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## **BENEFITS OF APPLYING THE DISCUSSION METHOD IN VOCABULARY MASTER AT IPB INTERNATIONAL**

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### **Abstract**

English is a foreign language in Indonesia. English as international language plays an important role in the international communication. The objective of teaching in Indonesia is to enable the students to communicate in English. The objective of teaching English is to develop the communication skill of English, those were receptive and production. This research was conducted to reveal the benefits of applying the discussion in vocabulary master at IPB International. This research used the classroom action method with qualitative approach. Data were collected by using observation and interview method. The sample of this research was the first semester students of Diploma IV Hospitality Management, IPB International. The samples were taken by using purposive sampling technique. The data was collected in the teaching and learning process at IPB Internasional. Based on the data analysis, it showed that implementation of discussion method in mastering vocabulary at IPB International.

**Keywords:** Benefits, Discussion Method, Vocabulary Master

### **INTRODUCTION**

Every human being has different abilities for their survival. Every individual needs a learning process and think to improve the ability or potential that is inside individual self. In the process of thinking and learning, humans need language to convey an idea or information. By using language, individuals obtain information, because with language an individual can communicate and interact with other individuals Besides that, language is an important tool for humans in the thinking process, learning and make them easier to communicate with each other (Hardini & Sitohang, 2019).

In cross-cultural terms, English is used as a unique international language because each nation has different dialects and pronunciations (Rohmah, 2005). Learning English subjects, students are expected to be able to communicate well orally and in writing. Learning English is different from learning other lesson, because learning English is a tool of communicating with others that is used discreetly in social interaction. In learning English there are four The skills that must be mastered by students are listening, speaking, reading and writing.

Communication will be smooth when someone who is able and has a good command of the language. The good ability of language is influenced by good language mastery. It means that the more the number and quality of vocabulary that is owned, it will make the person can communication better with other people. Likewise, if someone have low vocabulary mastery, then the person cannot Communicates well and has difficulty obtaining information right. There are some difficulties of student in mastering vocabulary: (1) do not know the choice of vocabulary appropriate to its use (context). make sentences, expressions or conversation short, (2) indiscipline in practice, (3) lack of motivation both intrinsic and

extrinsic so that the desired expectations not in accordance with reality (Andriani & Sriwahyuningsih, 2019).

Learning is an interaction activity between teacher and students that is conducted deliberately and planned, where the teacher had a role in transferring knowledge and students had a role recipient of knowledge (Cochran-Smith & Lytle, 1999). One sign that students have learned is a change in behavior in a better self, in learning activities require greater cooperation both between teachers and students so that a learning objective runs effectively and efficiently. The learning objectives are said to be successful including: 1) students can understand the material well, 2) students get the maximum value in learning. The teachers want to improve students in mastering vocabulary by using method. In the world of education, the method commonly used by English teachers has always been a conventional method that relies on lectures with blackboards as a tool. So the conventional method is used when teaching focuses on activeness teachers, while students tend to be passive. This thing is what the teacher English needs to consider, namely to design and choose appropriate learning methods to improve student learning outcomes (Gultom, 2016). Besides that, in the learning process, students can participate actively and express opinions so that learning goes well and the learning outcomes achieved are very satisfying

Teacher should develop strategies to provide broad and rich experiences to their students. The discussion method is a teaching method where the teacher gives a problem to students, and students are given the opportunity to solve the problem with their friends, students are involved active in the teaching and learning process. Using discussions method, student can exchange information, receive information and can also defend his opinion in order to have solution of the problem (Abdulbaki et al., 2018).

