THE USE OF CORPUS TO IMPROVE STUDENTS’ VOCABULARY MASTERY

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Abstract: Vocabulary mastery is a foundation to develop other language skills such as reading, writing, speaking, and/or listening. To master vocabulary well, the students are obliged to master the indicators of vocabulary. The indicators are: (1) identifying the meaning of the words; (2) pronouncing the words; (3) spelling the words; and (4) using the words in a sentence. However, learning vocabulary is not easy for fifth grade student of SD Ta’mirul Islam. It proves when preliminary research was conducted. The students were observed, interviewed, and given questionnaire and pre-test. The passing grade is 75. The result of pre-test showed that meaning of the words got 75.60, pronouncing the words got 69.58, spelling the words got 76.19, and using the words got 50.69. A classroom action research was conducted to overcome those problems. It was done in two cycles. Each cycle consisted of planning, acting, observing, and reflecting. Corpus as the solution was chosen to improve students’ vocabulary mastery. Corpus as a collection of texts, written or spoken, which is stored on a computer was implemented to teach vocabulary to the students. The result of the research indicated that corpus could improve students’ vocabulary mastery. Although the mean score improved in each cycle, using the words couldn’t pass the passing grade. It can be seen from the result of post-test: meaning of the words got 79.58, pronouncing the words got 76.67, spelling the words got 76.25, and using the words got 61.67.

Keywords: vocabulary, mastery corpus, classroom action research

INTRODUCTION

In Indonesia, English is the first foreign language which is taught formally from junior high school to university level. However, nowadays, English is taught in some elementary schools, or even in the lower level such as kindergarten. It means children are introduced to English earlier. According to Depdikbud RI No. 0487/1992, chapter VIII; an elementary school can add the subject in the curriculum so long as the subject doesn’t bother the purpose of national education. Then this policy was followed by SK Menteri Pendidikan dan Kebudayaan No. 060/U/1993 at 25th February 1993. It explains that English can be a subject in the elementary school as a local content and it starts from 4 grade of elementary school.

Based on Depdiknas (2006: 402-403), the purposes of teaching English in the primary school are to develop students’ communicative competence orally in school context and to raise students’ consciousness about the importance of English. It means that to be good in English, primary school students should be able to use English orally to interact with the others in school context. Students should know about the English vocabulary in order to use it in communicating with the others. The students not only learn general skills of English such as reading, writing, speaking, or listening but also they can learn sub skill of it such as vocabulary, grammar, pronunciation etc. The sub skill of English has also fundamental role in learning English for instance vocabulary. Hatch and Brown (1995: 1) say vocabulary is the foundation to build languages, which plays a fundamental role in
communication. It shows that by mastering vocabulary, people can express their ideas to communicate with other people to share information among them.

Vocabulary is one of the important elements in teaching English. When students learn English, vocabulary is one of the elements that should be considered and mastered well. The main point of learning language, especially, learning English is vocabulary because vocabulary influences the ability of students in learning English. If the students have mastered vocabulary well, they will be able to learn the elements or skills in the language easily. In the other words, vocabulary is a foundation to develop other language skills such as reading, writing, speaking, or listening. Thus, students need to begin the language learning with plenty of input and opportunities to use the language through vocabulary.

According to Richard and Renandya (2002: 255), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, or and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening radio, listening to the native speakers, using the language in different contexts, reading, or watching television.

The reason of why vocabulary is important in learning language is also implicitly proposed by McCharthy. According to McCharthy (1990: 3), when we speak of the vocabulary of language, we primarily but not exclusively discuss about the words of that language. Therefore, vocabulary is related tightly to learning words of certain language, then it would be central in language learning. For instance, all languages in this world are used with the assistance of the words. Words’ meanings connect language to the real world. They can represent things in the real life and also used to express feeling of the language user. In addition, McCharthy (1990: 3) also states that the biggest component of any language course is vocabulary. No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. The same idea is given by Wilkin in Tornburry (2007: 13), he said without grammar very little can be conveyed, without vocabulary nothing can be conveyed. From that idea it can be seen how important vocabulary is.

In relation to the importance of vocabulary in language learning, Rivers in Nunan (1998: 117) states that vocabulary is essential for successful second language use because without an extensive vocabulary we would be unable to use the structures and functions we may have learned for comprehensible communication. As the basic component of the four language skill, vocabulary has to be mastered by the students. Vocabulary is the main point to learn English. Without vocabulary students will get difficulty to learn English. Based on this theory, it can be inferred that mastering vocabulary makes easier to understand and use other concepts of communication.

