

THE IMPLEMENTATION OF BUZZ GROUP TECHNIQUE TO IMPROVE STUDENTS' VOCABULARY MASTERY

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Abstrak: *Kosa kata adalah salah satu elemen bahasa penting yang harus dikuasai. Pelajar yang memiliki jutaan kata, memiliki kesempatan lebih baik dalam berlatih bahasa Inggris. Kosakata memengaruhi kemampuan siswa dalam belajar bahasa Inggris. Jika siswa menguasai kosa kata dengan baik, mereka dapat mempelajari elemen dan keterampilan dalam bahasa dengan mudah. Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana menggunakan Teknik Buzz Group dapat meningkatkan penguasaan kosakata siswa, untuk menjelaskan faktor-faktor yang memengaruhi penguasaan kosakata siswa melalui teknik buzz group. Penelitian ini adalah penelitian tindakan kelas. Itu dilakukan dalam dua siklus di siswa EighthGrade SMP Negeri 3 Kerincifrom Februari hingga Mei2018. Data penelitian ini terdiri dari data kualitatif dan kuantitatif. Temuan penelitian menunjukkan bahwa penggunaan teknik buzz group dapat meningkatkan penguasaan kosakata siswa. Setelah mengimplementasikan tindakan, situasi kelas menjadi lebih aktif dan antusias. Para siswa fokus pada materi yang digunakan melalui topik yang diberikan dan kegiatan di kelas cenderung memberi siswa dengan jenis situasi komunikasi yang nyata. Secara statistik, peningkatan penguasaan kosakata siswa ditunjukkan oleh nilai rata-rata siswa dari post-test I adalah 70 secara signifikan menunjukkan peningkatan pada post test II dengan skor rata-rata 85,5. Ini menunjukkan bahwa penerapan teknik buzz group dalam mengajar kosa kata berhasil. Selain itu, ada beberapa faktor yang mempengaruhi perubahan penguasaan kosakata siswa dengan membagikan ide penjelajahan mereka sementara kelompok buzz berlangsung sebagai berikut: (a) situasi diong buzz dalam kegiatan kelas, siswa dapat lebih santai dalam bertukar pengetahuan mereka (b) grup buzz memudahkan mereka melakukan koreksi rekan tentang pengejaan kata baru. Mereka antusias untuk melakukan hasil diskusi di depan kelas (c) kelompok buzz membantu mereka mengeksplorasi kata-kata berdasarkan topik yang diberikan. Hasil penelitian menyiratkan bahwa guru bahasa Inggris perlu memilih teknik yang tepat dalam pengajaran kosa kata. Teknik yang tepat untuk mengajar kosa kata adalah teknik buzz group.*

Keywords: *Grup Buzz, Kosakata*

Abstract : *Vocabulary is one of the important language elements that must be mastered. The learner who has million words, had a better chance in practicing English. Vocabulary influences the ability of students in learning English. If students have mastered vocabulary well, they can learn the elements and skills in the language easily. The aims of this research was to know to what extent using Buzz Group Technique can improve students' vocabulary mastery, to explain factors that influenced students' vocabulary mastery through buzz group technique. This research was an classroom action research. It was conducted in two cycles at the EighthGrade students of SMP Negeri 3 Kerincifrom February to May2018. The data of this research consisted of qualitative and quantitative data. Research findings shown that the use of buzz group technique could improve the students' vocabulary mastery. After implementing the action, the class situation became more active and enthusiastic. The students focused on the material which was used through topic given and the activities in the classroom tend to give students with the kind of real*

communication situation. Statistically, the improvement of students' vocabulary mastery was shown by the students' the mean score of post-test I was 70 significantly showed improvement in the post test II with mean score 85,5. It indicated that the application of buzz group technique in teaching vocabulary was success. Moreover, there were some factors influenced the change of students' vocabulary mastery by sharing their exploring idea while the buzz group taking place as follows: (a) doing buzz situation in class activity, students could be more relaxed in exchanging their knowledge (b) buzz group make them easier to do peer correction about spelling a new word. They were enthusiastic to perform the result of discussion in front of class (c) buzz group help them to explore words based on the topic given. The result of the research implies that English teachers necessary to choose the appropriate technique in teaching vocabulary. The appropriate technique to teaching vocabulary is buzz group technique.

