

THE USE OF ANIME FAN FICTION STORY AS A MEDIA WITH VSS TECHNIQUE TO IMPROVE THE TENTH GRADERS' VOCABULARY

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Abstract

Mastering in vocabulary is more specifically predictive and reflective of high levels of reading achievement. But, reading is not a habit yet in Indonesia because the learners' interest are low. Recently, there has been recognition that young people are able to engage in media in variety of ways, such as Anime Fan Fiction. And there is a technique of teaching vocabulary that can engage the learners in their own learning, an interactive learning that promotes word conciousness named VSS. Thus, this study was conducted to describe the new framework of the implementation and prove the learners' improvement of their vocabulary through reading Anime FanFiction with VSS technique. The objectives of this study were to show and describe how was the implementation of VSS technique for teaching vocabulary in contexts. To find out and prove that the learners have improved their vocabulary mastery after being taught using VSS technique in their reading class. This study was one group pre-posttest design which involved one class of the tenth graders at SMKN 6 Surabaya, the English teacher of the class and the 31 learners. This study was applied in two meetings on May, 7th and 13th, 2015. The data are taken by tthe observation checklist and the result of pre-posttest score. The findings showed that the score of the posttest was higher than the pretest. Then for the treatment, at the first meeting, the learners still faced the difficulty follow in step in analyzed vocabulary of VSS chart. Meanwhile, they could follow all the steps easily in the second meeting. So, this study was successful to improve the vocabulary through reading Anime Fan Fiction as a media with VSS technique.

Key Words: *Vocabulary, VSS, Anime, Fan Fiction*

Abstrak

Menguasai perbendaharaan kata secara spesifik lebih dipredikisi dan direfleksi dari tingginya tingkat prestasi dalam membaca. Tetapi, membaca belum menjadi kebiasaan di Indonesia karena ketertarikan para murid dalam membaca rendah. Dewasa ini, ada sekian banyak pengakuan bahwa remaja dapat terikat oleh media dalam berbagai cara, seperti Anime Fan Fiction. Dan ada sebuah teknik pengajaran kosakata yang dapat mengikat para murid dalam pembelajarannya sendiri, sebuah pembelajaran interaktif yang memutamakan pemahaman kata yaitu VSS. Oleh karena itu, study ini diadakan untuk mendeskripsikan implementasi dari desain mengajar yang baru dan membuktikan peningkatan kosakata para murid dengan membaca Anime Fan Fiction dengan pengajaran VSS teknik. Tujuan dari studi ini yaitu menunjukkan dan menjelaskan bagaimana implementasi dari VSS teknik sebagai pengajaran kosakata dalam konteks. Dan, membuktikan bahwa mereka telah meningkatkan kosakata setelah diajarkan dengan teknik VSS di kelas mereka. Studi ini ialah Quantitative, pre-posttest dengan satu grup yang melibatkan satu kelas dari tingkat 10 di SMKN 06 Surabaya, guru bahasa inggris di kelas itu, dan 31 murid. Studi ini diaplikasikan dalam dua kali pertemuan pada tanggal 07 dan 13 Mei 2015. Data dari studi ini diambil dari hasil observasi dan hasil score test. Dari studi ini ditemukan bahwa score posttest lebih tinggi dari pretest. Lalu untuk pengaplikasian studinya, para murid masih mengalami kesulitan di pertemuan awal. dalam mengikuti arahan dari peneliti untuk menganalisis kosakata dengan VSS teknik Setelah itu, mereka dapat mengikuti arahan dari peneliti dengan baik di pertemuan kedua. Jadi, studi ini berhasil dalam meningkatkan kosakata melalui membaca Aniime Fan fiction sebagai medianya dengan VSS teknik.

Kata kunci: *Kosakata, VSS, Animasi, Fan Fiction*

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INTRODUCTION

English is one of the international languages which used in every sectors in this globalisation era. Mastering in English will make people be able to compete and improve their lives in this era. As Pikulski and Templeton (2004) concluded that the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words. They conclude that the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement. Krashen (2004) states about vocabulary through reading that vocabulary is best developed through real encounters with the words in context, over time, and in small doses. She also states that time spent teaching vocabulary lists better spent doing free voluntary reading—more likely to result in word acquisition. It is support from Anderson and Freebody (1979) in their research, to build vocabulary knowledge depends on why it relates so strongly to reading. Moreover, the more people read the greater their vocabulary and the better their cognitive skills (Cunningham and Stanovich, 2003).