According to Thornbury (2002: 15), mastering vocabulary itself means mastering both its form and its meaning. Besides, Cameron (2001: 78) states that knowing about word involves knowing
about its form (how it sounds, how it is spelt, and the grammatical changes that can be made to it), its meaning (its conceptual content and how it relates to other concepts and words) and its use (its patterns of occurrence with other words, and its particular types of language use). Furthermore, Ur (2006: 60-62) explains that there are some aspects that should be mastered by the learners, they are: form, grammar, collocation, meaning, word formation. To know the form of a word means knowing the pronunciation and spelling of a word. As a result, the students who have mastered a vocabulary have to be able to acquire those components of vocabulary mastery.

Based on the explanations above, there are some indicators related to the ideal conditions of vocabulary mastery at elementary school. These indicators can determine whether the vocabulary mastery of the learners is good or not. They are: (1) identifying the meaning of the words; (2) pronouncing the words; (3) spelling the words; and (4) using the words in a sentence.

However, the ideal condition of vocabulary mastery doesn’t appear in teaching and learning process of English. The students still get some difficulties in learning English, especially in mastering English vocabulary. It is proved when the researcher conducted preliminary research at fifth grade of SD Ta’mirul Islam Surakarta through observation, interviews with the teacher and students, questionnaire, and pre-test. Realizing the passing grade of fifth grade at SD Ta’mirul Islam Surakarta is 75. The students should pass it to master vocabulary well. Unfortunately, some of the students didn’t pass that passing grade. Based on the result of pre-test, it can be seen that the mean scores of each indicator are 75.60 for identifying the meaning of the words, 69.58 for pronouncing the words, 76.19 for spelling the words, and 50.69 for using the words in a sentence. There were three indicators that didn’t pass the passing grade. Those indicators were meaning of the word, pronouncing the words and using the words in sentences.

Those problems arise because of some factors. Firstly, factors coming from the students themselves such as: They did not participate in the teaching learning process. Some of them just chatted each other and played with their friends. Sometimes, they did not have a motivation in learning English. Secondly, factor from the teacher such as: the method used by the teacher is memorizing. This method made the student bored to learn. The teacher also didn’t innovate to use another media in teaching learning process of vocabulary whereas he was supported fully by the facilities at the school. As the additional information the teaching learning process of English is done in the language laboratory. The facilities are complete such as computer and Wi-Fi area, but the teacher didn’t look it as the advantages. He never uses the connectivity to the internet as the innovation of her media in the teaching learning process of English.

Considering on the problems above, the researcher used corpus as the media to overcome those problems and improve students’ vocabulary mastery. Media is very important in teaching learning process. It helps the teacher as means of communication to convey the message more concretely and also motivate the students in learning English. O’Keeffe, McCarthy & Carter (2007: 01) state corpus is a collection of texts, written or spoken, which is stored in a computer. In line with them,
Thornburry (2002: 68) states a corpus (plural corpora) is a collection of texts, both spoken and written. They range from academic texts through newspaper, articles to casual conversation, and include American, British, American, teenager and even learner varieties of English. In addition, Thornburry (2002: 68) says the benefit for teachers and learners using corpus data is that it provides them with easily accessible information about real language use, frequency, and collocation.

Based on the background of the study above, the researcher formulates the problems as follows: (1) how is corpus used to improve students’ vocabulary mastery at fifth grade students of SD Ta’mirul Islam Surakarta?; and (2) what are the strengths and weaknesses of corpus when it is implemented in the teaching learning process of English?

Every language consists of words. Like other languages, English, of course, has many collections of words. The collections of the words in English are called vocabulary. Learning a new language cannot be separated from vocabulary, meaning that in learning a new language people have to know its vocabulary. Vocabulary is one of the aspects of the language skill that has to be mastered and understood by the students. According to Ur (2009:60), vocabulary is the words we teach in foreign language. It means vocabulary is written or spoken language as symbol of idea in foreign language for the learners. For example if someone learns new word in foreign language, it means that someone learns vocabulary. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law, which are made up of two or three words but express a single idea. In this case, vocabulary is not only about single word but also form of phrases. It is supported by Hatch and Brown (1995: 1), they say vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use.

Besides, Hebert and Kamil (2005: 3) define vocabulary as the knowledge of meanings of words. In other words, people can understand the meanings of the words and use them in appropriate context. Words are symbols, group of letter that stand for, or represent, either a physical object or an idea. Furthermore, Nunan (2005:121) states vocabulary is the collection of the words that an individual knows. Then, recognizing words means knowing its meaning or idea and how they are formed by a combination of letters, for example the word chair in our mind a physical reality, an object with a flat surface, usually supported by four legs, and used for sitting. Meanwhile, Hornby (1998: 131) states vocabulary is the total number of words in a language. It can be said that vocabulary is a set of words in language.

From those definitions above, it can be concluded that vocabulary is a list, set, collection or total number of the words in a language that individual speaker of a language knows its meaning and use.