Keywords: Buzz Group, Vocabulary

A. INTRODUCTION

In the process of learning a foreign language, the ability to understand the language greatly depends on one's knowledge of vocabulary besides the other elements of language itself. inter McCarthy (1990: viii) states that the biggest component of any language course is vocabulary. In addition, Nunan (1998:117) states that in the early stages of learning and using a second language, one is better served by vocabulary than grammar. This reason is strongly supported by Rivers in Nunan (1998: 117), who argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and functions. We may have learned for comprehensible communication.

In the line with the discussion above, it can be concluded that the main point of learning language is vocabulary because vocabulary influences the ability of students in learning English. If students have mastered vocabulary well, they can learn the elements and skills in the language easily.

According to Ur (1998: 60) "vocabulary as the words the teacher teaches in the foreign language". He also states five aspects that related with vocabulary, that are pronunciation, grammar, collocation, meaning and word formation. Then ,Manser (1995:461) states that vocabulary is defined as the total number of words in language, words known by person or used in particular book, subject, or list of words with their meanings. In addition, Burn (1983:34) defines vocabulary as the stocks of words used by person, class of profession. Vocabulary often seems to be the least systematized and the least well catered for all the aspects of learning of foreign language.

It can be concluded that vocabulary is total number of words in foreign language that is used to get the meaning that need accurate spelling and pronunciation. Vocabulary is the first and the most important mastery for second or foreign language learners, especially young learner because it is use to express and understand the meaning. Without knowing what the vocabulary of words is, the persons can not deliver their thinking and understanding other persons speaking or writing correctly.

There are two kinds of vocabulary, active or productive and passive or receptive vocabulary. Haycraft (1978) quoted by Hatch and Brown (1995: 370) gives a distinction between receptive vocabulary and productive vocabulary as follows: Receptive vocabulary is "words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly," and productive vocabulary is "words which the student understands, can pronounce correctly and use constructively in speaking and writing".

Based on the statement above, it can be concluded that there are two kinds of vocabulary, namely receptive and productive vocabulary. Receptive vocabulary is words that the learners recognize and understand when they are used in context, but which they can not produce. It is vocabulary that the learners recognize when they see or meet in reading text but do not use in speaking and writing.

Productive vocabulary is the words which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive language can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

Teaching vocabulary, like teaching English elements in general, involves some elements working together in interdependency to achieve its goal. Teacher, learner, material, and method are some elements that give great contribution to the successful teaching-learning process. But the teacher and the method are often said as the important aspects to cause the success or failure of the teaching learning process. The teacher, as one of the primary keys on the success of teaching-learning process has some duties to guide, motivate, encourage, and activate the students to use the target language (English).

Hammer (1991:62) also claims that teaching vocabulary not only teaching new meaning of words but also teaching how to spell and how to pronounce the words.

Therefore, to teach vocabulary, a teacher needs some kinds of support as stated by Brumfit (1997: vii) as follows:

“First, the teacher needs language. Basic competence is essential. Secondly, of course, the teacher needs competence in primary teaching methodology. The skills necessary for teaching at this level are very different from those needs elsewhere in the education system”.

Actually, there are many methods and approaches that can be used by teacher to teach the material, especially vocabulary. Many new methods, approaches, and techniques have been invented in the recent years and each proposes the most effective method in the teaching-learning process. To learn and master vocabulary, the learners need appropriate methods, techniques and appropriate materials.

Based on pre-research observation in SMPN 3 Kerinci, some English teachers still use a conventional teaching technique for all materials, they are also reluctant to implement various techniques that can increase the students' vocabulary mastery. The teacher presents the material by focusing on grammar rules, memorizing vocabulary, translating text, and doing written exercises. Reading, structure, and writing are the primary skills that the students work on, by giving little attention to speak and listen. Actually, it makes the teaching learning process as teacher-centre and less students' opportunity to be active in class.

Moreover, the problems which derived from students: firstly, there are some students will forget the material (unfamiliar word given) easily because they are not active during learning process or involved in learning process directly; secondly, there are no good atmosphere and environment of learning process in the class because there is no interaction or response between students and teacher. The students just sit in their chairs and listen to teacher's explanation. It will make students bored. They do not enjoy the learning process, and they are also not enthusiasm in learning activities. As strongly supported by Harmer (2007: 84) who states that the students must be encouraged to respond to texts and

situations with their own thoughts and experiences, rather than just answering questions and doing abstract learning activities. The teacher must give them tasks which they are able to do, rather than risk humiliating them.