The states from the experts above is not working out here. Based on the condition of the learners in Indonesia which has low interest in reading and because of reading is not a habit yet in this country. There was a survey of the English reading habits of EFL Students in Indonesia conducted by Iftanti (2012) which proved this phenomenon. She concluded that most of the EFL students do not indicate to have good English reading habits although they have formally learned English from Elementary school to university. The length of time to learn English does not guarantee the cultivation of good English reading habits.

Based on the personal observation when the researcher took PPP or training for some months in Vocational High School State 6 of Surabaya. The condition of the learners in mastering English is low. They always feel bored, lazy and not interesting at all to read which made them have a small and limit vocabulary in English. Next, the way of teaching the materials in the class during the teaching learning process take the part of this case. Most of the teachers there uses monotonous style to teach. This phenomenon is

similar to Azra's findings (2002) that the significant role of teachers in the classroom, many Indonesian teachers have been found to lack teaching competence.

Recently, there has been recognition that young people are able to engage in media in a variety of ways, such as through *fanfiction* (Black, 2007). As the learners of high schools are including of young people, they must be interested in new way of media which make them more motivated and stay focus of it.

Fan fiction refers to original stories and novels which are set in the fictional universes of favorite television series, films, comics, games or other media properties (Jenkins, 2008). Fan fiction is a unique form of writing in which fans base their stories on the characters and plotlines of existing media and popular culture. When creating fan fiction, fans extend storylines, create new narrative threads, develop romantic relationships between characters, and focus on the lives of undeveloped characters from various media (Black, 2009). This media provides many of the fiction stories which be able to engage the students interest in reading a text. When they read something about what they like, they must be feel enjoy, enthusiastic, and pleasure to read. Then, it can stimulate and motivate them to make reading as their habit so that they can improve their vocabulary mastery through this media. Fan fiction is a whole stories about somethings popular that consist of many genres and ratings to make easy the readers to find the story on the internet. Black (2007) conducted study with three writers of fan fiction whose were as teenagers. The three girls are interested to write fan fiction about anime or manga than the others something popular. Black (2007) shown that the teenagers are more interest in Anime than the others.

There are some previous studies about to improve vocabulary through reading and fan fiction is made by the researcher in order to avoid any application of the same studies, unnecessary replication, and plagiarism. The first study is applying The *Vocabulary Self-Collection Strategy* (VSS) to eighth-grade lesson on Martin (2002). She concludes that this strategy was successful to improve vocabulary through reading a book with give the learners to select and nominate the words that are new and interesting of their reading from the book to learn. Her study has one similarities of

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this study, that is the concept of this study to improve vocabulary through reading.

One of the ways for teaching Vocabulary through reading is using VSS. VSS is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying words that are new and interest for them by select and nominate by themselves from their reading to share with members of their class (Antonacci and O'Callaghan, 2012). The major benefits of using VSS are that students engage in their own learning, discover how to recognize unfamiliar or interesting words from their readings, develop their vocabularies, and become word conscious.

VSS technique and Anime Fan Fiction as a media was the new framework for teaching vocabulary in contexts that need to be adaption with the condition of the learners in the class. So, the researcher needed to be focused on the implementation when the study applied in the class.

To overcome the situation previously mentioned that the learners are low in mastering English because of lack vocabulary, based on the personal observation in Vocational High School State 6 of Surabaya, the researcher conducted study to improve their vocabulary mastery using VSS technique through reading Anime fan fiction story as the media. By looking at the background of the study above, the researcher can design two research questions to help the research administer this study. The research questions are formulated as follows:

1. How was the implementation for teaching vocabulary in contexts ?
2. Do the learners improve their vocabulary mastery after being taught using VSS technique in their reading class ?

RESEARCH METHODS

In this study, the researcher used Quantitative research that was Experimental design to find and measure the improvement of the vocabulary from the test result. The researcher focused on the result of the pre-posttest of the vocabulary mastery and the improvement of vocabulary through reading with the new media (Fan Fiction) with VSS technique and introduced it to them. The researcher used One-group pretest-posttest design because the school gave one class only to be applied with the treatment of this study. Hatch and Lazaraton (1991) state that the pretest-posttest design for one group has many drawbacks that

you can consider in your study group. So, the researcher supported this design with the explanation and the evidence from the Qualitative data when the treatment applied so that it would make stronger result to this study. In this study the variables were classified into two, they were : The independent variable was the *Anime Fan Fiction Story as the media with VSS technique*. And, the dependent variable was the *improvement of the learners' vocabulary*. The population of this study was the 10th graders of Vocational State High School 6 Surabaya. The researcher chose one class of the 10th graders in the school. The sample was the learners of the class when the study conducted.