To teach and learn vocabulary, we have to know and understand the aspects related to vocabulary because it will help us to master vocabulary itself and its aspects. Ur (1996: 60-62) states that there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, as follows: (1) form: pronunciation and spelling; (2) grammar; (3) collocation; (4)
aspects of meaning; and (5) word formation. In other side, Nation (2008: 39-40) explains the aspects which relates to knowing a word. He says knowing a word involves form, meaning, and use at the most general level. Other aspects of vocabulary are given by Thornbury (2002: 15), he explains that at the most basic level, knowing a word involves knowing both its form (spelling and pronunciation) and meaning. The aspects of vocabulary are also explained by Schmitt (2000: 22-64), they are: meaning and organization, word form and grammatical knowledge. Besides, Cameron (2001: 78) states that knowing about word involves knowing about its form (how it sounds, how it is spelt, the grammatical changes that can be made to it), its meaning (its conceptual content and how it relates to other concepts and words) and its use (its patterns of occurrence with other words, and it particular types of language use).

From those theories related to the aspects of vocabulary given by some experts, it can be summarized that there are some aspects of vocabulary which can be assumed as the indicators of vocabulary mastery. They are: finding the meaning, pronouncing, spelling, and using the words. Although there are two experts stating grammar and word form as the aspect of vocabulary, the writer doesn’t include both grammar and word form as the aspects of vocabulary because both of them are included in the aspect of using the words. Those are aspects of vocabulary which should be mastered by the students in learning the word. The whole aspects cannot be learnt separately since they are bounding each other. When the students learn the words, they determine the meaning of the words, pronounce the words, learn how to spell the words, and finally how to use those words properly either in speaking or writing.

The development of computer as a tool for storing and using words and texts has been a tendency in applying computer-based and corpus based vocabulary teaching. The use of computer to teach vocabulary deals with the use of corpora. There are several experts having the same idea in defining the term of corpus. According to McCarten (2003: 2), O’Keeffe, McCarthy, and Carter (2007: 1), Thornbury (2007: 68), Harmer (2001: 16), and Cahyono and Widiati (2008: 12), corpus is defined as a collection of texts, written or spoken, which is stored on a computer. Besides, Chen (2004: 1) explains language corpora can be either collection of written or spoken texts; for example, collections of written texts can be extracted from newspapers, business letters, popular fictions, books, or magazines, published or unpublished school essays. Collections of spoken texts can be any recorded formal or informal conversations, radio shows, weather broadcasts or even business meetings. Qiao in Chen (2004: 1) states language corpora can be used by anyone who is engaged in language learning, teaching, or research; language learners or even native speakers may find it useful to assist academic writing or lexical knowledge.

Chen (2004: 2) explains three advantages of corpora in the vocabulary classroom. First, it provides high speed searching tool. Traditional language learners rely heavily on dictionaries as the main source to look up word definitions and examples; however, this task is often too laborious and time-consuming. By using the concordance tool of corpora to search for word contexts, learners are
involved in a more speedy and efficient language learning experience. Second, it provides better quality of language samples. It is suggested that language learning is more likely to happen when adequate examples are noticed and processed by learners. For example: when learning a word, learners need to go through adequate sentence examples or contexts in order to develop more retainable lexical knowledge. Traditional dictionaries often provide unclear, limited, and artificial examples for each definition, which is insufficient for fully understanding an unfamiliar word. Using a concordance to search for word examples enable users to obtain mixed types of authentic language examples including phrases and collocations. Third, it encourages active and student-center learning. Traditional vocabulary learning is usually labeled as a 'passive way of learning'; no matter what approach the teacher uses in the classroom, intentional or incidental learning, the learning process that learners experience is usually inactive: receiving word lists or reading texts given by teachers, looking for word definitions, memorizing words, and luckily they remember them or usually they face the depression that they forget the words and need to go through the same process endlessly. Teachers can do nothing but ask their students to do anything they can to 'memorize the word definitions'. By designing activities that involved learners in exploring and noticing the target language, teachers can engage learners in a 'content decision making' learning situation

However, the corpus also has its disadvantages. Zou (2012: 4) states the features of corpora determine that only advanced English learners or people with relatively high English level can use it successfully. Reading the results from a corpus itself needs a large quantity of vocabulary. In fact, if people do not know the basic meaning of a certain word from a reading material, it will probably be useless or confusing to retrieve it on the corpus, because if people cannot guess its meaning according to the reading material, they probably cannot know the meaning from the corpus. The best solution for this condition will be consulting a dictionary which explains the vocabulary in learner’s mother language.

RESEARCH METHOD

This research was conducted at of SD Ta’mirul Islam Surakarta at Jl. Dr. Wahidin No 37, Tegalsari, Surakarta, Central Java, Indonesia. The research was conducted from April to June 2015 in the second semester of the academic year of 2014/ 2015. The subject of this research is fifth grade students (VE). It consists of twenty-four students.

