THE EXTRA CLASS ACTIVITY IN IMPROVING STUDENT'S VOCABULARY

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ABSTRACT

A good vocabulary is important in language learning. Students often struggle to expand their vocabulary due to limited learning time. Additional classroom activities, such as supplementary classes, are effective in improving students' vocabulary. This study uses a qualitative approach with document analysis method and also aims to evaluate the impact of supplementary classes on students' vocabulary knowledge and use, identify the types of activities that are effective, as well as the factors that influence the effectiveness of supplementary classes. The results of this study show that supplementary classes can improve students' vocabulary. Interactive and creative activities are effective in promoting vocabulary learning. Factors such as student motivation, learning strategies, and parent and teacher support affect the effectiveness of supplementary classes. Schools and teachers should certainly develop additional learning activities or so-called supplementary classes. With it supports students' vocabulary improvement. In conclusion, supplementary classes are an effective alternative if the right factors are in place.

Keywords: Vocabulary; Extra-Class; Impact; Effective; Improve.

INTRODUCTION

Vocabulary plays an important role in language learning. Having a rich vocabulary can help students communicate effectively and confidently in different situations. However, some students struggle with acquiring and retaining new words. One possible solution to this problem is through extra class activities that focus on vocabulary building.

A good vocabulary is essential in the process of language learning and comprehension. One of the challenges often faced by students in acquiring good vocabulary is the lack of time to study in class. Therefore, extracurricular activities can be an effective alternative to improve students' vocabulary.

The purpose of this study is to determine the effectiveness of extra-class activities in improving students' vocabulary. Specifically, this study aims to:

1) Determine the impact of extra class activities on students' vocabulary knowledge and usage.
2) Identify the types of extra class activities that are most effective in promoting vocabulary learning.
3) Explore the factors that influence the effectiveness of extra class activities in vocabulary learning.

The theories underpinning this study are cognitive Learning Theory and social learning theory. Cognitive learning theory illustrates that students acquire knowledge and skills through mental processes involving attention, perception, memory and information processing. Meanwhile, social learning theory emphasises that learning occurs through social interaction and observation of the surrounding environment.

Several studies have explored the effectiveness of extra-classroom activities in promoting vocabulary learning. For example, a study by Zhang and Li (2018) found that vocabulary-focused games and activities can increase students' motivation and engagement, leading to improved vocabulary acquisition. Similarly, a study by Kang and Goh (2018) found that online vocabulary quizzes can be an effective tool to promote vocabulary learning.

Despite the growing interest in extra-classroom activities as a means to improve language learning outcomes, more research is needed on the effectiveness of these activities in vocabulary learning. This study will contribute to the existing literature by providing insights into the impact of extra classroom activities on students' vocabulary knowledge and use. In addition, this study will identify the types of supplementary classroom activities that are most effective in promoting vocabulary learning, and

explore the factors that influence the effectiveness of these activities. Overall, this study will provide valuable information for educators and curriculum designers interested in developing effective vocabulary instruction.

METHODOLOGY

Research Type:

This research uses a qualitative approach with a document analysis method.

Research Subject:

The research subject is the teaching materials or teaching materials used in the supplementary class to improve students' vocabulary.

Data Collection Method:

Data will be collected through document analysis by collecting and examining the teaching materials used in the supplementary classes. These teaching materials can be textbooks, handouts, presentation materials, and so on.

DISCUSSION

Vocabulary and Its Importance in Language Learning

What is Vocabulary?

Vocabulary can be defined as language words, including single items and phrases or chunks of several words that have a specific meaning, such as individual words. Vocabulary deals with a single lexical item of words with a specific meaning but also includes lexical phrases or chunks. (Michael, 2013: 2).

Vocabulary is central to English teaching because without sufficient vocabulary, students cannot understand others or express their own ideas. Wilkins (1972) wrote that "... while without grammar very little can be conveyed, without vocabulary there is nothing to convey". This point singled out my experience with different languages; even without grammar, with a few useful words and expressions, I was often able to communicate. Especially as students develop greater luency and expression in English, it is important for them to acquire more productive vocabulary

knowledge and to develop their own personal vocabulary learning strategies. (Michael, 2013: 2).

Aspects of Vocabulary Knowledge

The concept of a word can be defined in many different ways, but three important aspects to note and focus on are form, meaning, and usage. According to Nation (2001), word form involves its pronunciation (spoken form), spelling (written form), and any part of the word that makes up this particular item (such as preix, root, and sufix). (Michael, 2013: 3).

Marzano's Six Steps to Becoming an Effective Vocabulary Instruction

Academic vocabulary is vocabulary that is very important for understanding the concepts taught in class. Marzano (2005) emphasizes that in all subject areas, explicit vocabulary instruction is required and outlines a six-step process that can help students learn important specialized vocabulary.