Based on the problems mentioned previously, the researcher identified that there are some found at students' of SMPN 3 Kerinci as follows:

1. Students have low motivation in vocabulary mastery
2. Students have difficulty in collecting a new word (unfamiliar words)
3. Learning vocabulary is still admitted as a boring activities
4. Teacher technique in presenting material is still use conventional and reluctant to apply a new technique.
5. There are no supported atmosphere and environment of learning process.

In order to minimize the problems the researcher admit one of technique to solve students problem in vocabulary mastery is by using buzz group technique. According to Kenneth (2005: 291) Buzz group is a work group of relatively short duration. Such a group is established quickly to share opinions, viewpoints or reactions. The group can be formed easily by counting off or by having those in proximity form a group. Buzz group usually consist of from four to seven members and rarely meet for more than 15 minutes. They can be established for a brief discussion of certain ideas or course content. The buzz session then should be followed up with a whole class discussion of the conclusions or findings.

The use of buzz group technique was first associated with J.D Phillips and is sometimes known as the Phillips 66 technique. Moreover, Phillip says buzz group technique is particularly useful in larger classes and also encourages shy students to participate. Buzz group technique is effective for generating information and ideas in short period of time. In fact, some students have trouble participating in large group discussion or meetings, so by deviding whole class into small group, more students have the opportunity to express their thoughts because students have a chance to practice their comments and to increase their repertoire of ideas in their buzz group.

One way to collect the word easily and to give students experience is through group interaction. Group interaction in buzz group technique is an effective problem solving because the interaction involves others to contribute ideas and perception for solution to a problem. Students will create interaction to each other in collecting words. They can share about unfamiliar word or a new word faced, it is based on the topic of the material given and the detailed information in the text. By sharing each other they will understand the material given.

Buzz group technique is beneficial for vocabulary mastery due to it gives all students the space and freedom to express their ideas equally, so every students gets a chance to contribute to the discussion to solving the problem in vocabulary mastery. Students could use their own knowledge with their friends. Besides that, they could interact and share with each other to solve problems. It would also help low ability students in learning.

Considering the benefit of buzz group technique especially in education and the curriculum of junior high school that emphasizes vocabulary in teaching English, the researcher is interested in conducting a classroom action research by Implementing Buzz Group Technique at the Eighth Grade Students of SMP Negeri 3 Kerinci in Academic Year 2018".

In the line with the explanations above, the purpose of this research are: firstly, to find out whether buzz group technique can improve students' vocabulary mastery.

Secondly, identify the class situation when buzz group technique is used in vocabulary activity in classroom.

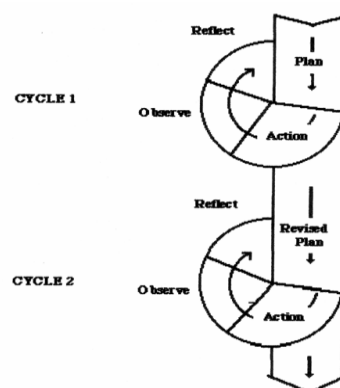
B. METHOD

This research was classroom action research. The principal of this research is solving the problem in teaching learning activity by applying certain action. The research begins by identifying the problem and believing that certain technique or media could solve the problem. Then by doing action and observation by applying technique or media, the researcher can conclude and judge whether her belief is proved or not. The researcher found that the problem is the low students' vocabulary mastery. The researcher has strong belief that teaching vocabulary by buzz group technique is effective to improve students' vocabulary mastery. The point of this research is all about the action how buzz group technique can improve students' vocabulary mastery.

According to Kemmis and McTaggard (1988:10) in Burn (1999:33), action research occurs through a dynamic and complementary process, which consists of four essential moments that are planning, action, observation and reflection. The focus of action research is in classrooms and schools. However, the purpose of it is to encourage the teacher to become involved in his or her own practice and to view him or herself as researcher. As stated before that Action research in this study is conducted in a class and carried out by a teacher and students as participant.

This research was individual teacher classroom action research. The researcher identified the problems, and collecting the data individually inside the classroom. After identifying the problem, the researcher did the four essential processes of a classroom action research that are planning, action, observation and reflection.