The research method which was used in this research is a classroom action research. Tailor (2008: 7) writes that action research or practice-based research, as it is sometimes called, is a form of applied research that helps change practices in teaching and learning where the instructor is actually the researcher. Simply put, action research is the study of a social situation with a view of improving the quality of action within it.

The model of action research used in this research is based on the model developed by Kemmis and McTaggart (1998) in Burns (1999: 32). The models can be illustrated in the figure as follows:
They state that action research occurs through a dynamic and complementary process that consists of four fundamental steps in a spiraling process. They are as follows:

a. Planning

In this step, the researcher develops a whole plan of the action to improve what has already happened. The first thing done by the writer is to set time schedule of the research because it is important to know how long the research will be conducted. The researcher should also make some preparations such as making lesson plan about certain topic, material, media, and instrument to collect the data like a test or video recording, and observation sheet.

b. Action

After the researcher has planned what activities should be done, in this step ‘action’ it is time for the researcher to implement that plan and to collect the data.

c. Observation

The researcher observes the effects of the critically informed action in the context in which it occurs. The researcher observes how the process of the teaching learning runs. The researcher also monitors and writes the responses of the students in the class. The teacher notes events happening in the teaching learning process. Burn (2010: 57) explains action research observation is different from the routine kind of looking/seeing that teachers do every day.

d. Reflection

Reflection seeks to make sense of processes, problems, and issues in strategic action. If the researcher finds some difficulties unsolved during the teaching learning process, the researcher prepares the re-planning steps. The researcher reflects on these effects as the basis for further planning, subsequent critically inform action and so on, through a succession of stages. The researcher tries to formulate the conclusion of the previous steps. The result of observation is analyzed and evaluated.

**FINDINGS AND DISCUSSIONS**

To know the situation before the research was conducted, the researcher did preliminary research. The students were given the questionnaire and pre-test then both students and teacher were
interviewed. The result of the preliminary research showed that the students still got some difficulties in learning English, especially in mastering English vocabulary. There are four indicators of vocabulary. Those are: meaning of the words, pronouncing the words, spelling the words, and using the words. As it was explained in the introduction earlier, the passing grade of fifth grade students at SD Ta’mirul Islam Surakarta was 75. From those indicators, the students got the problems in three indicators. First, some of the students got difficulties in identifying the meaning of the words; second, they got difficulties in pronouncing the words; and third, they got difficulties in using vocabulary in sentences as it was displayed in the following table:

Table 1: The score of pre-test

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Pre-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meaning of the words</td>
<td>75.60</td>
</tr>
<tr>
<td>2</td>
<td>Pronouncing the words</td>
<td>69.58</td>
</tr>
<tr>
<td>3</td>
<td>Spelling the words</td>
<td>76.19</td>
</tr>
<tr>
<td>4</td>
<td>Using the words</td>
<td>50.69</td>
</tr>
<tr>
<td></td>
<td>Mean score</td>
<td>68.02</td>
</tr>
</tbody>
</table>

Those problems arose because of some factors. Firstly, factors coming from the students themselves such as: few of them did not participate in the teaching learning process. Some of them just chatted each other and played with their friends. Sometimes, they did not have a motivation in learning English. Secondly, factor from the teacher such as: the method used by the teacher is memorizing. This method made the student bored to learn. In general the class condition is not conducive because they were very noisy. When the teacher was explaining the material in the class and the teaching and learning process was running, most of the students always asked the teacher to play the movie in the class. It could interrupt teaching and learning process.

Considering the problems above, the researcher decided to conduct classroom action research and use corpus to overcome those problems. This research was carried out into two cycles. First cycle was conducted at 21, 24, 28 April and 5 May 2015 and second cycle was conducted at 8, 12, 26, and 29 May 2015. Each cycle consists of planning, acting, observing and reflecting.

The overview of first cycle is drawn as follows:

Planning

In this step, some preparations were prepared for the acting such as how corpus is used in teaching and learning process. The preparations included: designing lesson plan, preparing material, assignment and media. The topic for first cycle is hands on and I’ll take it.

Acting

The researcher took main activity in first meeting of teaching and learning process as the representative of the whole meetings. The main activity is as follows:

First of all, the researcher explained what hands on was. In short, hands on is a handmade such as the student makes the bridge of wood or picture etc. The class situation when the researcher was explaining the material was very noisy, the students were busy with their activities such as talking...
with their friend, asking the researcher to play video. While explaining the materials talking about hands on, the researcher also opened corpus. The researcher said “adik adik silahkan perhatikan layar computer masing masing” the researcher made the students calm, so teaching and learning process could run well.