The source of the data of the first research question was the behaviour and the activities in the class. And, for the second research question's source data the researcher gave pretest (beginning) and posttest (ending) in this study in order to know that the learners had improve their vocabulary mastery proved by the test score. To answer clearly of the two research question the researcher used two kind of instruments. They are : Result of the observation checklist and Test.

The researcher collected the data by giving pretest at the beginning, giving treatment in two times, then ended by giving posttest. In order to know the learner's vocabulary mastery, the researcher administered the pretest in the class. Next, the researcher introduced the treatment to the X Busana 2 class. The treatment was applied to improve Vocabulary trough reading Anime Fan Fiction with VSS technique. The researcher explained about what fan fic is and the advantages of reading it. After that, the researcher asked them to read the text about Anime fan fic. After they have read the text and found many of the new words that they feel strange, curious, and unfamiliar. The researcher explained VSS technique in order to give the steps how to increase their mastery in vocabulary. The second treatment, the researcher discussed the lesson on the previous meeting. After that, the researcher gave the second text and applied VSS technique and do the same steps in the first treatment. Finally, the researcher gave the posttest to them after conducted and applied the treatment in the class. The posttest was same with the pretest before. The researcher conducted the posttest in order to know the learner's increase of their vocabulary mastery after given the treatment.

For the data collection technique, the researcher used mixed method design. So, the steps were : First, collected the data by giving a pretest Next, the researcher implements the media while observed the leaners's behaviour and activities. And, ended by giving posttest.

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RESULTS AND DISCUSSION

The result and the discussion was divided into two parts. First, the researcher described how was the implementation of this study in the class in two meetings. And the second, the researcher proved and showed do the learners improve their vocabulary mastery after being taught using VSS technique in their reading class.

The Implementation of using VSS technique for teaching Vocabulary in contexts

In this part the researcher showed and describe how was the implementation of VSS technique for teaching vocabulary using observation checklist as the research instrument (Appendix VII). The researcher implement the treatments in two meetings. So, there are two observation checklist for the first and the second treatment.

First treatment :

Introductory Activities

At first, the researcher opened the teaching and learning process by said greeting to them. Then, checked the learners' list by called their name. All the learners were present in the class. After that, the researcher prepared them in mentally and physically in order to follow the teaching learning process. Next, the researcher gave them brainstorming in order to make them engage with the study. After the learners were engaged, the researcher started to explain the study about vocabulary in narrative text.

Main Activities

In line with the Curriculum 2013, the main activities divided into five parts. They are Observing, Questioning, Collecting, Analyzing and Communicating. For observing, the researcher asked them to make a group consist between 4-6 learners. After make a group, the researcher gave them the first text. One text for one group. Next, the researcher introduced Anime Fan Fiction as a media in narrative text in the class with VSS technique to improve their vocabulary. After that, the researcher asked them to read the text. After read the text, the researcher asked them to make a word list from the word that they did not know yet the meaning, unfamiliar or new for them in the text. For Questioning step, Each group has a chance to ask about their word list that they make from their reading text. For Collecting step, the researcher give the example for identifying the new words from their word list into VSS graph. The graph consist of the definition or the meaning of the word and the reason why choosing the word to be further analyzed. In a group, the learners made VSS graph are like the researcher's example. For communicating step, the researcher asked them to show and explain their work

in front of the class and share for the other groups. After that, the researcher gave feed back and explanation to them for their work.

Closing Activities

Finally, for closing the teaching and learning process. The researcher discussed about the advantages of this study with the learners. Then, the researcher asked the learner to make a conclusion about what they have learnt. Then, the researcher closed the teaching and learning process by giving farewell.

Second treatment :

Introductory Activities

At first, the researcher opened the teaching and learning process by said greeting to them. Then, checked the learners' list by called their name. All the learners were present in the class. After that, the researcher prepared them in mentally and physically in order to follow the teaching learning process. Next, the researcher gave them brainstorming in order to remind them about the first treatment. After the learners were engaged, the researcher started the teaching and learning process.

Main Activities

The main activities in the second treatment are same with the first treatment. For observing, the researcher asked them to sit in a group that they have make from the first meeting. Then, researcher gave them the Second text. One text for one group. Next, the researcher explained again about Anime Fan Fiction as a media in narrative text in the class with VSS technique to improve their vocabulary. After that, the researcher asked them to read the text. After read the text, the researcher asked them to make a word list from the word that they did not know yet the meaning, unfamiliar or new for them in the text. For Questioning step, Each group has a chance to ask about their word list that they make from their reading text. For Collecting step, the researcher give the example for identifying the new words from their word list into VSS graph. The graph consist of the definition or the meaning of the word and the reason why choosing the word to be further analyzed. In a group, the learners made VSS graph are like the researcher's example. For communicating step, the researcher asked them to show and explain their work in front of the class and share for the other groups. After that, the researcher gave feed back and explanation to them for their work.