Furthermore, this research was planned for three cycles and divided into four meetings in every cycles. However, researcher considered that the activity of the teaching learning process in the classroom would be intruded. Then, researcher conducted this research for two cycles.



Action Research Design Protocol after Kemmis (cited in Hopkins, 1985)

This research was conducted in SMP Negeri3Kerinci. The participant of this action research is the eighth grade students of Junior High School (SMP)Negeri3Kerinci. The numbers of the students in the class were 20, and they were 10 females and 10 males. It was conducted for three months, from February to May 2018.

The instruments that used to collect data, they are; observation, fieldnotes, and test in order to identify whether or not it is an effective way to improve the junior high school students' vocabulary mastery.

Fieldnotes will be used for taking notes of everything happening in the classroom which out of observation list. Test is an arrangement of question items or practice or other tools which is used to measure skill, intelegency and interest had by students as the participant of the research.

To analyze the data, the researcher used *descriptive statistic method*. By calculating the mean scores of the pre-test and post-tests. The pre test and post tests used to observe whether there were any significant differences between the students' achievement before and after the action. The mean of the pre-test and post tests can be calculated with the formula:

$$X = \sum \frac{x}{n}$$

$$Y = \sum \frac{y}{n}$$

In which:

- X : Mean of pretest scores
- Y : Mean of post-test scores
- N : Number of sumject
- Σx : The sum of pre test score
- Σy : The sum of post-test sore

Then, The data *qualitative was analized by using three steps as suggested by Miles and Hubermann*. Reduction, data presentation and data conclusion or verification. Data reduction: is a process of choosing, focusing, simplifying and transforming the data from field note. Data reduction is a form of analysis that focusing, guiding and reducing useless data and organizing the data, so the final conclusion can be verified. Data presentation: in this step the researcher limits the presentation, so the information gives chance to the existence of conclusion and action.

Verification: This is the step of taking conclusion and verification. The conclusion that arises from the data must be tested for its truth, strength, and that will become its validity.

C. FINDINGS

Post-test I

Findings of the research based on statistical analysis of the post-test in cycles one shown that the percentage of students' score was significance improvement of students vocabulary mastery. It can be showed in the following figure 1.

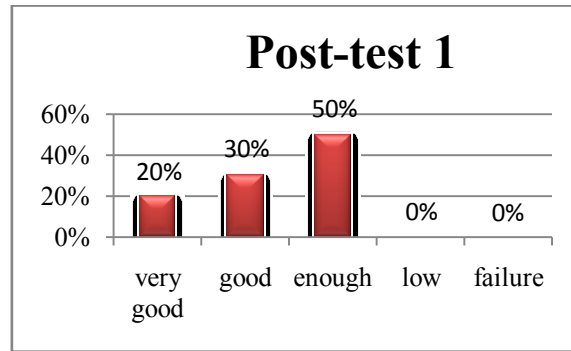


Figure 1: The students' Vocabulary score in the post-test 1

Figure 1 showed that the percentage of students' score criterion. There were 4 students or 20% students who got very good criterion, there were 6 students or 30% students who got good criterion, and there were 10 students or 50% students still got enough criterion. It meant that there were significance progress of students vocabulary mastery. Then, the researcher classified the students' vocabulary mastery into mean score, it was 68,5 average score. There was an improvement of students score from the pre research test which only 65,6 average score.

Table 1. The Students' Mean Score of Pre-test

Sum of score	Sum of students	Average
1265	20	63,25

Table 2. The students' mean score of cycle 1 (post-test 1)

Sum of score	Sum of students	Average
1370	20	68,5

Table 3. The comparison students' mean score of pre-test and post-test 1

Test	Mean
Pre-test	63,25
post-test 1	68,5

From the table 4.3 above, it can be seen that the improvement of mean score of pre-test and post test 1 was significance enough. The mean score of pre-test before implementing the buzz group technique was 63,25. And it showed significance improvement in the post test 1 after implementing the buzz group technique with mean score 68,5. It indicated that the application of buzz group technique in teaching vocabulary was enough success.

From the observation, the researcher got the result. The English teacher and the researcher did reflection on several positive results and weakness in the first cycle. From

the observation, it was obtained that the vocabulary activities teaching learning process by using buzz group technique general ran well.