In this time, the example which the researcher took from the corpus was:

pictures or photographs that show the size of the giant. The children draw and paint their representations of the giant. Several show the giant beside trees, some next

From that example, the target word that would be learnt by the students was paint. Then the researcher showed it to the students and also ordered the students to analyze and guess the meaning of the underlined word. Almost all of the students got confused in analyzing that example. “Pak bagaimana itu?” one of the students said. The researcher decided to guide them on how to analyze that example. Finally one of the students knew the meaning of it. She said that the meaning of it was mengecat.

After that the researcher invited the students to pronounce and spell the word paint, unfortunately the student got silent. It indicated that they were afraid to pronounce or spell the word or they couldn’t pronounce or spell it. The researcher said “ga usah takut buat salah, kalo nanti salah nanti akan bapak benerin”. The researcher chose one student to practice how to pronounce and spell it. The first practice done by the students was successful but the researcher was not satisfied then the researcher decided to choose other students to know whether they could or couldn’t pronounce or spell it. The researcher chose one student again and ordered him to pronounce and spell it. The result was that he couldn’t do it well. So the researcher asked the first student who practiced it in the first to show how to pronounce and spell it.

Before the researcher ordered the students to make sentences, the researcher explained a sentence taken from corpus. The researcher explained how to make a sentence such as which one was subject, verb or object. After that, the researcher asked the students to make sentences using the word paint. The researcher gave time allotment to them in making sentences. While the students were making the sentence, the researcher walked around to observe them. There were students who asked the researcher new vocabularies to make a sentence. Time allotment was over, and then the researcher checked the students’ sentences.

Observing

Based on observation of cycle I, in the first meeting, when the researcher entered the class at the first time, they were very noisy. It was realized because they were still curious with corpus but after the researcher explained them about things which are related with corpus and materials one by one, the class condition could be controlled and managed. At the first time the students got confused in analyzing the examples taken from corpus, so the researcher guided them to analyze them. Bit by bit some of them seemed enthusiastic toward the lesson when corpus was used to teach vocabulary. After the meaning of the target words had been found by the students then they were invited to
pronounce the word *paint*. The students got silent when they were asked to pronounce it then the researcher chose one of the students to practice how to pronounce the words. The researcher chose many students to make sure whether they could pronounce the words or not. This way was also done by the researcher in spelling. The researcher chose many students to spell the words. For using the words, when the students were making sentences, the researcher intended to walk around the class. There were students asking the researcher new vocabularies. But before they made sentences the researcher explained how to make good sentences from corpus.

After conducting the whole meeting in the first cycle, the researcher gave post-test I to know whether or not there were improvements of students’ vocabulary mastery. The result of post-test I was drawn in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Post-Test I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meaning of the words</td>
<td>71.25</td>
</tr>
<tr>
<td>2</td>
<td>Pronouncing the words</td>
<td>70.42</td>
</tr>
<tr>
<td>3</td>
<td>Spelling the words</td>
<td>82.50</td>
</tr>
<tr>
<td>4</td>
<td>Using the words</td>
<td>55.42</td>
</tr>
<tr>
<td></td>
<td>Mean score</td>
<td>69.90</td>
</tr>
</tbody>
</table>

Reflecting

After conducting cycle I, the researcher did reflection to evaluate the strengths and weaknesses during teaching learning process. The discussions about the strengths and weaknesses in first cycle were as follows:

The strengths of cycle I:

1. Vocabulary Mastery

   From the result of post-test I on the table above, it could be seen that spelling the word could pass the passing grade. It got 82.50

2. Class situation

   Corpus could attract students’ attention to the material; b) corpus could make the students active in teaching and learning process; and c) the teaching and learning process using corpus was new experience that made the students enthusiastic to learn

The weaknesses of cycle I:

1. Vocabulary Mastery

   From the table of post-test I on the table above, it could be seen that there were three indicators that couldn’t reach the passing grade: (a) meaning of the words, it got 71.25 in the post-test I; (b) pronouncing the words got 70.42 in the post-test I; and (c) using the word got 55.42 in the post-test I.

2. Class Situation

   The use of corpus needed more time allotment; b) the students got bored when they analyzed corpus in long time; and c) teaching and learning process was monotonous
Revised Plan

Based on the weaknesses on cycle I, the researcher revised the plan to overcome the problems. For meaning of the words, the researcher would make a group for the students so they could cooperate and share their idea among them to guess the meaning of the words. When the group had been formed, the students’ job was discussing the target word to find the meaning of the words. For pronouncing the words, the researcher would drill the students intensively. For using the words, the researcher would also explain how to make sentences briefly then it would be followed by doing the exercises.

For the three weaknesses of the class situation, the researcher would do some steps. First, the researcher would optimize time allotment of teaching and learning process for each indicator. Second, the researcher would take clear examples from corpus and guide them in analyzing the examples of corpus. Third, the researcher would use various methods in teaching and learning process.