A. *First step:*

The teacher provides descriptions, explanations, or examples of new, friendly vocabulary.

- Give students information about new vocabulary.
- Create images or use videos and computer images as sources of information.
- Use the latest news programs and other media to connect the term with something familiar.

B. *Step Two:*

Students provide new descriptions, explanations or examples in their own words.

- Students record their explanations.
- Remind students not to copy and to use only their own words.

C. *Third step:*

The third step of the vocabulary teaching process involves strengthening and reviewing new vocabulary through games.

- To ensure that students have a deep understanding of academic vocabulary terms, teachers can engage students in weekly review activities such as dominoes, charades, card games, etc. After participating in the activity, students can play games to review new vocabulary.

- After participating in the activity, students can continue to refine their understanding of vocabulary by making corrections, additions, and changes to their explanations and visual representations. (National Behavioral Support Service, 2002: 14).

Study Time Outside School Time Lessons

In many countries, a significant percentage of children attend after-school classes, especially for arithmetic and language of instruction. In OECD countries, 35% of students attend this type of scientific session, while the percentages are 48% and 41%, respectively, for mathematics and the language of instruction. Only a fraction of the difference between the percentage of children taking regular scientific classes and the percentage of students taking math lessons after school can be attributed to the difference. About 38% of children who took normal scientific classes participated in after-school science lessons, while 48% of students who took regular math classes participated in after-school math lessons. Compared to science, students are more likely to attend math and language of instruction classes during regular school hours. (Borgonovi, 2011 : 27).

The difference between subjects can be seen in the percentage of students who participate in after-school activities and the amount of time they spend doing them. Students in partner countries and economies spend more time in lessons, time out of school than students in OECD countries. In general, students spend more time in out-of-school time lessons in math and language of instruction than in science. (Borgonovi, 2011 : 27).

Particularly in OECD countries, the majority of students who participate in extracurricular activities do so for a very short period of time. For example, in more than a third of OECD countries, at least 70% of students who participate in extracurricular science activities do so no more than two hours per week. Similar to

this, many students take extracurricular math and language classes, but most of them only spend two hours a week doing it (well-known outliers in the OECD include Greece, Korea, Spain, and Turkey). While the majority of students participate in this type of class in three disciplines for a shorter period of time, students in partner countries and economies use it slightly more. (Quality time for students studying inside and outside of school). (Borgonovi, 2011 : 27).

Definition of Extra Class

Learning programs that are implemented outside the regular school curriculum are referred to as supplementary classes or "les sore" in Indonesia. This signifies the implementation of additional learning activities after the end of the regular school day 5 curriculum. Additional classes are usually taken at school or at home in person. (Rahma, 2021 : 6-7).

One of the biggest challenges of the education system is improving the performance of learners who are far below, although students must remain in the classroom to get more education, especially in English. This is a way to improve their knowledge of English. According to Prinsloo (2008), students do not learn at the same level and have different levels of understanding, some are very slow, and require extra time to master content compared to fast learners to achieve their goals. So, additional English classes are a solution for students to gain more knowledge that will help them more easily understand English lessons. (Malvina, 2019 : 7).

Additional component of classroom activities to improve students' vocabulary skills.

High-quality after-school programs have an important component that can enhance additional classroom activities aimed at increasing students' vocabulary. These components can increase student interest and support from parents and the community. While not all programs cover every component, combining some or all of them can improve the overall effectiveness of an after-school program. (Jennifer, 2000: 17-18).

Clear goals and desired results.

It is especially important for additional class activities aimed at increasing student vocabulary. These programs should have clear goals and specific goals aligned with the desired outcomes. This requires a commitment to continuous assessment and continuous quality improvement. High-quality vocabulary programs have goals and self-reflection, and they regularly assess their activities to ensure that they achieve the desired results. Thus, these programs can continuously improve their effectiveness and increase the likelihood of success in increasing students' vocabulary. (Jennifer, 2000: 17-18).

Age-appropriate and challenging content

To increase students' vocabulary, additional classroom activities should offer age-appropriate and challenging content. Activities should aim to enrich and challenge the students' current knowledge, skills and interests. Programs should also seek input from students and respect and respond to their interests. It is important to reflect the diverse interests of students, changing as they move to different age groups. In addition, the program should provide a variety of options, allowing a healthy and diverse set of constructive activities to promote the development of vocabulary learning. (Jennifer, 2000: 17-18).

Opportunity for active learning

The active learning process can be an effective way to increase students' vocabulary in after-school activities. A quality after-school program should actively engage students by providing hands-on experience and cooperative learning. By engaging in active learning, students can practice new vocabulary. And by practicing new vocabulary through these 6 activities, students can better retain and apply the new vocabulary they have learned. (Jennifer, 2000: 17-18).