Several same researches previous have been conducted: 1) (Menggo et al., 2013) entitled "The Effect of Discussion Technique and English Learning Motivation Toward Students' Speaking Ability". The result of this research was found that there was a significant difference in speaking ability between the students who were taught by using discussion technique and those taught by using the conventional technique. 2) (Khairandy, 2016) with title "The Use of The Discussion Method at Univesity: Enhancement of Teaching and Learning". Based on data analysis, the finding showed that majority of respondets indicated that a good opportunity to interact is provided during the discussion and that the lecturer is not sole authority in class. There are some similarities between previous research and current research, but previous research and current research showed some differences. The differences included research subjects and ability development where in this research focuses on developing students' vocabulary.

From the description above, this research was conducted to reveal the benefits of the discussion method in mastering English vocabulary at IPB International. It is hoped that this research will provide many benefits in developing students' language skills and as a information source for teachers in the learning and teaching process.

## **RESEARCH METHODS**

This research used quantitative methods with quantitative descriptive approach (Williams, 2007). Descriptive is research geared to provide symptoms, facts, or events in a systematic and accurate manner, regarding characteristics of a particular population or area (Kim et al., 2018). So, in this research, researcher described the facts accordingly existing reality and the facts systematically and accurately. The sample of this research was the first semester students of Diploma IV Hospitality Management, IPB International. The samples were taken by using purposive sampling technique. The data was collected in the teaching and learning process at IPB International. The data collected by using observation and interview. In order for the data obtained subjective, then data collection is done by using non-test technique.

Data from this non-test researchers did to find out actual situation during the process learning. Data analysis technique used in this study namely statistical analysis techniques descriptive. Descriptive statistical analysis technique namely statistical techniques that provide information only about the data you have. Statistics Descriptive is only used to present and analyze data to make it more meaningful and communicative accompanied by calculations simple.

## RESULTS AND DISCUSSION

Students were asked questions about their perceptions of the discussion method. The majority of respondents show that the method is useful for them. Similarly, most of the respondents stated learn a lot from interesting discussion method material. The data obtained from the results of student activities in class are as follows:

A. Aspects that are considered very effective are:

1. Follow the process closely learning: While learning takes place with the application of the method discussion students pay attention to the teacher, while the teacher explains the topic of discussion in class.



Figures 1. Interaction Students and Teacher

2. Students listen to related questions/issues with the lesson: when discussing students very enthusiastic in listening to questions that was raised by other group friends in discussion process related to the topics discussed.



Figure 2. Students Were Doing a Presentation of Their Discussion Result

3. Students carry out active discussions with partner: in discussing students very active in asking, answering, supporting or provide suggestions for answers from another group. Students express their own opinion about what is being discussed: during the discussion the students were very active in discussing and deepen the material given to teacher, until a debate occurs which made the discussion even more heated.

B. Aspects that are considered effective are:

1. Prepare notebooks and textbooks : during the learning process there are

- still students who do not prepare tools and books write on the desk.
2. Occupy and occupy a place set: when the teacher is inside class there are still some students who occupy a seat that is not the seat. But students remain orderly while in class.
  3. Students share tasks and responsibilities equal responsibility among group members: in discussing students are able coordinating their respective group mates to take turns when asking questions, answer, support or give Enter answers for other groups. Cooperation between students in discussion groups pretty good, so the discussion goes on with should.
- C. Aspects that are considered quite effective are:
1. Pay attention to the material seriously and take notes in discussion students pay enough attention to the material with really, as for those who don't Note the important points in the discussion but they still play an active role in answer and ask questions during the discussion.

## CONCLUSION

1. Conclusion  
Based on the results and discussion has been described, it showed that the application of the discussion method is very effective applied in skills learning of mastering vocabulary. The discussion method given more contribution for students' vocabulary developing and motivated students in process teaching and learning to be more active.
2. Suggestion  
The achievement of learning objectives is something that a teacher must pay attention to, it depends on which method is used in teaching and how it is implemented. Applying the discussion technique conducted by the teacher, students have high responsibility, critical thinkers, individual learners in acquiring their foreign language. Then, for the next researchers, they are able to use this research as an insight to conduct other researches in connection with studied variables.

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