Acting

The researcher took main activity in fourth meeting of teaching and learning process as the representative of the whole meetings. The main activity is as follows:

“Adik adik masih inget kosa kata apa yang kita pelajari waktu pertemuan kemarin” the researcher asked the student. They answered “Inget pak kayak win atau people”. Then the researcher appreciated them. The researcher also explained that this was the last meeting for this research, so the researcher wanted to continue the material. The researcher explained again little bit about the important of communication in daily life.

While explaining the material the researcher also showed the list of examples from corpus as follows:

to sun-drenched Barbados or choose any holiday you wish. We are offering this fabulous prize in partnership with the Birmingham Midshires building society, who are also bringing a ray devoted his life to devising the instrument. He won a 20,000 prize for the invention just a few years before he died in 1776 at the age of 83 n't trust him again, but I still find him more interesting and exiting that any other man I know. Like many

The researcher mentioned that there were various target words at those examples such as prize, invention or interesting. From those target words, the students had to find the meaning of each but before they analyze them to find the meaning they had to make a group as before. The researcher instructed the students to make group. Then the students started to make group with their friends. All of the groups had been formed then the researcher instructed the students discuss and analyze a sentences coming from corpus. That was we are offering this fabulous prize. Each group started to discuss it and the researcher monitored them. There were some students share their idea among the group but some passive students were still found among them. Sometimes some students urged the researcher to mention the meaning of the target word but the researcher didn’t mention it. The
researcher just guided them to discuss among the group. After few minutes the researcher asked them whether they had found the meaning or not. Sometimes the students got stuck in discussing because they didn’t know the meaning of words beside the target words so the researcher helped them to mention the meaning of the word beside the target word. After discussing for a while, finally the students found the meaning of the target word.

After that the researcher continued to pronunciation session. The researcher drilled the students with some words such as prize, intention, interesting, research, etc. The researcher drilled the words many times to the students. The students also had to imitate how to pronounce the words. After drilling the words to the students, the researcher chose one by no to check whether they could pronounce the words or not. The researcher found that most students could pronounce them but there were still some students couldn’t pronounce them. For the students who couldn’t pronounce the words, the researcher would guide them by drilling them intensively.

In spelling session, the researcher gave the students some jumbled letters and the students should rearrange them into good words for instance E-T-L-T-E-R, S-C-C-E-I-E-N etc. Most of the student could rearrange the jumbled letters into good words.

The last session was using the words in sentences. The researcher explained a sentence we are offering this fabulous prize to the students. The researcher explained the tenses of it, its subject, predicate and object. The students looked seriously in paying attention to the explanation. The researcher also opened question and answer session to the students after the explanation. The researcher told the students that they would get the exercise after this session. The researcher instructed the students to do the exercise. The exercise was making sentences which related to the material taught at that meeting. Time allotment was implemented in doing the exercise to optimize time allotment of teaching and learning process. Five minutes was given for the students. They started to do the exercise to make sentences. When they were doing the exercise the researcher walked around to observe them. Five minutes was over. That was the time for the students to show their task.

**Observing**

Cycle II had been done. The process of teaching and learning process was done based on the revised plan. Fourth meeting was the last meeting in cycle II. The researcher told the students that that meeting was the last meeting for the research. Then the researcher mentioned some vocabularies such as prize, invention, interesting etc as the target words. The researcher ordered the students to make group to analyze those target words to find the meaning of each. The group had been formed then they started to analyze to find the meaning of target words. They analyzed the sentence we are offering this fabulous prize. The student discussed among their friends to find the meaning. The researcher monitored and guided them to discuss. After few minutes the researcher asked them whether they had found the meaning or not. Sometimes the students got the difficult because they didn’t know the meaning beside the target word. Then the researcher helped them to mention the meaning of the word.
beside the target word. After discussing for a while, finally the students found the meaning of the target word.

For pronunciation session, the researcher drilled the students with some words such as *prize, intention, interesting, research,* etc. The students should imitate to pronounce the words after the researcher drilled them. The researcher found that most students could pronounce them but there were still some students couldn’t pronounce them. For spelling, the researcher gave jumbled letters to the students such as *E-T-L-T-E-R, S-C-C-E-I-E-N* etc then the students should rearrange those jumbled letters into good words. The researcher explained a sentence *we are offering this fabulous prize* to the students for using the words in sentences. The explanation covered the tenses of it, its subject, predicate or object. The researcher also opened the question whether they have something to ask. The exercise would be given to the students after the explanation. The exercise was that they had to create sentences related to the material. Time allotment was implemented to optimize the time. They started to create sentences and the researcher walked around the class to observe them. Time allotment was over. It indicated the time for the students to show their task.

