new. It will be dominant time to convey meaning, check understanding and consolidate of new words. Therefore, it isn't applicable for the beginner who needs more explanations, except the aim of teaching and learning process is to develop

vocabulary or teaching vocabulary. However, the Vocabulary teaching in KTSP or School Based Curriculum now is integrated in four skills (i.e. Listening, Speaking, Reading, and Writing). Otherwise, it should be limited the number of vocabulary to be developed in teaching Reading skill, or the others.

Beside of time consuming, the application of the 3C's technique needs good teacher's skill to create, design, and improvise strategy to convey meaning, check understanding, and consolidate students' learning toward a new word. It should be planned well. For example, teacher should predict any word might be for students were difficult for them. Next, he creates or designs how to make those words to be in long-term students' memory and comprehensive.

Development of Students' Vocabulary

After the researcher conducted the treatment of students' vocabulary problem during teaching and learning process through 3C's technique, thereby students were able to develop their vocabulary. There were three indicators of students' vocabulary development. i.e. 1) They were able to determine a word meaning when the word in a text by recognizing its word class or its suffixes, such as suffix '**-ing, -ed, -tion/ion, -ment, -ize, -ous, -ic, -ly, and -able.**' And then, it was also by recognizing *determiner* '**a, an, and the**' for '*noun*' and *modal* '**will**' or *to be* '**am, is, are, was, were**' for verb. 2) They were able to translate some simple sentences in a text with the aid of context clues. Such as, **the contrast clue** (i.e. '*but*' and '*however*'), **the example clue**, and **synonym clue** (i.e. '*in other word*' and '*or*'). 3) They were able to construct three or more simple sentences with the aid of some words.

Finally, by considering the research question and the objective of research, the researcher reflected that dealing with students' vocabulary, he had been provided the appropriate vocabulary test to measure whether students' vocabulary had been developed or not. Moreover, it can be argued that, those

developments and the translation test of some sentences in a reading text can have a profound impact on developing students' reading skill later. Particularly when students were able to use the context clues to determine meaning of sentences in a reading text. Hopefully, they will be able to answer the specific or general information of a reading text.

CONCLUSION

All of the procedure of the 3C's technique had been applied in this research. So, English vocabulary can be developed significantly. For example, the progresses of test result in two cycles are **53.5%** (in Meeting 2), **40.7%** (in meeting 3), and for evaluation **37.9%** progress. Such also for students' attitude and teacher performance indicate a successful activity in joining and conducting the teaching and learning process through 3C's technique. It can be proof that the teacher performance result in meeting 1 is **89.7%** of items are conducted, in meeting 2 is **93.1%**, and in meeting 3 up to 6 are **100%**. And the result of students' attitude is also indicating that their interest, response and activeness are good. Even, the comparison of two cycles indicates that students' interest and students' activeness achieved **100%**, meanwhile students' response achieved **89.3%**.

Statistically, students' vocabulary development in **cycle 1** were **12** students (**41.4%**) who were successful and in **cycle 2** increased to **23** students (**79.3%**). In other word, there was **37.9%** progress. **Classical achievement** in **cycle 1** were **62** and in **cycle 2** increased to **67** or **0.5** progress. Therefore, the application of the 3C's technique can be the effective way to develop students' vocabulary.

REFERENCES

- Badan Standar Nasional Pendidikan. 2006. Standar Isi. Jakarta: BNSP.

Harahap, Nasrun. 1992. *Tehnik Penilaian Hasil Belajar*. Jakarta: Bulan Bintang.

Kemmis, Stephen. and McTaggart Robin. 1988. *The Action Research Planner Third Edition*. Victoria: Deakin University.

Pinkley, Diane. 2011. *Children Learning English as a Foreign Language*. From: <<http://www.pearsonlongman.com/backpackgold/teachingvocab.pdf>>[04-04-2011].

Seal, Bernard D. 1991. *Vocabulary Learning and Teaching*. In Marianne Celce-Murcia (Ed.) *Teaching English as a Second or Foreign Language*, 2nd ed.,(Page 296-311). Boston, MA: Heinle & Heinle.