

The Implementation Of Advance Organizer Teaching Model To Improve The Junior High School Student's Vocabulary

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Abstract— This study aims to determine whether the advance organizer teaching model can improve the junior high school student's vocabulary. Samples of this research is class VIII SMPN 2 Karangrejo Magetan , which consists of 32 students. This research is a classroom action research. The study is divided into three phases: pre-cycle, cycle I and cycle II. Data collection using a test instrument to determine learning outcomes of students in each cycle. Indicators of success in carrying out the study of which is the average grade of at least reach 75 with a minimum of 85% classical completeness. Once implemented through action learning model Advance Organizer in improving students' vocabulary, in cycle I percentage classical completeness 72% with an average of 74. While in cycle II percentage classical completeness 87% with an average grade of 80.

Keywords— Advance Organizer Models, Learning Outcomes, Vocabulary.

I. Introduction

English is international language and one of the most popular and the most spoken in the world of technology (Krepel et al., 2021). We need to know English to study any subject or any computer language. We need to know English to communicate effectively with other countries. English language is very important in our lives that we need in every area. Language will help us in communicating with people of any country in business, learning and introductions (Gunawan et al., 2020). We will be able to master all the knowledge that we achieve in society. English language nowadays has become an important tool of communication. In English learning we are required to know a lot of its vocabularies. Students must have a good understanding of vocabulary in order to understand the text, in the target language; in language learning is not merely learning words (Feng et al., 2023). Vocabulary proficiently will enable students to acquire the skills of listening, speaking, reading, and writing. The ability to understand the target language greatly depends on knowledge of vocabulary in the broader sense (Warnby, 2023). The student, who does not know English vocabulary fairly well, will

have problems when face new reading materials. In this study the writer focuses the aspect about the manner how to improve the vocabulary, through advance organizer teaching model (application of advance organizer teaching model to improve students' vocabulary).

Teaching is what a teacher does or something that's learned or the activities that impart knowledge or skill (Mccarten, 2007). The teacher we should be able to teach well, choose the model of learning that really can improve student learning. There are many powerful models of teaching designed to bring about particular kinds of learning and to help students become more effective learners. Teachers must be able to identify these models and to select the ones to be mastered in order to develop and increase their own effectiveness, to become competent to use these teaching strategies comfortably and effectively requires much study and practice, but by concentrating on one or two at a time we can expand our repertoires quite easily (Tete, 2020).

The teaching models have important role in learning English. Many students can achieve a good performance because applied the English language learning model is good and easily digested by students (Sunasuan & Songserm, 2021). The students feel bored with learning model when a teacher has not succeeded in teaching.

Advance organizer is a lesson plan that is used to strengthen students' cognitive structure when studying the concept of concepts or new information and how that knowledge should be compiled and interpreted correctly (Joyce, 2003). Advance organizer is an approach the students to see the meaningfulness of the concept to be studied and connect with the concept already owned (Khoerunnisa et al., 2020). Learning to use advance organizer can make rote learning is meaningful by way of explaining the new concept relations with relevant concepts that exist in the cognitive structure of students (Abdulloh & Usman, 2021). The students can understand the concepts more effectively and efficient. The concept to be effective and efficient systematic instructional planning necessary for the learning process becomes meaningful. The learning (L MPhil Student, 2020).

II. RESEARCH METHODOLOGY

The Type of Research and Approach

Approach

Approach In conducting this study the writer used the qualitative approach. The writer research examined a group of students that was eight grade students of SMPN 2 Karangrejo, to determine the implantation of Advance Organizer Learning Model to improve the student's vocabulary.

Type of research

Classroom room action research used as a method in this research. Classroom action research is a form of self-reflective enquiry undertaken by participants(Avison et al., 1999). This research used as the basic concept consists of four components, they are; Planning, action, observations, reflection. The four components are interrelated in a complete cycle. Classroom action research has a goal to improve real and practical problems in improving the quality of learning, increase professionalism, and foster academic culture in the classroom is experienced directly in the interaction between teachers and students who are learning (Fitria et al., 2021). Explain classroom action research by separating words incorporated in it, namely Research, Action, and class (Çeliköz et al., 2016) with exposure to the following, Research, referring to observe the activities of an object, by using the ways and rules specific methodology to obtain data or information that is useful in improving the quality of something that interests and important for writer. Action, appoint on a deliberate motion activity with a specific purpose, in the form of a series of cycle research activities. Classes in this case are not tied to understanding the classroom, but in a more specific sense, as has long been known of education and teaching.