After conducting the whole meeting in the second cycle, the researcher gave post-test II to know whether or not there were improvements of students’ vocabulary mastery. The result of post-test II was drawn in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Post-Test II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meaning of the words</td>
<td>79.58</td>
</tr>
<tr>
<td>2</td>
<td>Pronouncing the words</td>
<td>76.67</td>
</tr>
<tr>
<td>3</td>
<td>Spelling the words</td>
<td>76.25</td>
</tr>
<tr>
<td>4</td>
<td>Using the words</td>
<td>61.67</td>
</tr>
<tr>
<td></td>
<td>Mean score</td>
<td>73.54</td>
</tr>
</tbody>
</table>

To know the improvement of students’ vocabulary mastery in each cycle, the following table showed the comparison of score in each cycle

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Pre-Test</th>
<th>Post-Test I</th>
<th>Post-Test II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meaning of the words</td>
<td>75.60</td>
<td>71.25</td>
<td>79.58</td>
</tr>
<tr>
<td>2</td>
<td>Pronouncing the words</td>
<td>69.58</td>
<td>70.42</td>
<td>76.67</td>
</tr>
<tr>
<td>3</td>
<td>Spelling the words</td>
<td>76.19</td>
<td>82.50</td>
<td>76.25</td>
</tr>
<tr>
<td>4</td>
<td>Using the words</td>
<td>50.69</td>
<td>55.42</td>
<td>61.67</td>
</tr>
<tr>
<td></td>
<td>Mean score</td>
<td>68.02</td>
<td>69.90</td>
<td>73.54</td>
</tr>
</tbody>
</table>

Reflecting

Cycle II had been done. The researcher would like to highlight the strengths and weaknesses viewed from vocabulary mastery and class condition. The discussions about the strengths and weaknesses in cycle II were as follows:

The strengths of cycle II:

1. Vocabulary Mastery
From the result of post-test II on the table above it could be seen that: (a) meaning of the words could pass the passing grade. It got 79.58 in the post-test II; (b) pronouncing the words got 76.67 in the post-test II; and (c) spelling the words also could pass the passing grade. It got 76.25 in the post-test II.

2. Class condition
   The students were active to participate in teaching and learning process; b) the students had good relationship with their friends; and c) the students had a bravery to share their idea among the students.

The weaknesses of cycle II:
   1. Vocabulary Mastery
      From the result of post-test II on the table above, it could be seen that there was one indicator which couldn’t pass the passing grade. Using the words couldn’t pass the passing grade. It got 61.67 in the post-test II.
   2. Class condition
      Some students felt shy when they were ordered to show their task to the class; and b) the class condition became crowded when they were discussing.

Discussion
   There are two main discussions of this research related to the use of corpus to teach vocabulary. Those are: (1) how corpus is used to improve the students’ vocabulary mastery, and (2) the strengths and weaknesses of corpus when it is implemented in teaching learning process of vocabulary.

1. How corpus is used to improve to improve students’ vocabulary mastery
   The way of how corpus is used is explained by Guan. According to Guan (2013: 111), teachers can give students the available corpus, and teach them how to use the data for the purpose of learning vocabulary. In addition, before the class, teachers need to extract the concordance lines of the words in corpus by retrieval software, and in the class, show the data to the students by multimedia. Next, the students are asked to discuss the data behind the authentic language phenomenon in groups in the classroom. If permitted, the students are also enabled to independently use the retrieval software to extract and analyze more real data from corpus. Finally, under the guidance of the teacher, students need to summarize the characteristic of collocation, grammar pattern, context, and co-occurrence.

In other hand, Yusu (2014: 69) suggested that corpus can be used as print mini-texts because the print mini-texts make it possible to bring them to traditional classroom to use. Further, the construction of mini-texts should meet the following requirements. First, the mini-texts should include example sentences which can reveal the most frequent uses of the queried words, second, according to the input hypothesis, third, according to different teaching purposes, data from different genres, for example, spoken, academic, news, etc. Finally, teachers should also consider students’ age, interest, and the time they live in, so as to choose data that can resonate with them to arouse their interest and enhance their motivation.
Integrating corpus in teaching vocabulary has big effect to the students because they can expand their quantity and quality of vocabulary. Zou (2012: 396) said the corpus-based method of vocabulary learning improves vocabulary acquisition effectively. By providing a large amount of information about the target vocabulary in a focused way, corpus can assist the vocabulary acquisition by largely increasing the recurrence so that learners can really master the vocabulary in short time. In addition, learners can have access to a large quantity of information on corpora, which will be very efficient and advantageous when dealing with authentic English produced by native speakers.