Parental involvement

Workshop presenters discussed the importance of involving parents in programs. The more competent parents are the better their children will function in school and after-school endeavors. Parental competence also influences academic achievement. There is re[1]newed interest in acknowledging that parents themselves

frequently need many services; they are more likely to come to a program that offers ways to help them and their children achieve success. (Jennifer, 2000:20).

Purpose of additional English classes

The purpose of extra-classes is to provide students with additional opportunities to improve their understanding and skills outside of regular school time. Some common purposes of extra-classes include:

a) Supporting the Curriculum: Extra-class aims to help students master curriculum materials and learning demands in greater depth. This can help students to achieve a higher level of understanding and fulfil academic requirements. (Durlak et al., 2010).

b) Selection and Appropriate Learning Materials: Extra-class allows students to make choices and determine learning materials that suit their needs and interests. This gives students more control over their learning process. (Lauer et al., 2006).

c) Support and Positive View of Learning: Extra-classes aim to shape positive attitudes towards learning, both in terms of motivation, confidence, and interest in learning (Durlak et al., 2010).

d) Development of Personal Skills and Talents: Extra-class provides opportunities for students to develop new skills and personal talents outside of the regular school environment. This may include academic, social, or recreational skills. (Lauer et al., 2006).

e) Encouraging Creativity and Activeness: Extra-classes aim to encourage student creativity and engagement. In a more focused and learning-oriented environment, students have the opportunity to develop new ideas, actively participate, and engage in more interactive learning activities. (Csikszentmihalyi, M.,1997).

Education should offer different routes of understanding to different learners

All young people want to learn things during their education. However, if we each have a unique one and incorporate much of our intelligence, we will not only be better equipped to learn from others in some ways than others, but we will also be better suited to acquire specialized knowledge and understanding. In other words, we

will arrive at understanding in a different way. Promoting understanding should be able to offer many routes to different destinations with the balance of our brain and efficient education. (Bentley, 2003:23).

Motivate students to explore words and their origins

If teachers can help students become interested and curious about words and word study, motivation will go a long way. Learning and exploring The origins of words can be fun and 7 motivating. Learning words doesn't have to be boring! It's interesting how our language is an eclectic collection of words borrowed from all over the world. If we can model interests and give children permission to take the time and explore interesting words and their origins, the rewards are potentially great. (Greenwood, 2010:120).

The teaching model is a guide to teaching creative and productive thinking

A teacher must develop a teaching strategy based on a curriculum framework and teaching and learning principles to direct learning. Students must be taught and assessed to achieve the results of the educational process. This model serves as a manual for instructors who want to teach students how to think creatively and productively. A particular teaching method known as the "teaching model" focuses on three main ideas:

a) purpose, intended to assist students in deepening their understanding and refining their critical thinking skills about specific types of content;

b) phases, which consist of sequences of actions often referred to as "phases" designed to assist students in achieving specific learning objectives;

Basic, the following standards should be considered: differences, and how they learn. (Masita, 2020:129).ub-sub-headings (if any) should be italicized also in 11 (pt) Book Antiqua.

CONCLUSION

In conclusion, vocabulary plays a crucial role in language learning. It encompasses individual words, phrases, and chunks that convey specific

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meanings. Without an adequate vocabulary, students face difficulties in understanding others and expressing their own ideas. Therefore, it is essential for students to develop their vocabulary knowledge and learning strategies. When it comes to vocabulary instruction, Marzano's six-step process provides an effective framework. It involves introducing new vocabulary, having students provide their own explanations, and reinforcing the learning through engaging games and activities. This approach helps students gain a deeper understanding and retention of academic vocabulary Outside of regular school hours, additional classes or supplementary programs can greatly benefit students in improving their language skills. These classes offer opportunities for students to enhance their knowledge, particularly in subjects like mathematics and the language of instruction. While participation rates and the time spent in extracurricular activities vary across countries, quality programs with clear goals, challenging content, active learning opportunities, and parental involvement can significantly enhance students' vocabulary skills.

Furthermore, the purpose of extra English classes extends beyond supporting the curriculum. They also aim to provide students with personalized learning experiences, foster positive attitudes towards learning, develop personal skills and talents, and encourage creativity and active engagement. 8 Inclusive education acknowledges that learners have diverse needs and learning styles. By offering different routes of understanding, education can cater to individual differences and promote effective learning outcomes. Additionally, motivating students to explore words and their origins can enhance their interest in vocabulary study, making learning enjoyable and rewarding. Teachers play a vital role in guiding students' thinking and fostering creativity. The teaching model, which emphasizes purpose, phases, and understanding student differences, serves as a valuable tool for educators to facilitate creative and productive thinking in their classrooms. Overall, vocabulary development, effective instructional strategies, supplementary

classes, inclusive education, and teacher guidance are essential components in enhancing students' vocabulary skills and language learning proficiency.

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