Technique of collecting the Data

Documentation is a way of knowing something by looking at records, archives, documents relating to the person being investigated. The methods used in this study to get a list of names of students, grades English learning outcomes of students in the two previous years, in 2022/2023 and 2023/2024 in grade VIII B SMPN 2 Karangrejo. Interview

The interview is data collection techniques if researchers conducted a preliminary study to find a problem that must be understood and also if researchers want to know the depth of the respondents (Stringer & Aragón, 2020). Interview method is used to determine the learning outcomes of students and problems in learning. The writer interviewed eight grade English teachers at SMPN 2 Karangrejo.

The test is a set of stimuli given to someone with the intent to get answers that can be used as the basis for scoring points. The test is given to students from each end of the cycle that is useful to determine the ability of understanding the concept of form of learning outcomes of students. This test is generally to determine whether there is an increase in student vocabulary in advance organizer teaching model. Tests were conducted using written and oral tests.

Research Procedure

Classroom action research conducted through the assessment process consists of four stages as in the picture below:

The stage of action research

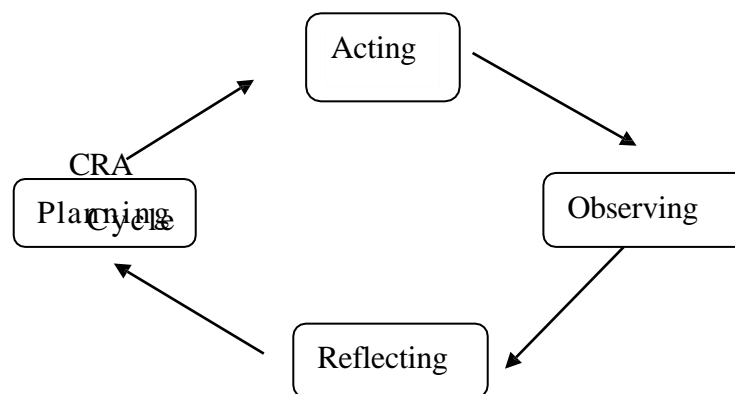


Figure 3.1. the stage of action research chart

Classroom action research conducted through the assessment process consists of four stages (Surhasimi dkk.2008.17):

Stage 1: Planning

This stage the researcher explains the what, why when, where, by whom, and how these actions. This stage is the stage where researchers and teachers drafting an agreement that will be done when conducting research (action).

Stage 2: Acting

Stage 2 of the research action is the implementation of which is the implementation or application of the contents of the draft, namely the action class. Writer and teacher take action to achieve desired goals.

Stage 3: Observing

Stage 3rd, the observation. This activity took place in the same time on the stage 2. Because all the action and observation activities take place together, then this is where the important role of collaborators, when teachers hold action, the collaborators to make observations about the course of the action.

Stage 4: Reflecting

Stage 4th, stage of an activity to restate what is already done. The teachers completed the actions necessary to conduct the evaluation phase as the basis for improvement in the next cycle. The fourth step in the action research is an element to form a cycle that is one round of activity streak back to the original step. The first cycle is from the design stage up to reflection.

Technique Analyzing Data

Analysis of the data is set sequence of data, organized into a pattern, category and description of the basic unit. So, it can be found a single theme, and can be formulated hypothesis (idea) working as the data suggested (Avison et al., 1999). Observations and test result data processed by quantitative descriptive analysis to describe the state of increased achievement indicators of success cycle and to describe the success of learning by applying advance organizer teaching model to improve students' vocabulary. The formula that is used by the writer to state, the students pass the study scored 75 in accordance with the minimum completeness criteria have been determined, to measure students' mastery learning to use the formula:

$$\text{Value} = \frac{\text{Scores acquisition}}{\text{Score maximal}} \times 100 \%$$