The use of corpus in learning vocabulary cannot be separated with its activity namely data-driven learning or DDL. Guan (2013: 107) argued that DDL advocates students to take the initiative to explore vocabulary usage to accurately grasp the vocabulary by observing authentic linguistic phenomenon. Through DDL, the authentic data can assist learners in getting accustomed to the target language communication and help them acquire the language use successfully. The fact that the corpus can offer authentic materials conveniently, it makes data-driven learning valuable in foreign language pedagogy. Learning vocabulary using corpus means analyzing the data given to grasp the meaning of the words. The students will do some activities in data-driven learning. Balunda (2009: 26-28) explains that the teacher conducts DDL activity consisting of several step. One of the steps is that the students are asked to think of the closest meaning(s) of the target word. The students are given the extract of corpus data then the students are encouraged to guess the meaning based on the context in the concordance lines.

Since corpus is a text taken from both written and spoken sources, it can be used by the teacher to teach the students pronunciation. The teacher takes the target words and drills them to the students. According to Kelly (2000: 16) drilling aims to help students achieve better pronunciation of language item, and to help them remember new item. In most basic form, drilling simply involves the teacher saying a word or structure and getting the class to repeat it. Spelling is another indicator of vocabulary. As it is mentioned earlier, the source of corpus came from both spoken and written language. The researcher as the teacher has to be creative to take this opportunity. The researcher or teacher can use the data of corpus which came from both spoken and written language to teach spelling. Both spoken and written language can be used to teach students how to spell the words.

The last indicator of vocabulary is using the words in sentences. The students can make sentences when they have known the meaning of the words and understood the pattern to make sentence. As it is explained by McCarten (2007: 3) we can learn from the corpus about vocabulary such as context of use, grammatical patterns, and strategy use of vocabulary. Meaning that corpus gives a way for the learner of vocabulary to study how to make a sentence meaningfully. The students can use a certain word for the certain situation, know how words and grammar are combined to form pattern, and use the strategy in using such vocabulary. Guan (2013:108) explained that learner can find the pattern rules of the words by the help of instances to achieve the effect of drawing inferences.
The examples can also help them grasp the usage of words. The examples given by corpus give a pattern to the students implicitly. It makes them easy to create sentences.

2. The strengths and weaknesses of corpus

The implementation of corpus to teach vocabulary in the class has both strengths and weaknesses. The strengths are: (1) corpus could attract students’ attention to the material; (2) the students were active to participate in teaching and learning process; and (3) the students had a bravery to share their idea among the students. The use of corpus to teach vocabulary can make the class condition become active because the students participate to teaching and learning process actively. The students also can share their idea among the students to discuss certain topic and the examples given by corpus attract the students to focus on the materials.

The weaknesses are also found when corpus is implemented to teach vocabulary such as: (1) the use of corpus needed more time allotment; and (2) the students got bored when they analyzed corpus in long time. When corpus is used to teach vocabulary, sometimes it needs more time allotment because corpus gives only examples and the teacher should explain it to the students, so it takes much time in teaching and learning process. Since corpus gives only examples, the students have to analyze them. Analyzing corpus occasionally makes the students bored when the students analyze difficult words and need long time to analyze.

CONCLUSION AND SUGGESTION

In this part, the researcher would like conclude the result of the research as follows:

1. The use of corpus can improve students’ vocabulary mastery.

The improvement of students’ vocabulary mastery covers four indicators of vocabulary as follows: (a) the students are able to grasp the meaning of the words; (b) the students are able to pronounce the words correctly; (c) the students are able to spell the words correctly; and (d) the students are able to use the words in sentences.

2. The strengths and weaknesses of the implementation of corpus.

The implementation of corpus to teach vocabulary in the class has both strengths and weaknesses. The strengths are: (1) corpus could attract students’ attention to the material; (2) the students were active to participate in teaching and learning process; and (3) the students had a bravery to share their idea among the students. The weaknesses are also found when corpus is implemented to teach vocabulary such as: (1) the use of corpus needed more time allotment; and (2) the students got bored when they analyzed corpus in long time.

From the conclusion above, some suggestions are proposed for English teacher, students, and other researchers as follows:

1. English Teachers
   a. The teacher should make DDL activity effectively by using appropriate methods or techniques in teaching.
b. The teacher should take the appropriate examples from corpus for the students. Teachers as the decision makers have full authority to take some examples from corpus because the right choice examples of corpus will influence on teaching learning process in the class.

2. Students
   a. Corpus is one of the solutions for the students to study vocabulary individually and since the technology grows rapidly, the students can access corpus for free in internet.
   b. The students have to realize that mastering vocabulary is the gate to master English. To master vocabulary, the students also need appropriate method, technique, or even media so that they can learn English especially vocabulary easily.

3. Other researchers
   a. The study related with corpus is rarely conducted in Indonesia, so it can be a big chance for other researchers to explore more about it.
   b. This research *The Use of Corpus to Improve Students’ Vocabulary Mastery* can be used as the additional information for those who want to conduct the same research.

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