

ABSTRACT

Suryaningsih, Elisabeth Indah Tri Yuli. (2013). *Improving the Vocabulary Mastery of X3 Students of SMA Sang Timur Yogyakarta through Task-Based Learning*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Mastering vocabulary is an essential requirement for language learners before dealing with language skills. Unfortunately, X3 students of SMA Sang Timur Yogyakarta experienced the problem of having limited vocabulary. Their vocabulary deficiency was shown by their performance of productive and receptive language skills.

The problem of this research was how does Task-Based Learning improve the vocabulary mastery of X3 students of SMA Sang Timur Yogyakarta? This research aimed at improving the students' vocabulary mastery of X3 students of SMA Sang Timur Yogyakarta through Task-Based Learning.

This research applied Classroom Action Research (CAR). The research participants were 18 students in class X3 of SMA Sang Timur Yogyakarta in the 2012/ 2013 academic year. CAR was implemented in two cycles. The cycles were conducted on November 19, 2012 and November 26, 2012. The instruments used to gather the data were observation sheets, field notes, vocabulary tests, questionnaire, and interview guide. Triangulation technique was employed to analyze the data.

In this research, TBL was implemented as the base of learning activities and in the form of vocabulary tasks. Those learning activities and vocabulary tasks were arranged in accordance with types of the activity and the task in TBL. The researcher applied Nunan and Willis' theories on types of the activity and the task in TBL to arrange learning activities and vocabulary tasks.

The research finding indicated that TBL helped the students to improve their vocabulary mastery. The finding presented the class average score improved from 72.03 (preliminary) to 76.25 (the second cycle). Besides, six students who previously scored below the passing grade score could achieve it. However, three students still could not achieve the passing grade score.

Due to the limited time of the research which was given by the school, the researcher stopped at the second cycle. If the researcher had had more time to continue the research, the researcher would have planned the third cycle. The researcher had expected that the result of the third cycle would have led to the possible improvement, in which all students achieved the passing grade score.

Nevertheless, TBL led four good impacts. First, after the implementation, the students were able to use various vocabularies in order to avoid the repetition. Second, the students expressed their idea in speaking more fluently. Third, the students got a better understanding on speaking about procedure texts. Fourth, the students were able to use the vocabulary which they had learned during the implementation process in their daily conversation.

Keywords: classroom action research, vocabulary, task-based learning

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Menguasai kosa kata menjadi suatu kebutuhan penting sebelum menguasai keterampilan berbahasa. Sayangnya, siswa kelas X3 di SMA Sang Timur Yogyakarta mengalami masalah keterbatasan kosa kata. Kekurangan kosa kata mereka ditunjukkan dalam kinerja keterampilan berbahasa produktif dan reseptif.

Rumusan masalah penelitian ini adalah bagaimana Pembelajaran Berbasis Tugas meningkatkan penguasaan kosa kata para siswa X3 SMA Sang Timur Yogyakarta? Penelitian ini bertujuan untuk meningkatkan penguasaan kosa kata para siswa X3 SMA Sang Timur Yogyakarta melalui Pembelajaran Berbasis Tugas (PBT).

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Para peserta penelitian adalah 18 siswa di kelas X3 SMA Sang Timur Yogyakarta pada tahun ajaran 2012/2013. PTK dilaksanakan dalam dua siklus. Siklus tersebut dilakukan pada tanggal 19 November 2012 dan 26 November 2012. Instrumen adalah lembar observasi, catatan lapangan, tes kosa kata, kuesioner, dan pedoman wawancara. Teknik triangulasi digunakan untuk menganalisa data.

Dalam penelitian ini, PBT dilaksanakan sebagai dasar kegiatan belajar dan dalam bentuk tugas kosa kata. Kegiatan belajar dan tugas kosa kata disusun sesuai dengan jenis kegiatan dan tugas di PBT. Peneliti menggunakan teori dari Nunan dan Willis tentang jenis kegiatan dan tugas di PBT dalam menyusun kegiatan belajar dan tugas kosa kata.

Hasil penelitian menunjukkan bahwa PBT membantu siswa meningkatkan penguasaan kosa kata mereka. Hasil penelitian menunjukkan nilai rata-rata kelas meningkat dari 72.03 (awal) ke 76.25 (siklus II). Selain itu, enam siswa yang sebelumnya tidak tuntas Kriteria Ketuntasan Minimal (KKM) bisa mencapainya. Namun, tiga siswa masih belum tuntas KKM.

Karena waktu penelitian yang diberikan oleh sekolah terbatas, peneliti berhenti di siklus kedua. Jika peneliti punya lebih banyak waktu untuk melanjutkan penelitian, peneliti akan merencanakan siklus ketiga. Peneliti berharap bahwa hasil dari siklus ketiga sesuai yang diharapkan yaitu semua siswa tuntas KKM.

Selain itu, PBT memberikan empat dampak baik. Pertama, setelah pelaksanaan, para siswa dapat menggunakan berbagai kosa kata untuk menghindari pengulangan. Kedua, para siswa lebih lancar mengekspresikan ide mereka dalam berbicara. Ketiga, para siswa mendapatkan pemahaman yang lebih baik saat berbicara tentang teks prosedur. Keempat, para siswa dapat menggunakan kosa kata yang telah mereka pelajari selama proses pelaksanaan dalam percakapan sehari-hari.

Kata kunci: penelitian tindakan kelas, kosa kata, pembelajaran berbasis tugas