The Effectiveness of F-S-R (Find-Switch-Read) Technique in Improving Students' Vocabulary Mastery at Tenth Graders of MAN 2 Wonosobo (2022)

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Abstract
Several obstacles that make students have difficulties in learning English, especially vocabulary mastery, encourage researcher to find appropriate and effective solutions to overcome these obstacles. The subject of this study are students of class MAN 2 Wonosobo. The main purpose of this study is to determine the effectiveness of the F-S-R (Find-Switch-Read) Technique in improving English vocabulary mastery in 10th grade students of MAN 2 Wonosobo. In addition, researcher evaluate whether the teaching methods of English in schools that have been practiced so far have been effective and efficient so that they can meet the stated teaching goals or objectives. This research is a quantitative research using experimental methods. Research data obtained from several techniques consisting of tests, experiments, and questionnaires. In this study, experiments were carried out in two classes. The two classes are divided into experimental class and control class. Researcher used pre-test as a means to test students' abilities before the experiment was conducted, and post-test to test students' abilities after the experiment was conducted. Based on the statistical calculation with the significance level 5% on Statistical Product and Service Solution (SPSS) 26, The result is indicated that the use of F-S-R (Find-Switch-Read) Teachnique is effective in improving student' vocabulary mastery.

Keywords: *F-S-R (Find-Switch-Rea)d technique, Learning, Vocabulary*

Introduction

In learning English, four types of skills need to be mastered, namely writing, listening, speaking, and reading. Each of these abilities has a connection with each other because these abilities are unity (Widi Astuti & Mustadi, 2016: 251). In addition, there are also several language basic components related to the four abilities mentioned above that need to be learned. These components are grammar, vocabulary, punctuation, and pronunciation (Putra, Sudirman, &

Wedhanti, 2019: 32). Vocabulary learning process is often considered complicated by most Indonesian students.

There are several differences between English and Indonesian that make English considered difficult to learn, including: pronunciation, spelling, and grammar. That difficulties are also experienced by most of the students of MAN 2 Wonosobo. The researcher discovered quite a few students in a class who believed that English was one of the most difficult subjects to learn. In addition to a lack of motivation to learn, this is due to their limited ability to master English vocabulary. According to (Fahrurrozi, 2017: 119).The difficulty especially in the mastery of vocabulary is generally caused by the material presented in the form of teacher center and classical. It is necessary to have creative and innovative learning technique that can make it easier for students to understand the material and increase students' interest in learning English.

On this occasion, the researcher tried to examine the effectiveness of vocabulary learning using the F-S-R (Find-Switch-Read) Technique in improving students' vocabulary mastery. This is a technique that researcher will use in the research process to help students add and master vocabulary. Creating a learning process that attracts students' attention is the obligation of the teacher, who plays an important role when the teacher is in the classroom. The element of creativity must be highlighted so that students become more interested in learning English. And also it grows in the minds of students that learning English is a fun activity and becomes an activity that is highly anticipated by students. This will increase the enthusiasm of students in learning English. Increased enthusiasm for learning and the application of appropriate and effective learning techniques will make learning objectives easier to achieve.

Literary Review

Vocabulary Mastery

Vocabulary is all the words used in a language, all words that people know or use, and the core component of words that is the list in the alphabetical order (Seri Mawar, Eka Sustri Harida, 2017: 238). According to (Achmad, 2013) vocabulary is the owning system of communication of participants which is organized from

sounds or phonology regularly to syntactically governing and utilizing to express or interpret the utterance that occurred in communication. Vocabulary is important not only in the world of education, but also in language learning, and it is used in everyday life.

There are kinds of English vocabulary. Those can be used to identify a person's ability in the language. The levels of mastery of language in English include Beginner level, intermediate, and advanced level. Vocabulary is divided into two types: active and passive (Behlol & Kaini, 2011). Active vocabulary is vocabulary in the form of words that can be understood, written with the correct spelling, and pronounced with the correct pronunciation by the reader. Active vocabulary can also be called productive vocabulary. While passive or receptive vocabulary is vocabulary in the form of words that can be recognized and understood by students in a context, they cannot pronounce or spell in a different context. From the opinion above, the writer concludes that active vocabulary is used in speaking and writing activities. In contrast, passive vocabulary is used in reading and listening activities.

Vocabulary mastery is a great knowledge, control, or skill of all words (Seri Mawar, Eka Sustri Harida, 2017: 238). Mastery of vocabulary is indeed one of the crucial aspects of learning English. Each skill in learning English must have a relationship with vocabulary mastery. Without learning vocabulary, one will find it difficult to master skills in English. The more vocabulary a person masters, the easier it will be to master language competence as expected. Vocabulary mastery plays an important role to express ideas and also the chance of understanding the communication between people. In foreign language learning, vocabulary learning is an important part. The meaning of new words is greatly emphasized, both in books and in verbal communication. From several definitions of vocabulary according to some of the figures above, the researcher concludes that vocabulary is one of the basic components of language in the form of a list of words used by humans to communicate both speaking and writing.