III. FINDINGS AND DISCUSSION

Findings

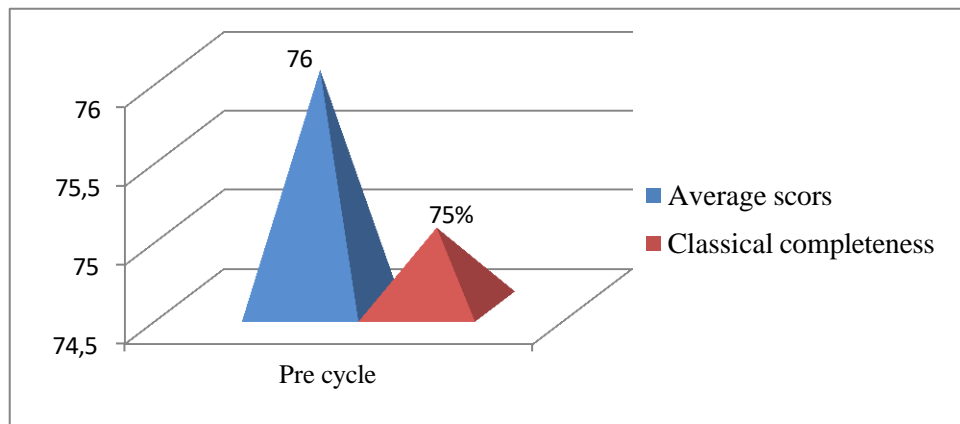
Class Action Research consists of 2 cycles. To determine the implementation of learning before using advance organizer teaching model to improve the vocabulary of students, held pre-cycle. The steps performed in the study are as follows:

1. Pre Cycle

Pre cycle, the writer sees the value of English language implementation of the previous year 2023/2024 before using advance organizer teaching model, results of learning and classical completeness in the previous 2 years. Referred to the students' learning outcomes of the previous year 2022/2023, students' vocabulary still of average, and have not yet reached the specified standard 75 with a classical completeness. The pre-cycle, writer took data in 2023. Then the data is aggregate – average. On average the study of students who obtained 76 with classical completeness of 75 %. With 32 students who achieve mastery 24 people.

Table 4.2 Pre cycle classical completeness

Cycle	Average scores	Classical completeness
Pre cycle	76	75 %



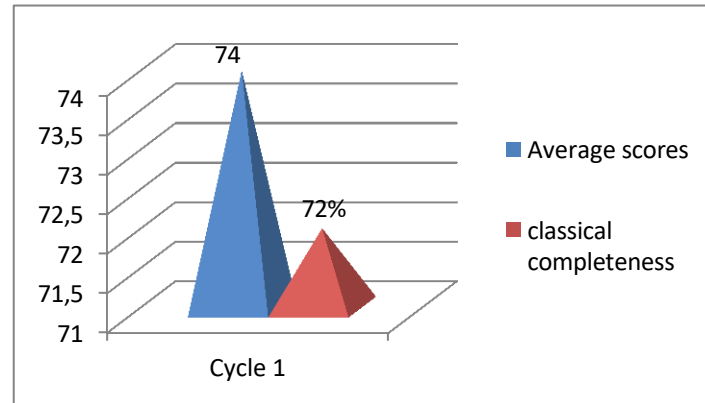
2. *Cycle I*

The implementation of the first cycle, not as expected, students don't understand the correct procedure for learning by using Advance Organizer Teaching Model to Improve Vocabulary. The student has not been conditioned properly in the learning process, most students don't know what to do, as well as the guidance given could not be through (Ren et al., 2024). Besides the time has not been set properly, so there is no learning phase is done. This resulted in the lack of understanding by students of the material being studied. So that learner's trouble to complete a given task.

The average score obtained by students in cycle I was 74. This value has not reached the set Minimum completeness criteria (KKM) is 75. And classical completeness of 72%, where indicators of success are 85%. Learners who have achieved complete category there were 23 children who did not complete there are 9 children. Because the first cycle has not reached indicators set, then need for cycle II as improvements.

Table 4.4 Cycles I classical completeness

Cycle	Average scores	Classical completeness
Cycle I	74	72 %



Pic. 4.2 Cycle I Chart

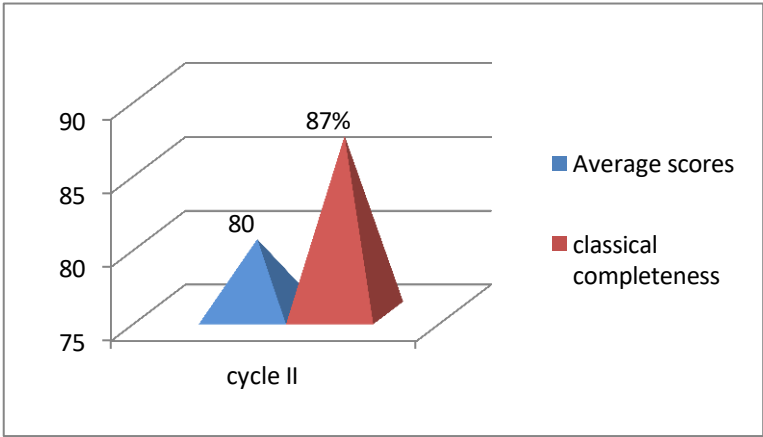
3. Cycle 2

Based on observations in cycle II, where the teacher gives act in a reflection the implementation of the second cycle is good. This was proved by setting a good time, so that all the learning phase can be implemented properly. Guidance given by the teacher to the learner in the group conducted thoroughly. Learners are no longer confused with what to do(Wahyudin et al., 2021). Learners discuss with the well, so that learners do not trouble again to finish solving the existing problems (Damairi & Suyadi, 2022).