Closing Activities

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asked the learner to make a conclusion about what they have learnt. Then, the researcher closed the teaching and learning process by giving farewell.

The implementation of this study. From the first treatment, the researcher concluded that the learners still had difficulty to follow the steps in this study. They need a long time to do the steps. So, in the end of the first treatment there were some of the group who did not have a time to show their's work in front of the class. From the second treatment, the researcher concluded that the learners can follow the steps in this study easily. All the groups can show their's work in front of the class. Their's work of the second treatment showed the improvement than the first treatment. They have made VSS graph easily. Most of them have made the right sentences than the first treatment. And, they were more active in discussion or giving conclusion in the second treatment than the first treatment. So, the researcher made a conclusion that this study was suitable for teaching vocabulary in contexts. So, the researcher found that the implementation of this study was suitable for teaching vocabulary in contexts.

In line with the steps of VSS technique from Haggard (1982, 1986). There are eight steps for teaching vocabulary using VSS technique. For the implementation of this study, there are some adaption to match the condition for the learners in the class. There is one step not appeared in the treatment. The sixth steps, to engage the learners after they understand the technique because after they understood with the study, the researcher asked to them to do the next steps. And, for the ending of the treatment, the researcher asked to them to apply the words in a sentence to check their undertand of the new word. There is no steps in VSS to apply the words in a sentence. So, the researcher made a conclusion that the implementation of this study is not exactly the same with the VSS technique from Haggard (1982, 1986). There are some adaption for the learners in the class.

The Learners' improvement of their vocabulary mastery after being taught using VSS technique in their reading class.

The resesearcher conducted the test to prove and measure whether the learners have improved their vocabulary mastery before and after the treatment that applied in the class. The were 31 learners who took the test. The researcher analyzed the result of pre and posttest with Paired Sample T-Test formula in SPSS 16.0. The result of the analyzed were : The differences of the mean of pre and posttest was -34.452. It proved with the pretest mean was 45.94 and posttest mean was

80.39. So, there was increase score of the mean from pretest to posttest. There was a significant difference between two scores where the Sig. (2-tailed) value is .000. So, there is a significant diffrence when the value of the Sig. (2-tailed) is less than .05 (Pallant, 2010).

To measure the improvement of the learners' vocabulary mastery. The researcher calculating the effect size for Paired Sample T-Test, used *eta squared* formula. The result of Eta squared value is 0.96 so it means has large effect before and after the treatment of the score in the pre and posttest. So, the learners had improved their vocabulary mastery after this study conducted in the class. And, the researcher concluded that this study was succesful to improve the learners' vocabulary mastery.

From this study found that there was a significant difference of the learners' vocabulary mastery before and after the study conducted. The researcher showed the result of the analyzed with Paired Sampe T-Test formula in SPSS 16.0 in order to showed and proved there was a significant difference before and after study conducted. The result of the analyzed showed that the differences of the mean of pre and posttest was -34.452. It proved with the pretest mean was 45.94 and posttest mean was 80.39. So, there was increase score of the mean from pretest to posttest. Then, the result showed that there was a significant difference between two scores where the Sig. (2-tailed) value is .000 in the column. So, there is a significant difference when the value of the Sig. (2-tailed) is less than .05 (Pallant, 2010). So, from the result showed that there was a significant difference between pretest and posttest score. The mean of the score was increase and proved that this study was succesful to increase the learners' vocabulary mastery. In conclusion of this dicussion part, the researcher conclude that this study can improve the learners vocabulary mastery. Based on the score results and learners' activities above. This study can be concluded succesfull in improving the learners' vocabulary mastery.

CONCLUSION

The conclusion of this study divided into two part according to the result and answer of the research questions that stated in the previous chapter. First is about the implementation of VSS technique for teaching vocabulary in contexts. The result of the implementation measured with the observation checklist to show and describe that this study was not exactly the same with the VSS technique. There are some adaption for the learners in the class. There is one step not be appeared and there is an addition activity in the end of this study.

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Second, the learners had improved their vocabulary mastery after this study conducted proved with the result of the pretest and posttest. The, supported with the analyzed from Eta squared to make sure the effect of the study. The result from Eta squared shows that there is an large effect of this study to the learners. The VSS graph that the learners used to analyzed their new words after they read the text helped them to understand and increase their vocabulary mastery.

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