Vocabulary Learning

Vocabulary learning is one of the important processes in language learning in particular. Vocabulary learning aims to improve students' vocabulary mastery.

Mastery of vocabulary can be obtained through a learning process that is carried out routinely and systematically. Teaching vocabulary should be presented interactively in the teaching of four language skills (Seri Mawar, Eka Sustri Harida, 2017: 240). As mentioned above, vocabulary mastery is closely related on writing, reading, listening, and speaking skills, therefore vocabulary learning can be done together with learning these four skills. (Seri Mawar, Eka Sustri Harida, 2017).

There are two methods of learning vocabulary which are generally known in language learning, namely the direct method and the indirect method. (1) Direct method. This method includes all methods that directly present vocabulary as learning material such as definition methods and contextual methods. In the definition method, the teacher assigns students a task in the form of determining the definition of vocabulary and then changing the word into a sentence. In this method, there are two techniques commonly used, including word lists and word analysis. While in the contextual method, the teacher introduces new vocabulary to students in the form of short sentences or discourses. The contextual methods commonly used are contextual instructions and incidental learning. (2) Indirect Method. This method includes various language activities that support vocabulary learning which include reading, listening, speaking, and writing. Another form of this method can be in the form of writing activities. Writing activities can improve students' vocabulary mastery

There are several obstacles and difficulties in vocabulary learning that come from various factors. Inadequate mastery of students' vocabulary can be caused by low student motivation in finding and understanding the meaning of words. This disrupts the achievement of basic competencies contained in the curriculum. According to (Rahmasari, 2021), the problems faced by the students were caused by some factors that may come from the students, the teacher, the media, or the technique used in teaching-learning process: (1) The teacher played less attention to teaching vocabulary. (2) The teacher used the conventional method in teaching the materials. There was no variation or other teaching media used by the teacher. There was also no handbook or student worksheet. The students took a note all the time. The only teaching media was the whiteboard. (3)

The students assumed that English was a complex subject, especially in memorizing and pronouncing the words.

In learning vocabulary, the teacher should be able to create a comfortable classroom atmosphere and a pleasant learning situation. It becomes one of the important things because it can determine student learning outcomes. Teachers are required to be able to create effective learning methods and be able to increase students' interest and enthusiasm in learning English, especially vocabulary learning. Students who have limited vocabulary will be hesitant and feel less confident. They are afraid of making mistakes. To be able to improve student learning outcomes, teachers are required to use effective and creative learning techniques and models.

1. F-S-R (Find-Switch-Read) Technique

F-S-R (Find – Switch – Read) Technique is a learning technique created by the researcher to improve students' vocabulary mastery. This technique focuses on developing students' vocabulary mastery. This technique combines the ability to develop and pronounce a word, sentence, and text. The F-S-R (FindSwitch-Read) technique demands cooperation in groups. In applying this technique, students will be directed to collect, write, and read sentences in English.

In assembling the F-S-R (FindSwitch-Read) Technique, the researcher modifies and combines the Word Mixing Technique and the Read-Aloud Method, then summarizes them into three core activities. The three core activities in applying the F-S-R (Find-SwitchRead) technique are finding vocabularies, assembling vocabularies into a text, and reading the text aloud. The the first learning strategy related to the creation of the F-S-R (Find-Switch-Read) technique is the Word Mixing technique. Word Mixing technique is a learning technique used to improve English vocabulary mastery. In its application, a teacher can modify it while still adjusting the conditions of students in the class, such as making some games or quizzes. Word Mixing technique is a good and easy technique to be learned by students (Putra, Sudirman, & Wedhanti, 2019: 33). This technique can develop students' critical thinking and collaborative work skills. Students are

required to write and combine two or more words into other words with different meanings. With these activities, students will find it easier to remember new vocabulary. The second strategy is the Read-Aloud method. Rossie Setiawan (in Marli'ah & Apriliyana, 2021: 76) stated that read Aloud is a simple activity by reading a reading material aloud. Read-Aloud has a considerable influence on the improvement and development of students in mastering vocabulary. In addition, Read-Aloud can also train listening skills and train memory, and attention.