In the first meeting, the students were still confused with the strategy. They needed teacher's guide in all activities. Nevertheless, in the following meetings, some of students had done the task well because the students had their own work to finish the task although in some groups there was leader domination. But they discussed the task better than previous meeting. They also gave their comment to other group's result of discussion about in Indonesia such as question about spelling, pronunciation, meaning, ect. However, there were some students who still passive during group discussion. During the implimentation of the actions, it can be seen that not all of the students were active. There were students who were still quite, and did not give their opinion. When do the task on students' worksheet, each group still feel it difficult to finish it. The good point is they discussed with all of the members of the groups to finish their task in the student's worksheet and some higher-ranked students in each group shared the other members in mastering vocabulary.

By analyzing the result of observation the researcher and teacher concluded that strategies in buzz group technique were good enough for students' vocabulary mastery. The students enjoy exchanging and sharing ideas with other friends until they find many appropriate words . The technique gave them a new impression so that it reduced their boredom and made the atmosphere of learning more relaxed. This technique encouraged them to express their ideas in front of other friends and develop their self confidence. The leader of each group led the members of the groups to finish the tasks. The leader confirmed with all of the members of the groups about their understanding of the text material. The smarter students were not individualistic anymore. They shared their knowledge with other students who did not understand the material of the lesson. They shared an helped each other. They were able to analyze aspects needed in analyzing the text given through discussion with their group partners. They could complete the task in every section. When reporting the result discussion, some of the leaders could not answer the question well. The other members of that group helped the leader to answer the question from other groups. The class dicsussion was interesting. The students played their role in the teaching and learning process well.

However, the class situation needs to be improved. Not all students were active. There were some groups which not work well. There were members who did not work together in their groups. From the research reflections of the the observation above in can be concluded that cycle 1 is not optimum. Although based on the result of the pre-test of cycle 1 there were improvement in some students score.

Post-test II

Based on the result of post-test II. The percentage of students' score was showed the significance improvement of students vocabulary mastery. It can be seen in the following figure 2.

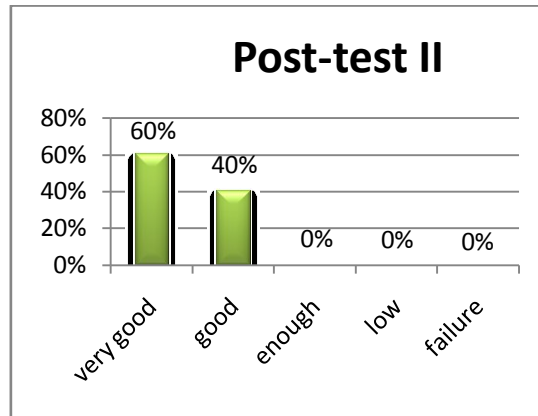


Figure 2: The percentage of students' vocabulary score in post-test II

Figure 2 showed that the percentage of students' score criterion. There were 60% or 12 students who got very good criterion, there were only 40% or 8 students who got good criterion, and there were 0% or no students got enough, low and failure criterion. It meant that there was significantly progress of students vocabulary mastery. Then, the researcher classified the students' vocabulary mastery into mean score, it was 80,5 average score. There was an improvement of students score from the post-test I which only 68,5 average score.

Table 4. The students' mean score of post-test I

Sum of score	Sum of students	Average
1370	20	68,5

Table 5. The students' mean score of cycle II (post-test II)

Sum of score	Sum of students	Average
1610	20	80,5

Table 6. The comparison students' mean score of p-test I and p-test II

Test	Mean
Post-test I	68,5
post-test II	80,5

From the tables above, it can be seen that the improvement of mean score of pre-test and post test 1 was significance enough. The mean score of post-test before in cycle I was 68,5 And it significantly showed improvement in the post test II after implementing the buzz group technique with mean score 80,5. It indicated that the application of buzz group technique in teaching vocabulary was success to improve the students' vocabulary mastery.

D. DISCUSSION

The purposes of this research were to know to what extent using Buzz Group technique can improve students' vocabulary mastery to explain factors that influenced students' vocabulary mastery through buzz group technique.

The findings showed that buzz group technique was one of the appropriate technique for teaching English especially vocabulary activities. By using this technique, students become more confidence and active to work in with their classmates in English because of the comfortable atmosphere which developed by teacher and students in the classroom. The other benefit of using buzz group technique was to make the students become more involved in classroom activity, because by working together they overcome their fear of expressing their ideas. Also, it could make the shy students were able to offer correction to their peers and gladly contribute in vocabulary activity. Buzz groups technique is one of the popular techniques for achieving students participation in groups (McKeachie, 1994: 44). "learners in the classroom are regarded not as a "class" but a "group" that need certain therapy and counseling." So, there were no big gap between a teacher and students which usually build a comfortable atmosphere.