On average the study of students who obtained 80, with classical completeness of 87 %. Learners who have achieved complete criteria, while as many as 28 children, who did not complete as many as four children. The study of students in the second cycle already meets indicators set, in the average value of classical completeness 75 and has reached 85% it does not need to be held next cycle.

Table 4.6 cycle II classical completeness

Cycle	Average scores	Classical completeness
Cycle II	80	85%



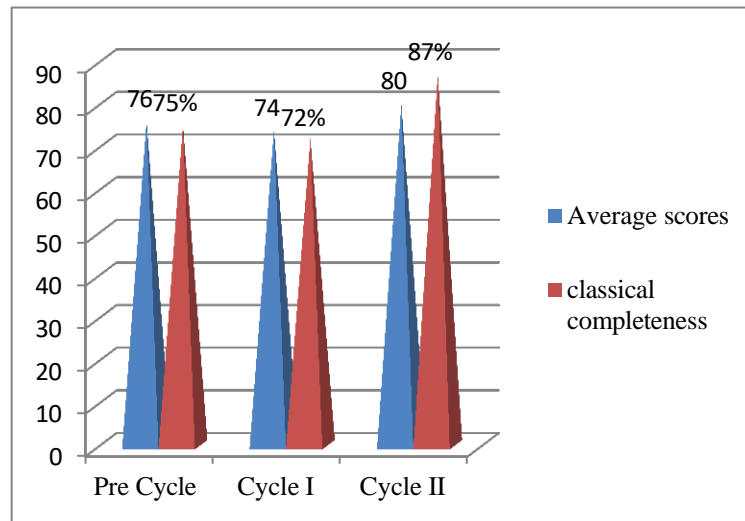
Pic. 4.6 Cycle II Chart

Discussion

The discussion outlined here based on the observation that cntinued reflection learning implementation using advanced learning model organizer in improving students' vocabulary on a cycle stage I and stage II cycle, as well as pre-cycle stages more details can be seen in the following table an chart:

Table 4.6 Pre cycle, cycle I, cycle II

Cycle	Average scores	Classical completeness
Pre cycle	76	75
Cycle I	74	72%
Cycle II	80	87%



Pic. 4.3 Pre cycle, cycle 1 and cycle 2 Chart

From the research data over the increase in students learning outcomes that occur after the act of learning in cycle I and cycle II showed that the implementation of advance organizer teaching model to improve the vocabulary students can improve students vocabulary in class VIII students at SMPN 2 Karangrejo, Magetan. The students can interact with to solve problem for discovery the concepts developed, students more active and improve thinking skill of students, both individually and group (M. Hum, 2020).

IV. CONCLUSION AND SUGGESTION

Conclusion

Implementation of the Advance Organizer Learning Model in improving students' vocabulary has increased good learning outcomes and implemented with 2 cycles of learning model. Cycle I and cycle II, and to know the results of the study before the action research is held. Its application begins with the presentation of advance organizer in improving the vocabulary of students continued with the presentation of learning tasks determined by strengthening cognitive structure (Lu & Murao, 2023).

The results of students' learning in pre-cycle still have not reached the minimum criteria (KKM) is 75 with classical completeness 85%. The first cycle learning outcomes is 74 and classical completeness has not yet reached an indicator of success is 72%, while the determined indicator is 85%. In the second cycle of students' learning

outcomes is increasing that the average value becomes 80 with classical completeness of 87%. Implementation advance organizer teaching model in improving students' vocabulary can improve learning outcomes of students in grade VIII SMPN 2 Karangrejo, Magetan.

Suggestion

To the teacher implementation of Advance Organizer Teaching Model to Improve Students' Vocabulary should: well-prepared the material that will be presented to students. Able to manage the classroom so that learning outcomes can be achieved optimally.

To the Students the Implementation of Advance Organizer Teaching Model to Improve Students Vocabulary is applied in any situation: To improve learning outcomes, Students can get a variety of learning models to reduce boredom to strengthen the cognitive structure of students.

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