The researcher hopes to be able to increase students' English vocabulary mastery, so that they can improve their ability to read English. The steps for applying the FSR (Find-Switch-Read) technique in learning English include:

Table 1

The Steps of FSR (Find-Switch-Read) Technique

Nu	Activities	Steps
1.	Find	1. Students are divided into several groups consisting of 7-8 students. 2. Each group is given an English text that corresponds to the material and worksheet. The text that is shared between one group and another is different. 3. Each group must have at least 5 English Dictionaries 4. Each group must look for 3-4 vocabularies in the text that they feel are not familiar and find out how they are pronounced in the English dictionary then write them down on a worksheet.
2.	Switch	1. Each group must switch/exchange the results of their group work with other groups (This process can be determined using the mini game) 2. Each group must work together to assemble the vocabulary into a text or reading that is different from the previous one.
3.	Read	1. Each group must read out their work in turn. Each group member gets a one-sentence part of the text that has been compiled. 2. The teacher and other students together pay attention and evaluate the results of group work.

Research Methodology

This research was conducted quantitative research and it used an experimental method. According to Sugiyono (2019: 111), the experimental research method is a research method conducted by experiment, which is a quantitative method, used to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions. This research was conducted at MAN 02 Wonosobo, Wonosobo Regency. The population of this research is all students from tenth grade of MAN 2 Wonosobo. The researcher took two classes of the tenth grade as samples. In determined the samples, the researcher applied cluster random sampling. The first class is X-2 as experimental class that consist of 36 students. The second class is X-9 as controll class that consist of 35 students. This research was held in four meetings each class; pre-test, treatment in two times (in experimental class), and post-test. The instrument that used pn this research include:

1. Test (Pre-Test and Post Test)

    The pre test is carried out before the material is given, while the post test is given after the treatment is given t o the students. The test was conducted to measure students' ability to master vocabulary. In this study, the test carried out was in the form of a written test. The test consists of 20 questions and consists of four parts, including multiple choice, matching, translating and completing

2. Eksperiment

    Researcher conducted an experiment in the form of applying the FSR (Find – Switch – Read) Technique in learning English at X-2 (Experimental class). With this experiment, the technique is expected to be able to improve students' vocabulary mastery.

3. Questionare

    Questionare is used to obtain appropriate information. In this research questionnaire consists of 10 questions and given at the end of the teaching meeting . After obtaining the data, the researcher will analyze the

data. There are a vocabulary test and it have about twenty questions for each student. In scoring vocabulary test, it determines that the ranging from 0 - 100 by accounting the correct answer.

To know the mean of the students' score of vocabulary in each cycle, the researcher use formula from Anas Sudijono (2014: 132), the following formula is:

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

In which:

X: Mean

Σx: Total score

n: Number of students

Findings and Discussion

This chapter discussed the and discussion of this research. In this section, the researcher will show the results of the research that has been done at MAN 2 Wonosobo. Researcher used 2

classes as research subjects, including class X-2 as the experimental class and class X-9 as the control class.

1. **Data Results of Students**

Table   2

Data Results of Students

Nu	Experimental Class		Control Class	
	Pre-Test	**Post Test**	**Pre-Test**	**Post Tes**
1	68	75	65	68
2	69	79	68	68
3	59	68	68	70
4	65	75	60	68
5	66	75	65	75
6	65	75	60	68

7	69	79	70	74
8	58	68	68	70
9	68	79	69	73
10	70	80	60	65
11	65	73	65	70
12	68	75	68	73
13	73	87	60	65
14	66	73	58	65
15	66	75	65	70
16	69	78	72	75
17	68	78	66	70
18	65	70	70	73
19	50	60	65	68
20	65	70	69	72
21	58	65	60	61
22	55	65	60	65
23	68	75	63	69
24	65	73	60	68
25	68	75	69	75
26	56	60	65	73
27	60	70	69	73
28	79	90	70	70
29	69	75	68	70
30	68	78	69	70
31	60	66	68	70
32	70	85	68	73
33	69	78	69	74
34	70	78	65	68
35	70	75	68	73
36	55	65	-	-
Mean	65,33	74,03	65,77	70,06
Minimum Score	50	60	58	61
Maximum Score	79	90	72	75

Based on the table above. It can be seen that the experimental class consisted of 36 students. The average value of the pre test is 65,33 and the average value of the post test is 74,03. Then, the minimum value of the pre test is 50 and the maximum value is 79. While the minimum value of the post test is 60 and the maximum value is 90. The control class consisted of 35 students. The average

value of the pre test is 65.77 and the average value of the post test is 70,06. Then, the minimum value of the Pre-Test is 58 and the maximum value is 72. While the minimum value of the post test is 61 and the maximum value is 75.