According to Capella and ord (2009), buzz groups technique favors the active and the total participation, stimulates the responsibility and enthusiasm, helping to overcome the inhibitions to speak before others. On the other, the speed (few minutes for each phase are given) develops the time effectiveness. In addition, learners are not limited in their topics given, regardless of their language proficiency. Learners are free to explore their knowledge of words based on the topic given. Moreover, it is believed that from the teacher's control, learners will be able to work in their group well, then they were able to use on their own idea to share in their group to complete the task. The reason this technique seemed to work, was that it allowed the learners to work independently anyway, with teacher's control and guidance. There were two factors that support Buzz group Technique in teaching vocabulary, namely student factor and the teacher factor. Obviously, Indonesia has big classes not only from the Elementary School but also until to the University. But the sample of this study was Junior High School that has at least twenty students in numbers. Teacher creatively handle disagreement.

The situation in the class before implementing the action was described as some students were busy with themselves. They did some useless activities, such as talking with other students or disturbing their friends the class very noisy. After implementing the action, the class situation became more active and enthusiastic. They focused on the material which was used through topic given. The other differences after using buzz group in vocabulary class could be seen when the researcher asked them to explore about countable and uncountable noun. They tried to their exercise in buzz group . It made the class was noise because they discuss with their member of group if they had problems. But this situation could make the class more alive. It is supported by the theory from Littlewood (1998: 43) that the learners must pay greater attention to the social as well as the functional meanings that language conveys. It also means that the activities in the classroom tend to give students with the kind of real communication situation. Then, the language which was used by the other students to share their problems and give solutions of the problems is in acceptable level.

E. CONCLUSION

Based on the result of the study, researcher concluded that:

1. Applying buzz group technique can improve students' Vocabulary mastery. It could be known from students' vocabulary score that significantly had improvement in every cycle. In cycle I there were four students got score 80-100 with very good criterion. In cycle II, it increased become foruteen students who got 80-100. The average of students cycle I (68,5) became (80,5) in cycle II.
2. There were some factors that influenced the change of students' vocabulary mastery by sharing their exploring idea in the buzz group as follows: (a) by diong buzz situation in class activity, students could be more relaxed in changing their knowledge (b) buzz group make them easier to do peer correction about spelling a new word. They were enthusiastic to perform the result of discussion and not be afraid to perform it in front of class (c) buzz group help them can make a exploring words based on the topic given in their group.

Suggestion

Based on the conclusion above, researcher would like to give suggestions as follow:

For students, using this technique, students can be brave to convey their ideas and sharing information with other friends in front the class. Not only be brave in sharing ideas but also students can be easier and faster to explore the new words for the certain object (topic given) in English lesson especially vocabulary activity because this technique used some ways which are very appropriate for students. Students can feel so comfortable and relaxed in doing learning activities. They are not worried to make some mistakes and noise in the class vocabulary activity. because they can ask the teacher that has a role as a counselor in the vocabulary activities if they face some difficulties in recognizing a new unfamiliar word and its spealling or producing English words.

For teacher, since buzz group technique can improve the students' ability in vocabulary mastery, researcher supposed that the teacher can use it as an alternative technique that can be used in teaching English especially for vocabulary activity. By applying this technique, teacher can be easier in doing teaching activities because students will learn about English vocabulary and exploring to complete the word that belong to the topic or object independently. Then, students become more brave and confident in delivering their idea. It is one of the technique that increase the feel of interest of students in learning something new that cause improvement of the students' vocabulary mastery. So, the teacher only has a role as a counselor. She or he only helps and leads them if they face a difficulty in recognizing a new unfamiliar words.

For the next researcher, they can use this research as additional sources in conducting research about vocabulary mastery. Researcher consider that it was important to use a tehnique in doing teaching activities. It was important because by using a technique, it could help the teacher in conveying the teaching material and make the situation in the class becomes more interesting and not boring. There are so many alternative teaching technique that can be used by the teachers especially in teaching vocabulary. Therefore, it is better for the next researcher to find out the newest and the most effective alternative method which is appropriate for teaching vocabulary.

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