   2. **Normality Test**

Table   3

Descriptive Statistics

		Pre Test Eksperimen	Post Test Eksperimen	Pre Test Kontrol	Post Test Kontrol
N	Valid	36	36	35	35
	Missing	0	0	1	1
Mean		65.33	74,03	65,77	70,06
Std. Error of Mean		0,973	1,116	0,648	0,568
Median		67,00	75,00	68,00	70,00
Std. Deviation		5,836	6,695	3,835	3,360
Variance		34,057	44,828	14,711	11,291
Skewness		-,636	-,040	-,597	-,536
Std. Error of Skewness		0,393	0,393	0,398	0,398
Kurtosis		0,707	0,391	-,886	0,098
Std. Error of Kurtosis		0,768	0,768	0,778	0,778
Range		29	30	14	14
Minimum		50	60	58	61
Maximum		79	90	72	75

   To calculate the skewness ratio and the kurtosis ratio, the researcher uses the formula for the value of skewness/Standard Error Skewness, and the value of Kurtosis/Standard Error Kurtosis. If the ratio value is in the range of -2 to 2, then the data can be declared normal. Based on the table above and the calculation of the ratio according to the formula that has been mentioned, the following results are obtained: Skewness Ratio in Pre-Test Experiment Class is -1,618, Post Test Experiment Class is -0,1017, Pre-Test Control Class is -1,5, and the Post Test Control Class is -1,34. While the kurtosis ratio of the Pre-Test Experiment Class is 0,92, the Post Test Experiment Class is 0,51, the Pre-Test Control Class is -1,13, and the Post Test Control Class is 1,25. The Skewness and Kurtosis ratios of all the above data are in the range of -2 to 2. Therefore, the above data is declared normal.

3. Homogenity Test

Table   4

Homogenity Test Result of Pre-Test

Pre-Test	Levene Statistic	df1	df2	Sig.
	2,633	1	69	0,109

Table   5

Homogenity Test Result of Post Test

Post Test	Levene Statistic	df1	df2	Sig.
	0,166	1	69	0,685

From the homogeneity test above, the results obtained in the form of a significance value of the Post Test value of the experimental class and the control class showed that the significance value is higher than 0,05. Therefore, thedata is homogeneous.

4. T-Test (Independent Sample Test)

Table   6

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai Post Tes	Equal variances assumed	8,956	0,004	3,144	69	0,002	3,971	1,263	1,451	6,490

t	Equal variances not assumed			3,171	51,898	0,003	3,971	1,252	1,458	6,483

Based on the table above, it can be seen the result of t-test from post-test in experimental and controlled class. It indicated that there was significant difference between the mean score from the experimental class that is 74,03 while the controlled class is 70,06. The standard deviation of experimental class is 6,695 and controlled class is 3.360. Meanwhile, the standard error of mean from the experimental class is 1,116 and the controlled class is 0,568. The data of independent sample test shows that the result of t (df = 69) = 3,144 and p-value or sig (2-tailed) is 0,002. The researcher uses α = 0,05 (5%) as the significant standard, therefore the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted since the p-value or sig (2-tailed) 0,002 is lower than α = 0,05 (5%). It means that the using of F-S-R (Find-Switch-Read) technique is effective to develop students' vocabulary mastery.

5. **Validity and Reability Test**

Table   7

Validity Test

Questions	r-count	r-table	Description
Q1	0,387	0,3291	Valid
Q2	0,397	0,3291	Valid
Q3	0,537	0,3291	Valid
Q4	0,425	0,3291	Valid
Q5	0,557	0,3291	Valid
Q6	0,538	0,3291	Valid
Q7	0,413	0,3291	Valid
Q8	0,546	0,3291	Valid
Q9	0,537	0,3291	Valid
Q10	1	0,3291	Valid

Based on the table above, the result shows that, all values of r-count for the questionnaire question items on the research variables used, the r-count value is greater than the r-table value.

Table   8

Reability Test

Alpha	N of Items
0,923	10

The reliability test data in the table above shows all the variables in this study have a coefficient Cronbach's Alpha (α) which is greater than 0,5 so that it can be said that all concepts the measurement of each variable from the questionnaire is reliable.

Conclusion

Based on the results of the research that has been done, researcher conclude that:

1. Students' difficulties in learning English especially vocabulary learning can be overcome by applying learning techniques that can make students more active in learning and can help develop student creativity.

2. The F-S-R (Find-Switch-Read) technique is effective in improving students' vocabulary

   mastery. This can be seen from the difference between the values obtained in the experimental class and the control class. Based on the pre-test and post-test scores, the experimental class increased by 8,7. While in the control class only experienced an increase of 4,29. The data shows that the value of the experimental class is higher than the control class.

3. The F-S-R (Find-Switch-Read) technique can be used and adapted to each learning material. Therefore, this technique has a positive effect on learning English, especially learning vocabulary.

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